



State: Florida

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: September 26, 2018; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Florida Department of Education’s (FDOE) long-term goal is 58% of students proficient in reading and math by 2020. FDOE’s goal for subgroups is the same -- to reduce the achievement gap by one-third between each subgroup in each subject area by 2020. There are some subgroups that will need to produce a historical growth in performance due to years of disinvestment. Florida’s School Quality or Student Success (SQSS) indicator is researched based and can be disaggregated by subgroup: elementary schools - science; middle schools - science, social studies, middle school acceleration; high schools - science, social studies, high school acceleration. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> In addition to the subgroups required by ESSA, Florida’s plan includes an additional subgroup in the state’s school and district accountability system. The lowest-performing 25% of students in ELA and Mathematics learning gains is the additional subgroup. School ratings (A–F grades) give 18–25% weight to the academic growth of the lowest-performing 25% of students for all schools for this “learning gains” indicator. As such, ESSA subgroups have lesser but still meaningful effect on a school’s rating. In this case, the state includes student subgroups in all school ratings, but does not include all ESSA student subgroups. Florida’s lowest-performing 25% of students contains an over-representation of the subgroups that are historically low-performing. Florida’s minimum n-size requirement is 10 students for all accountability and reporting purposes for all students and for each subgroup. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming used to identify schools for “targeted support and improvement” (TSI) is narrower than “additional targeted support and improvement” (ATSI) in Florida’s plan. It identifies schools with subgroups performing at or below 31% on the “federal percent of points index” across all indicators for three consecutive years (ATSI) definition identifies schools with subgroups performing at or below 40% on the index). Florida risks identifying fewer schools in need of support with this definition. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> FDOE’s state-level needs assessment process to support local education agencies (LEA) identify and address resource inequities is still in development. FDOE’s plan does not describe how it will meet ESSA’s requirement that state’s report data on per pupil spending. FDOE’s plan does not adopt flexibility under ESSA to include a resource equity indicator in the accountability system such as – access to quality teachers, access to preschool, and access and success in Advanced Placement (AP), International Baccalaureate (IB), dual enrollment and career and technical education (CTE) offerings. Nor does FDOE’s plan adopt flexibility under ESSA to use set asides to address resource inequities. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>5. Educator Equity</p>	<input type="checkbox"/> Excellent



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<ul style="list-style-type: none"> • While FDOE’s plan defines key terms such as ineffective, inexperienced, and out-of-field, there is no timeline, no plan to measure and report on these statistics, nor a plan to reduce the disproportionate assignment of these teachers to high needs students. • FDOE’s plan does not adopt flexibility under ESSA to use the Title II 3% set aside for funds that improve the equitable access to effective and diverse teachers, principals and school leaders including through evidenced-based strategies such as residencies, mentoring, induction supports and cultural competency training. 	<input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • FDOE’s plan documents the outreach and specific outlets they sought consultation and feedback on aspects of the ESSA plan at the development phase. • The plan does not describe how it will continue stakeholder engagement and consultation as ESSA is being implemented. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • FDOE staff conduct training and provide technical assistance for LEAs that highlights current research and successful practices in discipline, specifically using exclusionary discipline, such as out-of-school suspension, only as a last resort. • In addition to a review of these data by FDOE for school improvement, these should be included as an indicator in the accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • There is no mention of using Title I or Title II funds to expand Early Childhood Learning. • Florida’s goal is to provide seamless articulation through its K-16 system, however more emphasis should be placed on early learning opportunities where many of the disparities that present later along the academic continuum can be effectively remediated. There should be more alignment between the Voluntary Pre-Kindergarten program and the rest of the system. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • Florida uses the “College and Career Acceleration” indicator as part of its accountability system which examines the percentage of high school graduates who either: (1) earn a passing score on an AP, IB, or Advanced International Certificate of Education exam; (2) earn a "C" or higher in a college-level dual enrollment course; or (3) earn an approved industry certification. • If a school does not assess 95% of all students, un-tested students will be treated as not proficient in the achievement indicator of the federal percent of points index. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • The state describes how they intend to use Title IV part B funds to develop and expand extended learning time offerings such as afterschool. • FDOE should also consider adopting extending learning time as part of its school improvement strategy. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • Florida prioritizes science and math as well as career and technical education (CTE) in its accountability system. Specifically, it includes proficiency in science in its accountability index for elementary, middle and high schools; proficiency on a statewide Algebra, Geometry or Biology tests in its accountability index for middle schools; and a measure of students who earn an approved industry certification in its accountability index for 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>middle schools and high schools.</p> <ul style="list-style-type: none">• While the state prioritizes CTE for students who are transitioning from correctional facilities back into the community, there should be a more intentional focus to develop CTE and social- emotional learning (SEL) curricula that is integrated or at least seen on par with the general education college and career trajectory.	
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• Florida primarily uses a "federal percent of points index" to annually differentiate schools and identify schools for support under ESSA. Florida gives A-F grades to all schools as part of a separate state accountability system and uses those grades to identify schools for CSI under ESSA.• Florida would be well suited to provide explanatory sessions about the inclusion of the federal percent of points index, how it will be used and its components as well as to provide a dashboard of data to help parents fully understand school quality.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Poor</p>