



# Florida Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit [www.air.org/ESSAAccountability](http://www.air.org/ESSAAccountability).

- Florida uses a composite index to calculate annual summative ratings of A, B, C, D, or F for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI).
- Florida includes a measure of English language proficiency progress as an ambitious long-term goal but does not include such a measure in its system for annual differentiation or identification of schools for CSI or TSI.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input checked="" type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)	
Summative Ratings	
A, B, C, D, F	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
<b>GAP</b> Achievement gap	
<b>ELP</b> English language proficiency/progress	
4-year graduation rate	✓
<b>EAR</b> Early learning	
<b>WRE</b> Well-rounded education	
Persistence	
<b>EXT</b> Extended-year graduation rate(s)	
<b>OTG</b> On-track to graduation	
Dropout rate	
College and career readiness	
<b>COL</b> College enrollment	
<b>ADV</b> Advanced coursework or sequence	✓
<b>CPT</b> College placement test(s)	
<b>CTE</b> Career and technical education or work-based learning	✓
Readiness to learn	
<b>CFL</b> Conditions for learning/school climate	
<b>SEL</b> Social-emotional learning	
<b>CHR</b> Chronic absenteeism	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

## Student Groups for Accountability Determinations

(N = 10 for accountability, N = 10 for reporting)

Major racial/ethnic subgroups
American Indian or Alaskan Native
Black
Hispanic
Native Hawaiian or Pacific Islander
Two or more races
White
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Lowest performing 25% (for student growth)

## Subjects Used for Accountability

Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science	✓	
Social studies	✓	
Other		



## Annual Differentiation System

Florida uses the following composite index to calculate a summative rating of A, B, C, D, or F for all public schools and to identify schools for CSI and TSI (see also “School Improvement Categories”).

### Florida Composite Index for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weighting		
		Elementary Schools	Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	28.57% (200)	22.22% (200)	20% (200)
 Other academic	Student growth, all students (learning gains for ELA, math)	28.57% (200)	22.22% (200)	20% (200)
	Student growth, bottom 25% performers (learning gains for ELA, math)	28.57% (200)	22.22% (200)	20% (200)
 Graduation rate	4-year graduation rate	--	--	10% (100)
ELP English language proficiency progress	<i>Not included</i>	--	--	--
<b>Academic indicators subtotal</b>		<b>85.71% (600)</b>	<b>66.67% (600)</b>	<b>70% (700)</b>
SQSS School quality or student success	Proficiency (science, social studies) <i>Science only</i>	14.29% (100)	22.22% (200)	20% (200)
	Middle/high school acceleration	--	11.11% (100)	10% (100)
<b>SQSS indicator subtotal</b>		<b>14.29% (100)</b>	<b>33.33% (300)</b>	<b>30% (300)</b>
<b>Total</b>		<b>100% (700)</b>	<b>100% (900)</b>	<b>100% (1,000)</b>

Note 1: ELA=English language arts

Note 2: Florida assigns point values to each accountability measure which are included parenthetically. Percentage weightings have been inferred/calculated here for cross-state comparison purposes.

Note 3: Florida does not include a measure of English language proficiency progress in its composite index or other steps for identification of CSI/TSI schools.

## Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (weighted equally for ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	Participation rate is not included in the achievement calculation. Schools with participation rate less than 95% receive a preliminary summative rating of “I” (Incomplete). The respective district may provide associated data to show that performance scores are statistically representative (i.e., that the missing test scores would not alter accountability results) and must provide information regarding how it will change its practices to improve. If the Commissioner determines data to be representative, then summative rating is released.
 Other academic	Learning gains (weighted equally for ELA, math)	Percentage of students demonstrating growth from year to year on statewide assessments by meeting any of the following criteria: <ul style="list-style-type: none"> <li>maintaining a score within performance level 5 (highest level)</li> <li>improving one or more performance levels</li> <li>maintaining a passing performance level (3 or higher) and increasing scale score <i>within</i> the performance level</li> <li>for non-passing students, increasing score to higher sub-performance level within performance level 1 or 2</li> </ul> Two separate measures are calculated, for all students and the lowest 25% of performers from the previous year.
 Graduation rate	4-year graduation rate	The percentage of students within an <a href="#">adjusted cohort</a> who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	Not applicable	Florida does not describe the inclusion of a measure for English language progress in its composite index or overarching system for annual differentiation.
SQSS School quality or student success	Proficiency (weighted equally for science, social studies)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	Middle/high school readiness	For middle school, percentage of eligible students who pass a high school level end-of-course assessment or industry certification exam. For high school, percentage of students within the graduating cohort who attain participation and/or performance benchmarks for any of the following activities: <ul style="list-style-type: none"> <li>Advanced Placement, International Baccalaureate, or Advanced International Certification of Excellence (“Cambridge”) assessments</li> <li>Dual enrollment coursework</li> <li>Nationally recognized industry certification</li> </ul>

## School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: Any school (Title I or non-Title I) that receives an F summative rating for a single year or a D rating for 2 consecutive years</li> <li>Low graduation rate school: 4-year graduation rate less than or equal to 67%</li> </ul>	Any school (Title I or non-Title I) that receives a D summative rating after receiving a C or better in the previous year	State does not provide criteria for the identification of ATS schools that is distinct from criteria for identification of schools for TSI
First year and frequency of identification	2018–19 and annually thereafter	2018–19 and annually thereafter	Not applicable
Years of improvement to exit status	1 year of improvement required to exit CSI status	1 year of improvement required to exit TSI status	Not applicable

Note: Florida does not appear to identify a separate category of schools with chronically underperforming subgroups for CSI.

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		