

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Application for New Grants Under the Comprehensive Literacy State Development Program**

**CFDA # 84.371C**

**PR/Award # S371C200011**

**Grants.gov Tracking#: GRANT13121685**

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 02, 2020

PR/Award # S371C200011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/01/2020

4. Applicant Identifier:

785319963

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

Cari Miller

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

██████████

\* c. Organizational DUNS:

██████████

d. Address:

\* Street1:

255 Marriott Drive

Street2:

\* City:

Tallahassee

County/Parish:

\* State:

FL: Florida

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

32399-0400

e. Organizational Unit:

Department Name:

Department of Education

Division Name:

Office of Early Learning

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

\* First Name:

Cari

Middle Name:

\* Last Name:

Miller

Suffix:

Title:

Organizational Affiliation:

\* Telephone Number:

██████████

Fax Number:

\* Email:

██████████

PR/Award # S371C200011

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

### \* 12. Funding Opportunity Number:

ED-GRANTS-040320-001

\* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program CFDA Number 84.371C

### 13. Competition Identification Number:

84-371C2020-1

Title:

Application for New Grants Under the Comprehensive Literacy State Development Program

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Florida Comprehensive Literacy State Development Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):****\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Cari Miller

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

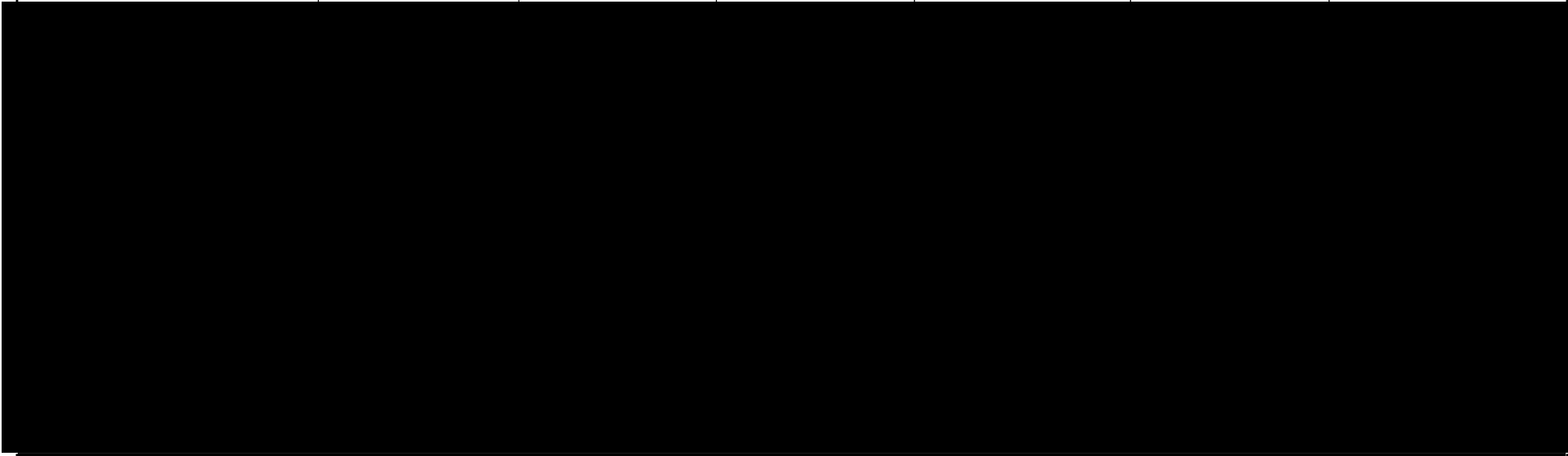
☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S371C200011

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Cari Miller		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------



**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Florida Department of Education"/> * Street 1 <input type="text" value="325 West Gaines Street"/> Street 2 <input type="text"/> * City <input type="text" value="Tallahassee"/> State <input type="text" value="FL: Florida"/> Zip <input type="text" value="32399"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="United States Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Comprehensive Literacy Development"/> CFDA Number, if applicable: <input type="text" value="84.371"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="REDACTED"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> Title: <input type="text" value="NA"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/01/2020"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1235-GEPA Narrative.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # S371C200011

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## **GENERAL EDUCATION PROVISIONS ACT (GEPA)**

### **Personnel**

As required in Rule 60L-40.002, F.A.C., and FDOE's Code of Personal Responsibility, Code 8.0 (Equal Employment Opportunity and Affirmative Action), it is the policy of FDOE to provide equal employment opportunity through programs of affirmative and positive action. FDOE employees are provided equal opportunity in all employment practices, including recruitment, examination, appointment, training, job assignment, leave, promotion, demotion, transfer, compensation, discipline, separation, or any other term or condition of employment. FDOE has an Affirmative Action Plan that is reviewed and revised periodically. FDOE also has a designated EEO/AA Coordinator who completes a workforce report on an annual basis. FDOE establishes annual goals for ensuring full use of groups that may be underused in its workforce, as compared to the relevant labor market.

### **Website**

Section 508 requires federal electronic and information technology to be accessible to people with disabilities, including employees and the public. In December 2000, the Federal Access Board issued final standards for electronic and information technology under Section 508 of the Rehabilitation Act, which were adopted and published in the Federal Register in April 2001 with enforcement to begin June 21, 2001. While these standards currently apply to the federal government, it is the direct responsibility of Florida state government agencies and their web designers and developers to become familiar with these accessibility guidelines and to apply these principles in designing and creating any official State of Florida website.

All Florida state government websites must comply with Section 508 to ensure the widest possible audience easy access to government information. These standards are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium (W3C).

### **Facilities**

All facilities used by FDOE are required to be compliant with applicable provisions of the Americans with Disabilities Act.

### **Training and Public Involvement Activities**

All such activities sponsored by FDOE are designed to address the needs of participants relative to equity and access, including, but not limited to, facilities accessibility; provision of materials, as appropriate, in various languages or formats; provision of interpreters, as necessary; and any other needed accommodations, as requested.

### **Subgrantees**

Florida's CLSD project aims to advance literacy skills, including early literacy, reading, and writing, through increased use of evidence-based practices, activities, and interventions, for children and students B-12, with an emphasis on children and students who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

In addition to the above, Florida proposes the following areas of focus to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

1. Florida implements Universal Design for Learning (UDL), which focuses on the design and composition of an environment that can be accessed, understood and used to the greatest extent possible by all individuals regardless of their age, size, ability or disability.
2. Florida utilizes the Problem Solving/Response to Intervention (PS/RtI) project to provide effective and efficient multi-tiered system of supports to ensure the academic, behavioral, and social-emotional growth for every student within one universal education system.
3. Florida will ensure LEAs have access to resources, technical assistance, training, practices, strategies and programs that support the goal of equity and enable all students to succeed. One approach through the proposed CLSD project is to ensure the repository of evidence-based practices reflect practices with strong and moderate levels of evidence for children and students who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
4. For a coordinated cohesive approach to provide equitable access to all, FDOE will coordinate with and include early childhood education program staff, local leaders, principals, coaches, teachers, teacher literacy teams, English as a second language program office and specialists, special education program office and special education educators, and school improvement program office staff to provide a continuous and equitable system of quality literacy instruction for all.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Cari Miller

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.

\* First Name: Alex

Middle Name:

\* Last Name: Kelly

Suffix:

\* Title: Chief of Staff, Department of Education

\* SIGNATURE:

\* DATE: 06/01/2020

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424


OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**


Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Cari		Miller	

Address:

Street1:	255 Marriott Drive
Street2:	
City:	Tallahassee
County:	
State:	FL: Florida
Zip Code:	32399
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:



**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?


☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

## ***Project Abstract***

The overarching goal of Florida's CLSD project is to improve language and emergent literacy skills of birth to age 5 children and significantly increase the percentage of elementary and secondary students mastering the state's language and literacy standards. Specifically, the CLSD proposal is designed to meet **three main goals** centered around **nine measurable objectives**, focusing on building capacity of stakeholders' knowledge and use of evidence-based practices, improving teachers' use of evidence-based practices to improve literacy outcomes, and increasing literacy achievement and reducing the achievement gap in high need schools and early childhood programs.

There are **four main activities** as part of Florida's CLSD grant proposal: 1) Use literature review and needs assessment data to develop and disseminate Florida's Comprehensive B-12 Literacy Achievement Plan; 2) Develop and deliver initial and ongoing high-quality training on evidence-based practices, including the creation of a comprehensive repository of evidence-based practices and resources, B-12; 3) Strengthen current pre-service courses and certification exams to ensure evidence-based B-12 practices are comprehensively addressed; and 4) Award subgrants to eligible LEAs who propose a feeder system of high-quality, evidence-based B-12 literacy support that benefits the greatest number of children and students who have traditionally been underrepresented, specifically students with disabilities, English Language Learners and economically disadvantaged students.

**All three competitive preference priorities (CPPs)** are addressed in Florida's CLSD proposal. Florida has not been a recipient of USDE Striving Readers Comprehensive Literacy (SRCL) grants or Comprehensive Literacy State Development (CLSD) grants (**CPP1**). Florida will provide services that overlap with Qualified Opportunity Zones (QOZs) through the

subgrant process, including providing priority points for subgrantees who embrace Comprehensive Support and Improvement (CS&I), Targeted Support and Improvement (TS&I) schools, high schools in the lowest quartile as ranked by graduation rates, and VPK providers on probation in Quality Opportunity Zones (**CPP2**).

Just Read, Florida! (JRF!) and the Office of Early Learning (OEL) will collaborate in leveraging existing programs and infrastructure to create a cohesive and comprehensive literacy support network. Inter-bureau collaboration with the Bureau of School Improvement (BSI), the Bureau of Exceptional Education and Student Services (BEES), the Bureau of Student Achievement through Language Acquisition (SALA), the Bureau of Recruitment, Development, and Retention (BRDR), and the Bureau of Postsecondary Assessment (PSA) will be essential to streamline professional development, assessment, support, and progress monitoring focusing on improved teacher practice and increasing student proficiency in literacy (**CPP3**).

The **proposed project outcomes** are increased knowledge and use of evidence-based practices from all stakeholders, including local leaders, families, teachers and pre-service teachers, and in turn increased student literacy achievement and gap closure for our most disadvantaged, underrepresented populations in geographically diverse areas. Florida anticipates awarding 30-40 LEAs, serving 500 high need schools and early childhood programs, 2,000 local leaders, 15,000 teachers, and 350,000 students.



## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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# Florida Comprehensive Literacy State Development Program Application

“Once you learn to read, you will be forever free.”— Frederick Douglass



# FLORIDA COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM

## CDFA 84.371C

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## **INTRODUCTION**

Florida became the epicenter of the education revolution launched by Governor Jeb Bush in 1998. Recognizing that a student's ability to read was a critical predictor of educational and lifelong success, Governor Bush made grade level reading one of his top priorities and signed Executive Order 01-260, establishing the Just Read, Florida! Initiative in 2001. The charge was to prioritize literacy in Florida's schools and declared that, Just Read, Florida! (JRF!) be based on the latest literacy research, establishing literacy as a core value in the state with the unequivocal goal of every child being able to read at or above grade level.

To ensure that students in need develop a solid foundation in literacy and receive strong literacy-based instruction, Florida created policy and a network of supports for students from birth to grade 3. Since 2002, Florida Statute 1008.25 has required a comprehensive approach to early literacy to ensure all students read on grade level by the end of third grade, and ended socially promoting third graders who are unable to demonstrate sufficient literacy skills. In 2005, Governor Bush signed the Voluntary Prekindergarten Education Program (VPK) into law, which is designed to prepare early learners for success in kindergarten and beyond. VPK focuses on the whole-child with standards-based, developmentally appropriate curriculum, emphasizing early literacy (section 1002.67, F.S.).

To institutionalize the state-wide focus on literacy, in 2005 the Legislature enacted Florida Statute 1001.215 making JRF! a permanent office in the Department of Education; established section 1011.62(9), F.S., creating a reading allocation as a permanent categorical in the Florida Education Finance Program, and codifying the Florida Center for Reading Research (FCRR) in section 1004.645, F.S., a nationally recognized research center.

Due to the education reform efforts of former Governor Bush, a strong infrastructure is in place, and because of the renewed priority on literacy championed by Governor Ron DeSantis, Florida is poised to leverage the Comprehensive Literacy State Development (CLSD) Grant to refocus and further enhance the comprehensive system of support to improve literacy outcomes for Florida's most disadvantaged students. Florida has not been a recipient of USDE Striving Readers Comprehensive Literacy (SRCL) grants or Comprehensive Literacy State Development (CLSD) grants with CFDA number 84.371C, and Florida's proposed CLSD project will be a critical component of the state's education reform efforts (**Preference Priority 1**).

**NEED FOR PROJECT (15 points)**

While the enactment of literacy policies and the VPK program have improved student literacy achievement, Florida faces several challenges not unique to the state but unique in terms of scale. Florida is the third largest state in the nation, with an early learning population of 1.3 million with 36% of those children from low-income families. Florida serves 2.8 million K-12 students, in 67 school districts, five lab schools, and three charter local education agencies (LEA). Five Florida districts rank among the 11 largest school districts in the country (Miami-Dade, Broward, Hillsborough, Orange, and Palm Beach). Florida schools are majority minority with 63% of the student population being non-white students. Roughly, 55% of Florida's students are living in or near poverty. Moreover, 10.2% of Florida students are learning English as a second language to more than 300 different Native languages, while 14.1% of Florida students are students with disabilities (SWD) (FDOE 2018-19, Final Survey 2).

Florida has a sizable migrant population, with 13,751 prekindergarten through grade 12 students qualifying as migrant students needing priority services. There are roughly 900 people per day seeking residence in Florida (O'Brien, 2019). Many have children who will become part of Florida's learning institutions. Florida's K-12 population is projected to increase by an

average of 18,000 students each year for the next five years (Office of Economic and Demographic Research, April 11, 2019).

### ***Recent Changes***

The need for the project is amplified by several recent changes in Florida education policy. Within the last three years, the state of Florida has enacted a framework of policy changes designed to improve the quality of literacy instruction in Florida schools in order to increase student outcomes. In 2017, Florida revised and adopted the Florida Early Learning Development Standards: Birth to Kindergarten. That same year, the legislature established new provisions focused on evidence-based, explicit, and systematic instruction for students with reading difficulties, K-12. State Board Rule 6A-6.053, F.A.C. was then revised to require all instructional and intervention practices and materials be evidence-based.

To ensure high-quality literacy instruction for our most vulnerable students, the legislature also required teachers providing reading intervention to have earned the Reading Endorsement, which entails extensive coursework focused on literacy research, methodology and instruction, or the reading certification credential starting in the 2020-21 school year. In addition, to ensure new teachers have an understanding of the foundations of literacy, secondary teacher candidates in teacher preparation programs and teachers pursuing an alternative route to certification must complete both competencies 1 and 2 of the Reading Endorsement credential in order to complete their programs; those who plan to teach elementary must complete the first four of five Reading Endorsement competencies. Furthermore, State Board Rule 6A-6.053, F.A.C., was revised to require all literacy coaches funded through the K-12 Evidence-based Reading Plan allocation be certified or endorsed in reading and highly effective according to their teacher evaluation.

On January 31, 2019, Governor DeSantis issued Executive Order 19-32, calling for a comprehensive review of Florida’s English Language Arts and Math Standards. The result was a new set of standards with a greater focus on foundational skills. Florida became the first state to include foundational standards at the secondary level for those students who have a major deficiency in reading. The new standards also place an emphasis on the reciprocal process of reading and writing. The new Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards put further demands on the infrastructure of our professional learning systems.

Given that only 63% of children exiting VPK were “ready” for kindergarten, Governor DeSantis prioritized early learning, directing Education Commissioner Richard Corcoran to make improvements to the VPK program. Commissioner Corcoran re-established early learning as a top priority by appointing a new Executive Director of the Office of Early Learning (OEL) and creating a new position within this Office strictly focused on bridging and aligning birth through grade 12 (B-12) literacy policies and practices to better prepare children for kindergarten and improve student literacy acquisition and outcomes statewide.

All of these changes to improve literacy instruction in Florida have created an immediate need for a system of comprehensive professional development and training support to build knowledge and use of evidence-based best practices in literacy.

### ***Student Achievement Data***

In addition to having high percentages of disadvantaged children, along with numerous changes to literacy policy and practice, albeit positive changes, Florida reading proficiency rates have stagnated, if not declined, over the past three years. In addition to student proficiency rates, provided below, weak performance among early childhood programs further emphasizes the need for enhanced statewide support.

**VPK program providers** are held accountable for preparing children for kindergarten as measured by the FLKRS (section 1002.69, F.S.), STAR Early Literacy, which is administered to all kindergarten students within the first 30 days of kindergarten. The 2019 FLKRS data demonstrated that only 53% of Florida's 190,805 kindergarten students scored "ready" for kindergarten. Students who completed VPK prior to kindergarten demonstrated a higher readiness rate at 63%, while only 39% of non-VPK students showed readiness for kindergarten.

<b>Figure 1: 2018-19 Florida Kindergarten Readiness Screener (FLKRS)</b>			
	Number of Students	Number of Students "Ready"	Percent of Students "Ready"
All Kindergarten Students	190,805	101,818	53%
VPK Completers	126,091	79,587	63%
VPK Non-Completers	26,528	12,593	47%
Non-VPK Students	55,205	21,266	39%
<b>Source:</b> VPK Readiness Rate download, 2/11/2020			

FLKRS scores further indicate that children scored lowest in the early literacy domains of phonological awareness, language and vocabulary and phonics. It is clear that Florida needs to provide additional training and instructional support to see optimal growth in emergent literacy for children to enter kindergarten ready to succeed.

<b>Figure 2: 2019 Kindergarten and 2018-19 VPK Completers Proficiency by Domain</b>		
Domain	2019 All Kindergartens	2018-19 VPK Completers
Visual Discrimination	68.1%	72.2%
Concept of Words	59.4%	63.8%
Alphabetic Principle	58.4%	62.6%
Vocabulary	38.4%	42.1%
Phonemic Awareness	37.4%	41.1%
Phonics	35.5%	39.2%
Early Numeracy	55.5%	59.7%



**The Florida Standards Assessment (FSA)** is based on the current Florida English Language Arts (ELA) standards and serves as Florida’s statewide summative assessment for grades 3-10. Florida’s English Language Learners (ELL) have been consistently performing at low levels of proficiency. Part of this may be due to 2016 changes to State Board Rule 6A-1.09432 F.A.C. to bring Florida in line with Every Student Succeeds Act (ESSA) requirements that all students classified as limited English proficient (LEP) must participate in the statewide assessment program.

Florida’s students with disabilities have shown some progress in the elementary grades, but more than two-thirds of students with disabilities are performing below the satisfactory level.

<b>Figure 3: Percent of Students Achieving Satisfactory or Above Performance on ELA FSA</b>						
<b>Subgroup</b>	<b>Grade</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
All	Grade 3	53%	54%	58%	57%	58%
	Grade 5	52%	53%	53%	55%	56%
	Grade 8	55%	56%	55%	57%	56%
	Grade 10	51%	49%	50%	53%	53%
Econ. Disadvantaged	Grade 3	43%	44%	48%	48%	48%
	Grade 5	41%	42%	42%	46%	46%
	Grade 8	44%	46%	44%	47%	45%
	Grade 10	39%	38%	38%	43%	40%
Students with Disabilities	Grade 3	25%	26%	31%	30%	32%
	Grade 5	18%	18%	18%	21%	24%
	Grade 8	20%	20%	18%	20%	20%
	Grade 10	17%	16%	16%	18%	16%
English Learners	Grade 3	20%	18%	32%	28%	27%
	Grade 5	15%	16%	12%	14%	16%
	Grade 8	12%	15%	14%	12%	12%
	Grade 10	8%	8%	6%	7%	7%
African American	Grade 3	34%	36%	40%	40%	40%
	Grade 5	34%	35%	36%	37%	39%
	Grade 8	35%	38%	36%	39%	40%
	Grade 10	30%	30%	31%	34%	34%

**Closing the achievement gap** has been an articulated priority for the Florida Department of Education (FDOE) for almost two decades, and confirmed through Florida’s Strategic Plan 2020–2025. Through K-12 Comprehensive Research-based Reading plans, districts set yearly goals to reduce the gap between subgroups so that by 2020, the gap would be reduced by at least one-third. As evidenced by the chart below, the gap either remained the same or changed minimally over a five-year-period. The largest gap, and one that has remained flat over that period is between students with disabilities and students without disabilities. The gravity of the gap is made more acute when one realizes that many of Florida’s students with disabilities, 36% in 2017-2018, do not take the FSA; they take the Florida Standards Alternate Assessment (FSAA), designed for students whose participation in the general statewide assessment program is not appropriate, even with accommodations.

<b>Figure 4: Closing the Achievement Gap Between Subgroups on the FSA</b>					
<b>Subgroup</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
	<b>(Percentage point gap)</b>				
White and African American students	31	29	29	28	29
White and Hispanic students	15	15	16	14	15
Non-Economically Disadvantaged and Economically Disadvantaged students	28	27	26	26	24
Students with Disabilities and Students Without Disabilities	38	37	38	38	38
English Language Learners and Non-English Language Learners	30	30	32	30	29

**The National Assessment of Educational Progress (NAEP)** scores confirm this stagnation. For several years Florida was making significant strides in literacy improvement, according to NAEP, however, over the past decade, there has been minimal improvement, if any improvement. From 2017 to 2019, Florida had a statistically significant decrease in both grade 4

and 8 NAEP Reading. Even more alarming, the gap between Florida's top performing students and the bottom 25% of Florida's students is widening for both 4th and 8th grade students. For example, Florida's 4th grade reading scores dropped 4 points. However, the bottom 25% of Florida's 4th grade students actually dropped 5 points, and the bottom 10% dropped 6 points (Nation's Report Card, 2019). For 8th grade, reading scores dropped 3 points. However, the bottom 25% of Florida's 8th grade students dropped 6 points, and the bottom 10% dropped 9 points (FDOE NAEP Press Release, 2019).

**The Florida B-12 Literacy Needs Assessment** was created to gather a full understanding of the implications of the issues presented above. The needs assessment will inform the efforts of Florida's State Literacy Team with developing Florida's B-12 Comprehensive Literacy Achievement Plan and targeting support for high need early childhood programs and schools. In May, Florida literacy stakeholders were asked to complete the Literacy Needs Assessment. Stakeholders included school district and early learning coalition staff, public and private preschool staff along with state and community agencies with a vested interest in literacy. Over 3,700 educators responded to the Florida Literacy Needs Assessment jointly created and disseminated by the OEL and JRF! Responses came from 65 of Florida's 67 counties. Of the respondents, 60% were teachers, and 17% were district or Early Learning Coalition personnel. Once all data is collected, JRF! and OEL will aggregate and analyze the data to fully determine state and local literacy needs. Feedback will be shared with respective districts as they develop their local literacy plans.

### **PROJECT DESIGN (25 points)**

Current reading laws and a re-energized literacy focus by new state education leaders show that Florida is ready to take comprehensive and strategic literacy action statewide. CLSD

funding will allow for additional capacity and a stronger infrastructure at the FDOE and the OEL to collaboratively support local literacy efforts across the state, and targeting districts with the highest populations of traditionally underrepresented children across the B-12 continuum, specifically, students with disabilities, English Language Learners, and economically disadvantaged children in high need schools and early childhood programs. The proposed CLSD project will be seamlessly integrated with current practices and will add a comprehensive layer of needed literacy instruction support to B-12 educators.

At the state level, the five percent allocation will be used to create the state's comprehensive literacy plan; develop a repository of evidence-based literacy practices, activities, interventions, and family literacy strategies; and implement a Request for Applications (RFA) process to select subgrantees. The state funding will also be used to monitor improvement efforts of the subgrantees and provide comprehensive training and support as part of a continuous improvement process.

Florida will implement the CLSD project in three phases:

- **Phase I** - The state-level infrastructure will be strengthened to support subgrantees in implementing a continuum of evidence-based literacy practices and interventions for teachers and families. This includes conducting a literature review and the final steps of providing Florida's Literacy Needs Assessment data to all stakeholders, and planning and developing the State's Comprehensive B-12 Literacy Achievement Plan. It also includes initial development of an evidence-based practices repository, and high-quality professional learning and support to build knowledge and use of evidence-based strategies, practices and interventions for all stakeholders, B-12.

- **Phase II** – JRF! and OEL will engage in a subgrant process giving priority points to LEAs showing the highest need based on student outcomes and percent living below the poverty line, in order to ensure the appropriate allocation of grant funds. LEAs will demonstrate their ability to utilize evidence-based literacy practices and strategies and provide high-quality professional development services of sufficient quality, intensity, and duration resulting in improvements in practice and ultimately student outcomes.
- **Phase III** – JRF! and OEL will implement a comprehensive monitoring and continuous improvement plan and protocol for ensuring alignment with the state comprehensive literacy achievement plan, accountability, and continuous improvement.

JRF! and OEL will collaborate in leveraging existing programs and infrastructure to create a cohesive and comprehensive literacy support network throughout the state, leading to a continuous system of quality literacy instruction for disadvantaged and traditionally underrepresented students. Inter-bureau collaboration with the Bureau of School Improvement (BSI), the Bureau of Exceptional Education and Student Services (BEESS), the Bureau of Student Achievement through Language Acquisition (SALA), the Bureau of Recruitment, Development, and Retention (BRDR), and the Bureau of Postsecondary Assessment (PSA) will be essential to streamline professional development, assessment, support, and progress monitoring focusing on improved teacher practice and increasing student proficiency in literacy. This collaboration will build a strong support system for subgrantees and establish a consistent message and professional development around evidence-based practices in literacy. This will lead to significant and wide-reaching improvements in the delivery of educational services, minimize duplication of services and ensure education funds are spent in a way that

increases efficiency and cost-effectiveness while improving outcomes for students (**Preference Priority 3**).

### ***Goals, Measurable Objectives and Outcomes***

Florida's CLSD project aims to advance literacy skills, including early literacy, reading, and writing, through increased knowledge and use of evidence-based practices, activities, and interventions for children and students B-12, with an emphasis on children and students who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The overarching goal of Florida's CLSD project is to improve language and emergent literacy skills of birth to age 5 children and significantly increase the percentage of elementary and secondary students mastering the state's language and literacy standards. Specifically, the project services and implementation plan outlined in the following sections are designed to meet **three main goals** centered on **nine measurable objectives** grounded on improving student outcomes and narrowing the achievement gap, specifically for students with disabilities, English Language Learners, and economically disadvantaged children in high need schools and early childhood programs. The goals for the CLSD project take into account the baseline statistics of Florida's children and students, as well as quality, scope, and intensity of the project services funded through the grant.

Florida's CLSD project proposes **seven assessment tools** to evaluate the impact of the objectives and progress toward the main goals. FCRR, a nationally recognized research center, will create pre/post surveys to measure the growth in knowledge and use of evidence-based practices for each audience, and an evidence-based classroom observation tool. These tools will be administered twice a year (pre/post) to measure progress over the course of the five-year grant period. All the measures below will be used to inform performance feedback and support

consistent and continuous improvement in implementation. Because the baseline scores are unknown until the subgrantees are selected, all goals are measured by an annual increase over the baseline or the prior year. **Table 1** below provides the goals, objectives, and performance measures used to evaluate impact each year over the five-year grant period.

**Table 1. Goals, Measurable Objectives, Performance Measures and Annual Outcomes**

GOALS	MEASURABLE OBJECTIVES	ASSESSMENT TOOLS	ANNUAL OUTCOMES
<b>Goal 1:</b> Build Capacity of Stakeholders' Knowledge and Use of Evidence-based Practices	<b>Measurable Objective 1.1:</b> Build local leaders' knowledge and use of <b>evidence-based practices</b> to support both high-need schools and early childhood providers in increasing language and literacy proficiency and advancing literacy skills.	Local Leaders Pre/Post Survey Knowledge/Use of Evidence-based Practices VPK Provider Readiness Rates  FSA ELA Results	10 percentile point improvement in knowledge/use of evidence-based practices 2 percentage point increase in providers meeting minimum readiness rate.  See Goal 3 for annual outcome expectations per grade
	<b>Measurable Objective 1.2:</b> Build families' knowledge and use of <b>evidence-based practices</b> to reinforce language and literacy development in the home.	Families Pre/Post Survey Knowledge/Use of Evidence-based Practices	5 percentile point improvement in knowledge/use of evidence-based practices
<b>Goal 2:</b> Improve Teacher Use of Evidence-based Practices to Improve Literacy Outcomes	<b>Measurable Objective 2.1:</b> Increase the knowledge and skill of teachers in both high-need schools and early childhood programs in current Florida standards and <b>evidence-based practices</b> to improve student language and literacy proficiency and to advance literacy skills.	Teachers Pre/Post Survey Knowledge/Use of Evidence-based Practices	10-15 percentile point improvement in knowledge/use of evidence-based practices
		Pre/Post Classroom Observation Tool	10-15 percentile point increase in use of evidence-based practices

	<b>Measurable Objective 2.2:</b> Increase the knowledge and skill of teacher candidates in current Florida standards and <b>evidence-based practices</b> to improve language and literacy proficiency and to advance literacy skills.	Teachers Pre/Post Survey Knowledge/Use of Evidence-based Practices	5-10 percentile point improvement in knowledge/use of evidence-based practices
<b>Goal 3:</b> Increase Literacy Outcomes and Reduce the Achievement Gap	<b>Measurable Objective 3.1:</b> Increase language and early literacy skills for children birth to age 5 in early childhood programs.	FLKRS (STAR Early Literacy)	3 percentage point increase in percentage “ready” for Kindergarten
	<b>Measurable Objective 3.2:</b> Increase the percentage of third grade students reading at or above grade level in high-needs schools.	FSA ELA Grade 3	3 percentage point increase in percentage of students scoring Level 3> on FSA ELA
	<b>Measurable Objective 3.3:</b> Decrease the percentage of third grade students reading at the lowest achievement level on the state assessment in high-needs schools.	FSA ELA Grade 3	3 percentage point decrease in percentage of students scoring Level 1 on FSA ELA
	<b>Measurable Objective 3.4:</b> Increase reading proficiency for secondary students in high-needs schools.	FSA ELA Grade 6 - 10	2 percentage point increase in percentage of students scoring Level 3> on FSA ELA
	<b>Measurable Objective 3.5:</b> Increase literacy outcomes for disadvantaged/ traditionally underrepresented children and students across the B–12 educational continuum.	FSA ELA Grades 3-10	2 percentage point decrease in gap

As evident in Table 1, the major priority of Florida’s CLSD project is to build knowledge and use of **evidence-based practices** for local leaders (LEAs, early childhood program directors, community/organization literacy leaders, etc.), teachers, pre-service teachers and families



statewide to build capacity to meet the literacy needs of Florida's extremely diverse population. The Florida CLSD project defines evidence-based practices consistent with ESSA. Currently, through the K-12 Evidence-based Reading plan, each district must delineate which evidence-based literacy practices are utilized to improve literacy outcomes. In addition, FDOE is in the midst of an English Language Arts instructional materials adoption process. Through the bid process, FDOE provides specifications to publishers, requiring the inclusion of evidence-based literacy practices. Lastly, the teacher certification examinations are being reviewed and revised to ensure that incoming teachers have a strong grasp of evidence-based literacy practices. The Project Services section of the proposal provides details on how Florida will build on current evidence-based practices and improve the use of evidence-based practices to increase child and student literacy outcomes.

#### **MANAGEMENT PLAN (25 points)**

To successfully achieve the project goals, the state has developed an implementation plan describing how it will carry out the project activities. FDOE's Interim Director of JRF!, Rebecca Mead, will serve as Program Director and OEL's Early Literacy Program Manager, Cari Miller, will serve as Assistant Program Director ensuring seamless collaboration to provide cohesive support for the B-12 continuum. Both Ms. Mead and Ms. Miller have extensive experience leading statewide literacy projects. FDOE will have a dedicated CLSD Manager, who will be supported by five existing state level personnel across OEL and FDOE agencies, including:

- **Kim Ward** will serve as the dedicated CLSD Grant Manager, responsible for managing the grant, ensuring all deliverables are completed as planned, directing and supporting staff with training/technical assistance, and monitoring LEA subgrantees quarterly.

- **Carey Sweet** will support grades 4-12 participating in the LEA subgrants, work with FCRR to identify evidence-based practices, support training, provide technical assistance, and monitor CLSD subgrant implementation on a quarterly basis.
- **Shannon Dodd** will support grades K-3 participating in the LEA subgrants and work with FCRR to identify evidence-based practices, support training, provide technical assistance, and monitor CLSD subgrant implementation on a quarterly basis.
- **Melinda Webster** will support VPK providers participating in the LEA subgrants, work with FCRR to identify evidence-based practices for the birth through age 5 child population, support training, and provide technical assistance.
- **Hope Colle** will support training and provide technical assistance for VPK providers participating in the LEA subgrants, and monitor CLSD subgrant implementation on a quarterly basis.
- **Lisette Levy Ph.D.** will provide technical assistance and support for school readiness providers, with an emphasis on quality services and support for infants and toddlers. She will work to identify B-age 5 evidence-based practices, including evidence-based family literacy initiatives.

**Table 2** outlines the major tasks, milestones, timeline, and responsible party for the activities.

The activities are described in detail in the Project Services section. The proposed timeline is based on a projected January 1, 2021 start date.

**Table 2. Activities, Major Tasks, Milestones, Timeline, and Responsible Party.**

<b>Activity</b>	<b>Major Tasks</b>	<b>Milestones</b>	<b>Timeline</b>	<b>Responsible</b>
<i>Literacy Needs Assessment</i>	Disseminate Literacy Needs Assessment to Districts/ELCs	Districts/ELCs complete the needs assessment	*prior to CLSD implementation-May 2020	JRF!/OEL

	Collect and aggregate data	Identify areas of need	*prior to CLSD implementation- May – Aug. 2020	JRF!/OEL
<i>State Literacy Plan</i>	Conduct literature review	Use literature review to support development of state literacy plan	Jan. 2021	JRF!/OEL
	Develop State Literacy Plan based on Needs Assessment results and literature review	Use data to develop initial draft of state literacy plan	Feb. 2021	JRF!/OEL
	Engage external literacy advisory group for review and feedback on draft plan	Gather critical input from literacy leaders	Mar. 2021	JRF!/OEL
	Incorporate feedback/finalize plan	Disseminate a quality Comprehensive State Literacy Plan	April 2021	JRF!/OEL
	Develop rubric to monitor local comprehensive literacy plan implementation	Quality rubric for LEAs to use to monitor implementation of plan	Jan. - Mar. 2022	JRF!/OEL
<i>Evidence-Based Practices</i>	Develop contract for FCRR to support implementation of evidence-based practices (REL-SE Road Map)	Contract with experts on evidence-based practices state level activity	Jan. 2021	JRF!/OEL
	Develop initial evidence-based practices training for local leaders, teachers and families	High quality development of evidence-based training	Feb – June 2021	JRF!/OEL/ FCRR
	Create collection of evidence-based practices/interventions using high quality repositories of research to inform practice.	Creation of a repository on strong/moderate evidence-based practices and interventions	Feb – June 2021	JRF!/OEL/ FCRR
	Create annual outcome tools (pre/post	Provide annual outcome tools for	Aug. 2022	JRF!/OEL/ FCRR

	evidence-based practices knowledge surveys and pre/post classroom observation tool)	use to subgrantees		
	Host Evidence-based Practices State Summit	Initial training to build knowledge of evidence-based practices	July 2021	JRF!/OEL/FCRR
	Ongoing training statewide (face-to-face and webinars)	Quality training on evidence-based practices	Aug. – Dec. 2021	JRF!/OEL/FCRR
<i>Coordination with Institutions of Higher Education</i>	Conduct work groups to improve pre-service courses evidence-based emphasis/alignment to standards	Strengthening of K-12 pre-service courses use of evidence-based practices	*prior to CLSD implementation-ongoing	JRF!
	Extend this work to include birth – age 5 pre-service courses	Birth – age 5 pre-service courses that emphasize evidence-based practices	Jan. 2021	JRF!/OEL
<i>Subgrant Awards</i>	Develop/Finalize LEA RFA Application	Publish Final LEA RFA	Oct. 2021	JRF!/OEL
	Conduct TA, Webinars, Regional Meetings	Provide quality TA and support	Oct/Nov. 2021	JRF!/OEL
	Develop an FAQ	FAQ Disseminated	Nov. 2021	JRF!/OEL
	Evaluate and select strongest subgrant applications	Award selected subgrantees	Dec. 2021	JRF!/OEL
	Allocate subgrant funds	Subgrant funds provided	Jan. 2022	JRF!
	Post-Award Kickoff Summit	Provide quality Post-Award Kickoff Summit	Jan. 2022	JRF!/OEL
	Facilitate quarterly convenings	Literacy leadership team attend four convenings on CLSD implementation, data and continuous improvement	Oct/Jan/April/July 2022 - ongoing	JRF!/OEL

	Initial and ongoing technical support and guidance for CLSD implementation	Ongoing quality TA and guidance	Jan. 2022-ongoing	JRF!/OEL
	Quarterly reports	Quarterly reports submitted by CLSD coordinator	Oct/Jan/April/July 2022 - ongoing	JRF!/OEL

### ***Continuous Improvement Process***

Assessment, progress monitoring, and data-driven decision making are essential components of Florida's current statewide continuous improvement process. Currently, FDOE has multiple processes that take place on a routine basis. JRF! annually reviews, approves, and monitors district K-12 Comprehensive Evidence-based Reading Plans. OEL monitors both School Readiness and VPK via the outcomes of program assessment, FLKRS student data, identification of providers on probation, and improvement plans. Based on these data measures and improvement plans, additional technical support, and professional development are provided.

To achieve CLSD goals, FDOE and OEL will provide performance feedback and support continuous improvement at both the state and local levels. CLSD subgrantees will engage in continuous improvement as they work toward the goals in their local literacy plan and their CLSD subgrantee application. FDOE and OEL will facilitate quarterly convenings with CLSD subgrantees to discuss implementation, data, and troubleshooting, focusing on continuous improvement. Support will be differentiated based on need and will include guidance and continuous feedback. Performance data will be collected as proposed in the Project Design and used for continuous improvement, tailoring technical assistance and training, evidence-based practices and intervention guidance, and other supports to ensure progress toward performance

goals. FDOE and OEL will monitor subgrantee progress toward goals using the following data sources: 1) Rubric for subgrantees to monitor implementation of components of their local comprehensive literacy plan, 2) Quarterly reports, and 2) Use of assessment tools to measure progress toward goals (Pre/post survey of knowledge/use of evidence-based practices, classroom observation tool, FLKRS, FSA, etc.)

FDOE and OEL will have a dedicated CLSD Manager, who will be supported by five existing state level personnel across OEL and FDOE, and select team members will be assigned to specific LEA subgrantees to support and monitor CLSD subgrant implementation on a quarterly basis. Initial and ongoing support for effective management and implementation of subgrants will be provided. Guidance and support will be differentiated based on LEA subgrantee needs.

Subgrantees not showing progress toward performance goals will receive additional technical assistance to develop and/or strengthen approaches for assessing strengths and weaknesses, as well as provide LEAs with the knowledge, skills, and tools to assess these conditions. FDOE and OEL will support the LEA with identifying patterns and trends to prioritize support, target professional development, and provide guidance on other operational issues.

### **PROJECT SERVICES (35 POINTS)**

JRF!, in partnership with OEL, will conduct state-level activities to accomplish the three main goals established in the Project Design section of the proposal to support subgrantees under the proposed project. JRF! and OEL will also administer rigorous accountability measures for subgrantees to advance comprehensive literacy education for children and students, B-12,

through high-quality professional development services of sufficient quality, intensity, and duration to lead to improvements in practice and ultimately student outcomes.

### ***Florida Literacy Needs Assessment***

The Florida Literacy Needs Assessment focuses on components that have the most potential for impacting student achievement in literacy. Those components encompass many factors that are relevant to students' literacy learning, such as leadership, assessment, curriculum, instruction, intervention, professional learning and family engagement. The Florida Literacy Needs Assessment aligns with the Florida Early Learning and Developmental Standards, Florida's B.E.S.T. ELA Standards, and components of K-12 Comprehensive Evidence-based Reading Plans.

The purpose of the Literacy Needs Assessment is two-fold:

1. Support the state with gathering and analyzing data to develop a Florida Comprehensive B-12 Literacy Plan that is aligned with the Florida Early Learning and Developmental Standards, B.E.S.T. ELA Standards, and components of the K-12 Comprehensive Evidence-based Reading Plan; and
2. Support District Literacy Teams with gathering and analyzing data to develop a plan to target areas of weakness as well as build on strengths in the area of literacy to improve practice and ultimately student outcomes.

All stakeholders were provided a guide to complete the needs assessment, which addressed the importance of sharing the needs assessment with other individuals working across the system, including early learning partners, VPK providers, public schools, charter schools, higher education partners, organizations that serve families in varying capacities, and community literacy organizations such as libraries and educational nonprofits. This ensures input from all

those working across the system for literacy. JRF! and OEL will aggregate and analyze the data to fully determine state and local literacy needs. This work will take place prior to CLSD project award determination. These results will inform the development of Florida's Comprehensive B-12 Literacy Achievement Plan and targeted support.

### ***Florida Comprehensive B-12 Literacy Achievement Plan***

Based on analysis of statewide student data, the literature review and the results of the Florida Literacy Needs Assessment, the FDOE and OEL literacy team will develop a State Comprehensive B-12 Literacy Achievement Plan. Florida's B-12 Literacy Achievement Plan will be the first CLSD grant project activity conducted, and will serve as the foundation of the state's work in literacy moving forward. The plan will be based on the premise that every child in Florida can succeed regardless of whether they are disadvantaged or are part of a traditionally underrepresented population. The plan will support the implementation of evidence-based practices, strategies and interventions to ensure that the literacy needs of Florida's diverse learners are met.

Florida's B-12 Literacy Achievement Plan will be in direct alignment with the needs and goals articulated in Florida's Strategic Plan 2020–2025 and the data gathered from the Florida Literacy Needs Assessment. The plan will provide clear guidance on the components of a comprehensive literacy system to build, lead, implement, and strengthen literacy instruction for all, especially those who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The plan will be developed in collaboration with LEA literacy staff and early childhood program directors, early learning coalitions, preschool providers, principals, coaches, teachers and parents. The plan will serve as a guide for the development of local literacy plans and subgrant applications.



A comprehensive monitoring plan and protocol for ensuring alignment with Florida's B-12 Literacy Achievement Plan will be established. This will include development of implementation rubrics for each component of the plan, which will play a key role in monitoring the fidelity of implementation of subgrantees' CLSD programs.

### ***Evidence-based Practices, Strategies and Interventions***

A major priority of Florida's CLSD project is to build knowledge and use of evidence-based practices for local leaders, teachers and families statewide to build capacity to improve child and student literacy outcomes. Florida will partner with the FCRR to develop and provide high-quality resources and professional learning and support to build knowledge and use of evidence-based strategies, practices and interventions for all stakeholders, B-12.

The CLSD project will support Florida with the creation of **a repository of evidence-based practices and interventions** to provide local leaders, teachers and families evidence-based practices (with strong and moderate evidence) to support literacy learning based on what works, with emphasis on evidence-based practices for students traditionally underrepresented, specifically students with disabilities, English Language Learners and economically disadvantaged children. The repository of evidence-based practices for literacy instruction will be compiled, starting with the use of resources provided by the Institute of Education Sciences (IES), which is the nation's premier source for research, evaluation and statistics that helps educators, policymakers and stakeholders improve outcomes for all students. IES offers practice guides that complement and support Florida's scientifically-based approach to literacy. The IES Practice Guides found here: <https://ies.ed.gov/ncee/wwc/PracticeGuides> will be a major resource as the initial basis for evidence-based practices. The use of IES practice guides are promoted because they include evidence-based practices for educators and families and the strategies have

strong to moderate evidence for improving literacy including, but not limited to: developing awareness of the segments of sounds in speech and how they link to letters (strong evidence); dialogic reading (moderate evidence); teaching students to decode words, analyze word parts, and write and recognize words (strong evidence); small-group reading interventions (strong evidence); developing academic English (strong evidence); explicit comprehension strategy instruction (strong evidence); and explicit vocabulary instruction (strong evidence). The Literacy Roadmap, see <http://fcrr.org/literacyroadmap>, provided by REL-SE, housed within FCRR, will be helpful to guide state work and subgrantees with implementing evidence-based literacy practices. What Works Clearinghouse, ZERO TO THREE, and the Early Childhood Technical Assistance Center will be additional resources to support this work B-12.

The repository of evidence-based practices will be made publicly available on the JRF! and OEL website. It will include a table showing evidence-based strategies, practices and interventions with strong or moderate evidence. Florida subgrantees will be required to use high quality research to inform professional development, resources and practice, and, therefore LEAs will be required to use sources of research that are collected and included in the state-developed repository of evidence-based practices.

In addition, as part of the CLSD project, existing resources to support teachers will be updated to align with Florida Early Learning Developmental Standards and newly adopted B.E.S.T. ELA Standards and evidence-based practices. This will include revising, improving and expanding current resources provided through CPALMS. CPALMS is the State of Florida's official source for standards information and course descriptions. It provides an online toolbox of information, vetted resources, and interactive tools that helps educators effectively teach Florida standards. The CLSD project will support expanding CPALMS to include resources for VPK

classrooms, and revision of the FCRR PreK-Grade 5 Student Center Activities to align to new standards and evidence-based practices.

### ***Coordination with Institutions of Higher Education***

The adoption of the new B.E.S.T. ELA Standards created a perfect opportunity to revisit certification exams to update for standards alignment and ensure evidence-based practices are comprehensively addressed and emphasized. JRF! has already begun collaboration with the Bureau of Postsecondary Assessment (PSA), working in conjunction with educators and institutions of higher education.

In addition, Florida already has processes in place to strengthen and enhance pre-service courses for teacher candidates preparing to teach K-12 students using evidence-based literacy methods. Institutions of higher education are currently required to align their courses to Florida's Reading Endorsement competencies and indicators. The CLSD project provides an opportunity for JRF! and OEL to work with the Bureau of Recruitment, Development, and Retention (BRDR) to strengthen current practices in order to ensure evidence-based K-12 practices are emphasized while expanding this work to include birth through age 5 pre-service courses in BA, AA, and CDA-equivalent courses to better prepare early childhood educators to use evidence-based, developmentally appropriate literacy methods.

### ***Subgrants***

The CLSD competitive application process will be designed to award eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families. Subgrantee applicants are to select a feeder system that is likely to serve the same disadvantaged children as they progress through their education, and therefore the following age spans must be included in applicants' proposals:

birth–preschool, elementary (grades K–5), middle school (grades 6–8), and high school (grades 9–12). To ensure a B-12 continuum, LEAs or consortiums must partner with early childhood providers that serve children birth to age 5 including center-based child care, family child care, SR programs, VPK programs, Early Head Start and Head Start. Each subgrantee must allocate funds according to the following ratios: 15% to serve students from birth to age 5; 40% to serve students from Kindergarten to grade 5; 40% to serve students from grade 6 to grade 12 in an equal distribution (20% grades 6-8; 20% grades 9-12).

The CLSD subgrant process will award subgrantee applicants who propose high-quality, evidence-based B-12 literacy support systems that benefit the greatest number of disadvantaged children and students who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Subgrantee applicants will be encouraged to apply for funding based upon their Literacy Needs Assessment results and must demonstrate that they are targeting the most disadvantaged students at high need schools and early childhood programs serving low-income families.

LEAs eligible for subgrants (a) serve a high percentage or number of high-need schools, (b) have a high percentage or number of children reading and writing below grade level; (c) show growth over the past two to three years in literacy; (d) have a significant percentage or number of schools implementing comprehensive or targeted support under Section 111(d) of the ESEA; and (e) include one or more early childhood education programs that serve families with income levels <200% of the Federal poverty line and in a diversity of geographic areas.

The competitive application process will ask subgrantees to describe their eligibility, need and capacity, coordination of comprehensive literacy instruction B-12, proposed evidence-

based practices and interventions, and budget and assurances. The following activities will be required activities of awarded subgrantees:

1. Use of a local Comprehensive Literacy Instructional Plan across the whole system that is either already in place or will be developed through subgrant activities, aligned with the state's Comprehensive Literacy Achievement Plan and targeted to the most disadvantaged children and students.
2. Demonstration of seamless coordination between early language and literacy development in early childhood programs and comprehensive literacy instruction, K-12.
3. Designation of a local CLSD coordinator and a literacy leadership team to participate in required state trainings and technical assistance for the CLSD project, and provide site-based quality professional development and intensive support to principals, teachers, literacy coaches and early childhood program providers.
4. Delivery of high-quality robust professional development services and supports using the state-developed repository of evidence-based practices for teachers, special education teachers, English as a second language teachers/specialists, literacy coaches, literacy specialists, school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and families; such training should be of sufficient quality, intensity, and duration.
5. Use of evidence-based literacy practices, which meet the requirements of strong or moderate evidence as defined by ESSA, that provide supplemental, intensive, accelerated, and explicit instruction and intervention in reading and writing and strategies for ensuring equal access and treatment for children and students who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

6. Implementation of evidence-based family literacy practices and programs.
7. Administration of all measures outlined in the Project Design portion of this proposal, and quarterly and annual reporting of activities and teacher and student data.

Additionally, FDOE will provide priority points for subgrantees who include Comprehensive Support and Improvement (CS&I), Targeted Support and Improvement (TS&I) schools, high schools in the lowest quartile as ranked by graduation rates, and VPK providers on probation in Quality Opportunity Zones (**Preference Priority 2**).

Florida CLSD project expenses will include: Development and roll-out of the local B-12 literacy plan, intensive initial training and ongoing coaching for all stakeholders to use evidence-based practices, evidence-based family literacy programming and practices, purchasing of evidence-based instructional resources, travel and training for the local CLSD coordinator and literacy leadership team, and supplies and materials related to the required activities.

#### ***Technical Assistance and Local Monitoring Plans for Awarded Subgrantees***

After subgrantees are awarded, the CLSD coordinators and literacy leadership teams from each LEA will attend a post-award kickoff summit. Attendance at this meeting will be mandatory. The purpose of this one-day event is to (a) discuss grant basics, (b) allow each team time to develop their year one implementation plan and budget timeline, and (c) create a plan for initial project assessment collection. Travel and registration costs for the summit will be paid via LEA grant funds.

Programmatic grant monitoring will take place throughout the grant period as detailed in the Management Plan. Fiscal monitoring will take place through the Florida grant management system. Subgrantees will receive multi-year support, but renewal is contingent upon progress.

Subgrantees must demonstrate completion of project activities and deliverables, and the state expects that, in doing so, they will see complementary gains in literacy. This renewal process also provides an additional opportunity to collect data and feedback around performance for the overall project.

## References

FDOE 2018-19, Final Survey 2 retrieved on May 12, 2020 from <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/archive.stml>.

Office of Economic and Demographic Research, Education Estimating Conference for PreK-12 Public Schools Executive Summary (April 11, 2019) retrieved on May 22, 2020 from: <http://edr.state.fl.us/Content/conferences/publicschools/archives/190411publicschools.pdf>

O'Brien, E. (2019, July 26). Florida's Population Growing by 900 People a Day, Report Says. Retrieved May 9, 2020, from <https://wusfnews.wusf.usf.edu/post/floridas-population-growing-900-people-day-report-says>.

(2019). National Assessment of Educational Progress: an overview of **NAEP**. [Washington, D.C.]: National Center for Education Statistics, Institute of Education Sciences, U.S. Dept. of Education.

FDOE NAEP Press Release, 2019 retrieved on May 13, 2020 from <http://www.fldoe.org/newsroom/latest-news/2019-naep-results-point-to-the-urgency-to-be-bold-and-raise-expectations.stml>.

## Attachments:

### Resumes

6A-4.0051—Renewal and Reinstatement of a Professional Certificate

6A-4.0163—Reading Endorsement Competencies

6A-4.0292—Specialization Requirements for the Reading Endorsement

6A-5.066—Approval of Teacher Preparation Programs

6A-6.053—K-12 Comprehensive Evidence-Based Reading Plan

Executive Order 19-32

Florida Literacy Needs Assessment

1002.67 F.S. Performance standards; curricula and accountability

1002.69 F.S. Statewide kindergarten screening; kindergarten readiness rates; state-approved prekindergarten enrollment screening; good cause exemption

1008.25 F.S. Public School Student Progression

1001.215 F.S. Just Read, Florida!

1011.62 F.S. Research-Based Reading Allocation

Florida's Strategic Plan 2020-2025



## Other Attachment File(s)

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# REBECCA MEAD

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## PROFESSIONAL SUMMARY

Innovative educator with demonstrated capabilities in using data and technology for personalized learning. Committed to ensuring all stakeholders gain ownership and support in acquiring, applying, and sharing knowledge.

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## SKILLS

- Data Specialist
- Integrative Curriculum Design
- Fluent with Google Applications and Microsoft programs
- Inquiry-and Project-based learning
- Expertise in Foundational Reading Skills
- Extensive experience in Title I schools with at-risk communities
- Professional Development facilitator
- Wide-ranging knowledge base

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## PUBLICATIONS

Florida Standards Implementation Guide (2018)  
Florida's B.E.S.T. Standards (2020)

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## WORK HISTORY

**Deputy Director/Interim Executive Director**, 06/2018 to Present  
**Just Read, Florida! Florida Department of Education** –Tallahassee, Fl

- Develop, plan, and facilitate statewide trainings focusing on literacy and coaching.
- Write new statewide grants and manage current literacy grants.
- Provide technical assistance and guidance around statewide initiatives.
- Develop resources around current and new state standards.

**District Literacy Coach-Secondary**, 08/2016 to 5/2018

**Escambia County School District** – Pensacola, FL

- Provided READ 180 training and support providing data reports, feedback and modeling.
- Created and maintained assessments, professional development modules, assessment calendars, Google Classrooms, Google+ communities, and district coaches' logs.
- Provided and orchestrated Next Generation Content Area Reading (NGCAR) training, working with middle and high school administrators and Career and Technical Education Department (CTE) to provide

maximum opportunities for teachers to participate.

- Built Framework templates, participating in setting criteria for Framework committee members and conducting interviews, working with grade level groups in setting targets for frameworks.
- Created model and implementation plan for Secondary Intensive Language Arts (ILA)/Reading for 2017-2018 school year, writing 6-12 curriculum and screening students for reading deficiencies.

#### **District Literacy Coach--Elementary, 08/2013 to 07/2016**

##### **Escambia County School District – Pensacola, FL**

- Conducted monthly data meetings, disaggregating data and analyzed to guide instruction, assisting teachers in adjusting flexible groupings and improving effectiveness of instruction.
- Provided Professional Development for teachers, other district coaches and FLDOE personnel on

interpreting and sharing data, including training in Excel.

- Helped grade levels develop "walk to reading" programs to maximize efficacy of instruction.
- Facilitated schools' outreach efforts to parents, orchestrated Family Nights aimed at increasing parent knowledge of new expectations based on Common Core/Florida Standards, led parent information meetings.
- Served on elementary ELA Writing Committee and Pacing Guide/Frameworks Committee, maintained elementary ELAs district webpage and attendant Google Drive, working across subject levels to create "flipped" pre-school elementary in-service video for 2015-2016.

#### **Stream Teacher/Instructional Coach/CTE, 09/2008 to 08/2013**

##### **Brown-Barge Middle School – Pensacola, FL**

- Provided intensive reading and math instruction for school's lowest quartile. Disaggregated school data, identifying specific correlations between scores and practices.
- Coordinated staff development and in-services for Brown-Barge and Program for Academically Talented Students (PATs) faculty, provided PD on topics including Comprehension Instructional Sequence (CIS), Six-Traits, Step up to Writing, Response to Intervention/Instruction/ Multi-tiered Systems of Support (RtI/MTSS), and, Common Core.
- Developed matrix for adapting existing curriculum to meet Next Generation Sunshine State Standards and Common Core.
- Served as Computer-based Testing Coordinator and School Improvement Chair.

#### **Reading Teacher, 08/2007 to 09/2008**

##### **Jim Bailey Middle School – Pensacola, FL**

- Conducted diagnostic tests to determine remedial needs, flexibly grouping students according data.
- Monitored student progress in SuccessMaker, adapting instruction to address deficiencies.
- Improved student learning gains as evidenced by FCAT Reading Assessment from 29% for incoming

class to 68% at end of year.

**Language Arts Teacher/Lead Teacher**, 01/2005 to 06/2007

**Beulah Academy of Science** – Pensacola, FL

- Assigned teacher duties, overseeing remediation efforts by identifying at-risk children and formulating preventive strategies.
- Facilitated learning, working within grade level team to develop interdisciplinary projects aligned with Standards.
- Implemented writing workshop program that resulted in higher proficiency scores on Florida Writes exam: 99% proficient in 2006, 94% proficient in 2007.

**Test Prep Instructor and Proctor**, 02/2004 to 11/2004

**Kaplan Test Prep** – Pensacola, FL

- Taught test prep classes (SAT, ACT, LSAT, GRE, and English Section of GMAT) to high school students, college students, and adult learners.
- Provided demonstration lessons and participated in recruitment fairs.
- Proctored exams, coordinated testing.

**General Practice Attorney**, 08/2002 to 01/2004

**Self-employed** – Pensacola, FL

- Interpreted laws, rulings and regulations for individuals and businesses.
- Explained available courses of action and possible repercussions of cases to clients.
- Researched federal, state, and local laws to create implementation plans for small businesses and start-ups aimed at effective compliance.

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**EDUCATION**

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**J.D.:** Law,

**Florida State University College of Law** - Tallahassee, FL

**Bachelor of Arts:** Interdisciplinary Humanities,

**Interdisciplinary Humanities University of West Florida** - Pensacola, FL

# *Cari Miller*



## **Education**

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<b>M.Ed., Educational Leadership</b> <i>University of West Florida</i> Pensacola, Florida	2012-2013
<b>Special Student- Coursework in Reading &amp; Language Arts</b> <i>Florida State University</i> Tallahassee, Florida	2006-2008
<b>B.S., Elementary Education</b> <i>University of South Florida</i> Tampa, Florida	1996-1998

## **Professional Experience**

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<b>Early Literacy Program Manager</b> <i>Florida Office of Early Learning</i> Works to bridge, and improve, birth through grade 3 early literacy policy and practices with the goal of all students reading on grade level by the end of third grade.	2019-present
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<b>Policy Director, K-3 Reading</b> <i>Foundation for Excellence in Education</i> Serve as Policy Director for K-3 Reading for the Foundation for Excellence in Education; serve as a nationwide K-3 reading policy expert; provide guidance to legislators on crafting effective K-3 reading policy; provide extensive support to State Departments for effective implementation of K-3 reading policy; facilitate a network of state literacy leaders; present and conduct workshops; provide testimony; develop an array of policy resources to advocate and implement K-3 reading policy nationwide.	2011-2019
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<b>Deputy Director, Just Read, Florida!</b> <i>Florida Department of Education</i> Supervise Just Read, Florida! education policy analysts and program specialists; serve as one of the Department's content experts for reading; plan, develop, and present an array of reading professional development to district staff, administrators, coaches, parents, teachers, and DOE employees; provide guidance and assistance with third grade progression; provide input on professional development for standards; plan, develop, provide technical assistance on the K-12 Reading Plan for district staff, schools, and parents; plan, organize, manage, develop, and deliver the Just Read, Florida! Summer Professional Development; develop reading specifications for instructional materials adoption for reading; serve as the Florida Assessments for Instruction in Reading (FAIR) expert, providing professional development and technical assistance to districts and schools.	2010-2011
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<b>Director, Reading First, Just Read, Florida!</b> <i>Florida Department of Education</i> Total operation of the Reading First grant for Florida elementary schools. Responsibilities include statewide leadership, coordination and technical assistance to support reading instruction in high-need elementary schools; ensuring that all districts and schools are provided with technical assistance in the operation and implementation of the Reading First grant; and ensuring that funding operations work smoothly managing two university projects that formed Reading First's triangle for success; serving as a liaison for the USDOE.	2005-2010
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<b>Elementary Reading Specialist, Just Read, Florida!</b> <i>Florida Department of Education</i>	2004-2005
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Serve as one of the Department's content experts for elementary reading; plan, develop, and present an array of reading professional development to district staff, parents, teachers, and DOE employees; provide guidance and assistance with third grade progression; write Reading Instructional Materials specifications for the 2007 Reading Adoption; train reading adoption committee members.

**SRA/McGraw-Hill Per Diem Consultant**

2003 – 2004

Responsibilities include providing professional development on effective implementation of K-5 SRA/McGraw-Hill, Open Court throughout the state

**Reading Coach (grades K-5)**

2003 – 2004

*Leon County Schools, Astoria Park and Hartsfield Elementary Schools*

Responsibilities include monitoring student progress, supporting teachers with planning instruction according to individual student needs, gathering reading materials for the teachers, observe, model, and coach teachers with delivering effective reading instruction, including core reading program implementation, facilitate and conduct reading professional development

**Third Grade Teacher**

1999 – 2003

*Leon County Schools, Hartsfield Elementary School*

Responsibilities include providing quality instruction through incorporating technology and reading programs into the curriculum to meet the needs of individual students in all subject areas; third grade team leader responsibilities include coordination and submission of nine week plans, scheduling and facilitating team meetings to plan instruction and share ideas, and material and textbook inventory and ordering

**Reading Resource teacher (grades 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>)**

1998-1999

*Leon County Schools, Hartsfield Elementary School*

Responsibilities include providing effective reading intervention for students identified with a reading deficiency, coordinating intervention through collaboration with the principal and general education teachers

**Professional Development/Consulting/Technical Assistance Activities**

- Served as a member of Governor Kay Ivy's Alabama Campaign for Grade Level Reading
- Served as a reviewer/evaluator of ELA/reading curriculum for Florida's Instructional Materials adoption, 2012
- Next Generation Content Area Reading – Professional Development (NGCAR-PD) Trainer, 2011
- Florida Assessment for Instruction in Reading Advanced Master Trainer, 2009
- Just Read, Florida! Summer Reading Professional Development, 2009
- Just Read, Florida! K-5 Reading Academy, 2004-2009
- Just Read, Florida! K-12 Leadership Conference, 2005-2008
- Reading Walk-Through Training, 2007-2008
- K-12 Comprehensive Research-Based Reading Plan Guidance and Technical Assistance, 2005-2010
- State Reading Adoption Committee Training, 2007
- Third Grade Progression Technical Assistance, 2004-2006

**Licenses**

Elementary Education (Grades 1-6)

Reading/Endorsement

Educational Leadership

Florida Professional Educator's Certificate, June 30, 2023

# KIMBERLY M. WARD

## OBJECTIVE

**Senior Program Specialist in the Education Profession with experience in data and information management, research, and special projects. Highly organized, efficient and skilled in a variety of areas including: Excellent oral and written communication skills, Florida school district training and reporting requirements.**

## EXPERIENCE

November 2019-  
Present

**Florida Department of Education, Tallahassee, FL**

Division of K-12 Public Schools

### ***Reading Specialist***

- Provide technical assistance and updates to the Reading Intervention Component data element and other related reading data reports.
- Provide technical assistance for developing the district's Add-on Reading Endorsement pathways matrix to school districts in the state of Florida.
- Assist in two state grants which provide reading opportunities for educational advancement and help increase reading proficiency in low performing students.

February 2015-  
November 2019

**Florida Department of Education, Tallahassee, FL**

Division of K-12 Public Schools, Bureau of Family and Community Outreach

Office of Dropout Prevention/Office of Safe Schools

### ***Program Specialist IV***

- Review submissions for the Student Attired for Education (SAFE) Act grant for funding eligibility.
- Provide technical assistance to school districts, schools, parents, students and other stakeholders about the Talented Twenty eligibility and requirements as an incentive for increasing student performance.
- Provide training and technical assistance to school districts on understanding of and compliance with Florida Bullying Law (S. 1006.147, F.S.). Monitor districts for compliance and provide feedback to school districts and schools on concerns or deficiencies in efforts.
- Coordinate and provide annual report of the Implementation Bullying Law to the Governor, Speaker of the House, and President of the Senate. Periodically review and provide feedback to districts on school district bullying/harassment policies to ensure compliance with statutory requirements. Provide technical assistance to a variety of stakeholders via phone calls, CorrFlow, e-mails and through an online desktop monitoring tool developed by the Office of Safe Schools staff.

August 2007-  
February 2015

**Florida Department of Education, Tallahassee, FL**

Division of Accountability, Research, and Measurement

Bureau of Education Information and Accountability Services

### ***Program Specialist IV***

- Provide technical assistance to school districts and Department of Education staff regarding data requirements, information needs and interpretation of program area data. Develop and update data elements, reporting formats, program specific technical assistance documents and edit specifications for use with the Department of Education Information Database (Mainframe) System and other data collection instruments.
- Respond to and document requests for information from Department staff, Legislative staff, national organizations, and federal offices. Developed specifications for data files and reports to meet information needs, retrieve and synthesize data, and provide data in appropriate formats for publications.

October 2005 –  
June 2007

**Leon County Schools**

PR/Award # S371C200011

**Substitute Teacher** – Killearn Lakes Elementary School, Grades K-5

August 2003- May 2005	<b>Epiphany Lutheran School</b> , Tallahassee, FL <b>Kindergarten Teacher</b> , August 2004-05, taught full day kindergarten. <i>Preschool Teacher</i> , August 2003-04, taught three year olds using age appropriate curriculum.
November 2000- January 2003	<b>Florida Department of Education</b> , Tallahassee, FL Public Schools/Curriculum Instruction & Assessment/Evaluation & Reporting Services <b>Program Specialist I</b> <ul style="list-style-type: none"> <li>Provided information to all 67 school districts and responsible for advanced development, verification, and publishing of statewide evaluation reports. Duties included coordinating and designing activities to disseminate materials statewide, producing slides on PowerPoint for presentations and processing graphics in a Microsoft environment.</li> </ul>
August 1999- May 2000	<b>Celebration Baptist Preschool</b> , Tallahassee, FL <b>Preschool Teacher</b> - Taught three year olds using age appropriate curriculum.
September 1995- December 1998	<b>Florida Senate, Committee on Judiciary</b> , Tallahassee, FL <b>Senior Administrative Assistant</b> <ul style="list-style-type: none"> <li>Assisted Staff Director in formulating and administering office policies and procedures. Trained and supervised clerical and other administrative staff. Attended committee meetings and kept records of Senators attendance, amendments offered, motions made, and votes taken. Edited all analyses and amendments for correct format, style, grammar, punctuation, and sense of content.</li> </ul>
June 1994- September 1995	<b>Florida Department of Agriculture &amp; Consumer Services</b> , Tallahassee, FL <b>Staff Assistant</b> , Division of Administration, Cabinet Affairs <ul style="list-style-type: none"> <li>Worked independently in assisting the Cabinet Aides in the coordination of tasks and assignments and performed special assignments at request of the Chief Aide. Evaluated confidential case analysis of applicants being considered for clemency. Composed briefing notes for written reports used by the Commissioner and Clemency Aide at hearings.</li> </ul>
October 1993- May 1994	<b>Bradley &amp; Bradley, Attorneys At Law</b> , Lexington, Kentucky <i>Legal Secretary / Paralegal</i>
June 1992- August 1993	<b>Little Red School House</b> , Crescent Springs, Kentucky <b>Kindergarten Teacher</b> . Taught kindergarten under Kentucky State requirements.
September 1991- April 1992	<b>Florida Optometric Association</b> , Tallahassee, FL <b>Executive Secretary</b> , Responsible for all written and phone communication from members of the association. Also dealt with membership dues and continuing educational programs.
January 1989- August 1991	<b>Pike County School System</b> , Troy, Alabama - Goshen Elementary School <b>Third Grade Elementary Teacher</b> -Taught all subjects on third grade level in a contained classroom setting.

<b>EDUCATION</b>	<b>B.S. Degree in Education.</b> Troy University, Troy, Alabama. Graduation Year -1989 <b>A.S. Degree.</b> Jefferson Davis Community College, Brewton, Alabama. Graduation Year – 1986
<b>COMPUTER SKILLS</b>	Experience with Microsoft Windows 95/98/2000, XP, Vista and Windows 7 Operating Systems. User knowledge of Microsoft Office Suite 2010; Word, Excel, PowerPoint, Access; Internet Navigation/Research; Knowledge of Florida Statutes and Legal Research and Experienced in the Florida Legislative Process.



## Carey Sweet

### **Professional Objective:**

I believe that all children deserve the highest quality of education possible in a safe and secure environment to assist them in achieving their individual goals and/or dreams and to properly prepare them for their unique role in tomorrow's society.

### **Education:**

Masters Educational Leadership, University of West Florida	May 2016
Bachelor of Science, Florida State University	May 1998

### **Certifications and Endorsements:**

- Elementary Education 1-6
- Middle Grades Integrated Curriculum 6-9
- Media Specialist Pre-K – 12
- Educational Leadership
- Reading Endorsement
- ESOL Endorsement
- National Board Certification

### **Work History:**

- 1998-1999 – Covenant Christian School (Third Grade Teacher)
- 1999-2000 – Millville Elementary (Second Grade Teacher)
- 2000-2008 – Callaway Elementary (Second and Fifth Grade Teacher)
- 2008 – 2010 – Cherry Street Elementary (Second Grade Teacher)
- 2010 - 2017 – Literacy Coach (Elementary and Secondary)
- 2017 – Present – Florida Department of Education (Reading Specialist)

### **Publications**

- Florida Standards Implementation Guide
- Florida's B.E.S.T. ELA Standards

### **Leadership and Professional Experience:**

- NG-CARPD District Trainer (6-12) – 2012 to 2017
- CRISS Facilitator (K-12) – 2013 - 2017
- Reading K-12 Framework District Trainer - 2012 - 2017
- Conducted Monthly District Text Complexity Training (K-12) – 2013-2015
- Conducted School Based Book Studies – Jinks Middle School 2010-2013
- Presented Make-and-Take Workshop – Jinks 2010-2013, Lucille Moore ES 2013-2015
- Bay County Reading Conference Presenter (K-12) – 2011-2015
- Develop ELA Curriculum (K-12) – Bay District Schools 2013 - 2017
- ELA presenter at the Florida Standards Academy – 2018, 2019
- Design professional development to address state statues in reading – Present
- Disciplinary Literacy professional development (upon request by districts in Florida) – Present
- Review and approve reading endorsement programs (District and Higher Education) - Present
- Plan and coordinate the Summer Literacy Adventure (First Lady Scott's initiative) – 2017
- Plan and coordinate Celebrate Literacy Week Statewide – 2018
- Presenter at the Florida Literacy Association annual conference – 2018, 2019
- Lesson and standard alignment reviews for CPALMS – Present
- Florida standards review project lead/ ELA expert/head writer – 2019-2020

**Awards:**

- Bay District Schools Secondary Literacy Coach of the Year 2012-2013

**Volunteer:**

- Junior Service League of Panama City, Florida
- Alpha Delta Kappa altruistic projects
- Volunteer for Leon County Schools

# SHANNON H. DODD

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## EDUCATION

1995

*Bachelor of Science, Elementary Education*  
Florida State University

## EMPLOYMENT / SPECIAL PROJECTS

February 2018 – Present

**Reading Specialist**  
Just Read, Florida! Florida Department of Education

May 2013 – January 2018

**Assistant Intervention Coordinator / Intervention Coach**  
**ATLAS (Accelerating Target Learning to Achieve Success) Project**  
**RFU (Reading for Understanding) Project**  
Florida Center for Reading Research, Florida State University

May 2013 – May 2014

**Site Coordinator/Assistant Intervention Coordinator**  
Florida Center for Reading Research, Florida State University

May 2012 – May 2013

**County Coordinator - Reading for Understanding Project**  
Florida Center for Reading Research, Florida State University

August 2011 – May 2012

**Reading Interventionist**  
Florida Center for Reading Research, Florida State University

August 1998 - August 1999

**First Grade Teacher**  
Canopy Oaks Elementary School, Leon County

January 1996 - August 1998

**First and Second Grade Teacher**  
Stewart Street Elementary School, Gadsden County

## SPECIAL PROJECTS/PROFESSIONAL DEVELOPMENT

- 2019 Summer Literacy Institute, **Presenter/Author: Resources for Supporting our English Language**
- 2019 Summer Literacy Institute, 2019 Winter Literacy Institute, 2018 Summer Literacy Institute, **Facilitator/Coordinator**
- 2019 Florida Standards Academy, **Co-Presenter: Elementary Instructional Coaches: Supporting teachers with complex text, background knowledge, academic vocabulary and text evidence**
- 2019 WIDA/FLDOE Collaboration, **Coordinator/Facilitator**
- Florida Reading Association November 2018 **Co-Presenter/Co-Author : Incorporating Multisensory Strategies in Foundational Reading Skills for Dyslexic Learners**
- **FCRR Contracted Co-Contributor Emergent Literacy Course for Office of Early Learning – Florida Department of Education:** Office of Early Learning (OEL) project contracted through the Florida Center for Reading Research to update Emergent Literacy Course required for VPK teachers in the State of Florida
- **FCRR Contracted Primary Contributor for Overall Language Module and Writing Module**  
Research, Course Outline, Course Content, Course Lesson Plans  
Secondary Contributor to Phonological Awareness Module and Print Knowledge Module

# Melinda Webster

Phone:

E-Mail:

## **Experience:** 2016–Present *Florida Department of Education/Office of Early Learning*

- Voluntary Prekindergarten (VPK) Program/Policy Manager
- VPK Program Specialist

## **2012–2016** *New Mexico Department of Education*

- Director, Literacy and Early Childhood Education Bureau (PreK–Grade 5 Literacy, PreK Program, and K–3 Plus Summer Program)

## **2007–2012** *Florida Department of Education*

- Director, Program Standards and Professional Development, Office of Early Learning
- Elementary Reading Specialist, Just Read, Florida! Office

## **2002–2007** *School District of Lee County, FL (District Level)*

- Elementary Reading and Language Arts District Coordinator
- Reading First Reading Coach

## **1982–2002** *School District of Lee County, FL (School Level)*

- K–5 Reading Specialist
- Grades K–4 Teacher

## **Education:** 2007–2012 *Florida State University* Tallahassee, FL

Doctoral Coursework: Educational Leadership and Policy Studies

## **2002–2004** *University of Central Florida* Florida Gulf Coast University Campus

Doctoral Coursework: Curriculum and Leadership

## **1999–2001** *Florida Gulf Coast University* Fort Myers, FL

Master of Education in Reading

## **1978–1982** *Florida Southern College* Lakeland, FL

Bachelor of Science, Elementary Education

**Florida Certification:** Reading K–12; Elementary Education 1–6; Specific Learning Disabilities K–12; Gifted Endorsement; ESOL Endorsement

## **References:** Shan Goff, Executive Director

Florida Department of Education Office of Early Learning  
250 Marriott Drive  
Tallahassee, FL 32399  
[REDACTED]

## **Hope Colle, VPK Program Specialist**

Florida Department of Education Office of Early Learning  
250 Marriott Drive  
Tallahassee, FL 32399  
[REDACTED]

# Pamela Hope Colle

## **EXPERIENCE**

### **GOVERNMENT OPERATIONS CONSULTANT III**

#### ***FLORIDA OFFICE OF EARLY LEARNING • JANUARY 2018- PRESENT***

The following roles and duties are consistent with my current position at the OEL.

- VPK Curriculum Review and Approval Process: As the project manager of the VPK Curriculum Approval Process, I have overseen all aspects of this initiative. Beginning the process with rule revisions, which included rule development, rule workshops and state board approval. The rule process required collaborating with OEL leadership and legal staff. In addition, this project required extensive planning and organization as it pertained to the recruitment and training of curriculum reviewers, the collection and organization of publisher curriculum submissions, overseeing the curriculum review process and finalizing the approved curriculum list. Throughout the curriculum approval process, communication between all parties (publishers, reviewers and OEL staff) was of utmost importance. Communication occurred via email and phone call, face-to-face, curriculum reviewers training and technical assistance during the review process.
- Preschool Network: In an effort to facilitate collaboration between the OEL, early learning coalitions, school districts and other critical stakeholders concerning the supports needed to increase quality in the preschool setting, the OEL Preschool Network was established. Much like the Inclusion and Infant/Toddler Networks, the Preschool Network is comprised of a collection of partners from across the state. My responsibilities as the project manager has included, but not limited to the following.
  - Open and comprehensive communication between the OEL and all interested organizations and individuals
  - Coordinator of statewide and regional meetings
  - Identification and coordination of all Preschool Network members
  - Collection of preschool network data (identified quality indicators)
  - Planning for upcoming meetings
- Professional Development and Technical Assistance: As a Government Operations Consultant with the OEL, I have had the opportunity to provide professional development and technical assistance to early childhood educators, early learning coalition staff and public school personnel. Professional development and technical assistance have been delivered during face-to-face trainings, conference and pre-conference events. Technical assistance has been provided via conference call, webinar, email and phone communication on topics such as the curriculum review and approval process, rule development, readiness rates, providers on probation and other topics as directed.

Additional Responsibilities: In an effort to support a variety of initiatives of the Office of Early Learning I have contributed to the following projects:

- Served on the Florida Early Learning and Developmental Standards review and editing team
- Created the 2017 Florida Early Learning and Developmental Standards Crosswalk with Florida Kindergarten Standards
- Revised and aligned the Activity Plans (previously known as Sample Lesson Plans) to the Florida Early Learning and Developmental Standards
- Participated in the Transition to Kindergarten Steering Committee and Workgroup
- Reviewed, revised and edited professional development trainings for educators
- Reviewed, revised and edited parent resources
- Participated in outreach activities such as Celebrate Literacy Wee, Florida! and Children's Week

### **PROGRAM SPECIALIST IV, JUST READ, FLORIDA!**

#### ***FLORIDA DEPARTMENT OF EDUCATION • TALLAHASSEE, FL, 2013 - PRESENT***

- K-12 Comprehensive Research-Based Reading Plan: A state funded project in which I am responsible for the continued oversight of data collection, site manage and communication between the Department and school districts. This project requires explicit communication with developers and web designers to insure the implementation and success of the program is achieved. Throughout the project's various stages of

development, it is my responsibility to provide developers/programmers with the necessary information, conduct field testing, examine the developed site and the data collected.

- Summer Reading Camp: A state funded project in which I am responsible for the continued oversight of data collection, site manage and communication between the Department and school districts. This project requires explicit communication with developers and web designers to ensure the implementation and success of the program is achieved. Throughout the project's various stages of development, it is my responsibility to provide developers/programmers with the necessary information, conduct field testing, examine the developed site and the data collected.
- Third-Fifth Grade Reading Specialist: As one of the reading specialist in the Just Read, Florida! office, my role entails communication with district reading contacts, principals, teachers and parents on policies pertaining to Florida Statutes and State Board Rules, specifically third grade promotion. In addition, I serve as the project coordinator for several literacy projects promoted by the Department and implemented by districts. These projects are targeted toward student literacy, motivation and engagement. Throughout the Celebrate Literacy Week, Florida! and the Summer Literacy Adventure projects, I am responsible for a multitude of special events and student contests pertaining to each specific project. A high level of communication is required between myself, the Department leadership, the communication's office and the Governor's office in order to complete these projects successfully. I managed both of these projects for 10 years.
- Third-Fifth Grade Elementary Reading Specialist
- Provide technical assistance to parents, district-level reading contacts, school level leadership, teachers and reading coaches on areas such as reading instruction, third grade progression rules and statutes, progress monitoring and assessments.
- Manage the implementation of district Summer Reading Camps for third grade students scoring level 1 on the end of year outcome measure
- Set guidance based on Florida Statute and state board rules
- Provide technical assistance to school districts
- Review and approve district implementation plans
- Conduct monitoring site visits
- K-12 Reading Plan
- Establish guidance for annual reporting (elementary)
- Review plans and provide feedback to districts
- Strategic identification, planning and development of all aspects of the annual *Celebrate Literacy Week, Florida!* (CLW), Literacy Leader Awards and *The Summer Literacy Adventure* events

## **PROGRAM SPECIALIST FOR THE OFFICE OF EARLY LEARNING**

### **FLORIDA DEPARTMENT OF EDUCATION • TALLAHASSEE, FL, 2010 - 2013**

- As a program specialist for the Office of Early Learning's Voluntary Pre-Kindergarten (VPK) office, I developed and delivered professional training to VPK providers and Regional Facilitators. These training were delivered via webinar, and at district or regional conferences. I also provided technical assistance to VPK providers concerning certification of teachers and provider Readiness Rate. The management of request for good cause exemptions also fell under my purview.
- Special Projects Coordinator: Develop and manage all aspects of the annual Celebrate Literacy Week, Florida! project
- Development and identification of theme
- Create Educational Partner Sponsorship Packages
- Recruitment and management of Educational Partnerships as sponsors
- Generate publicity
- Distribute CLW information to districts and schools
- Provide technical assistance to all involved parties
- Develop professional development for Voluntary Pre-Kindergarten (VPK) providers and Regional Facilitators
- Deliver training to VPK providers at regional conferences
- Provide technical assistance to VPK providers concerning certification and VPK Readiness Rate
- Manage the identification, notification and submission process for good cause exemption of VPK providers
- Project manager for the review and approval of District Summer Reading Camp Plans providing recommendations, final approval and site visits to summer reading camps.

## **TECHNICAL ASSISTANCE COORDINATOR/LIAISON**

### **FLORIDA CENTER FOR READING RESEARCH • TALLAHASSEE, FL, 2004 - 2010**

- As the liaison between the Just Read, Florida! office and the Florida Center for Reading Research, I was

responsible for communication and collaboration between the two offices, providing support and feedback concerning the federally funded Reading First Grant. My responsibilities also included the management of Reading First grants awarded to school districts.

- Special Projects Coordinator—planned and completed statewide and local area events, working with DOE communications and other state agencies
- Established regular communication with district reading contacts to provide technical assistance
- Provided professional development for curriculum adoption committee on reading textbook adoption specification and review process
- Liaison between the Florida Center for Reading Research (FCRR) and the Florida Department of Education's Just Read, Florida! (JRF!) Office
- Assisted with the development and delivery of the new assessment system— Florida Assessments for Instruction in Reading (FAIR)
- Provided training, technical assistance and guidance to schools and districts implementing the FAIR system
- Facilitated, managed and assured quality control during the grants process for grants administered through the JRF office
- Co-managed Reading First grant and implementation
- Managed federal grant at the state level, (approximately \$50 million a year) working with comptroller and grants management offices at the DOE to ensure proper awarding, funding and timely distribution
- Prepared Reading First Federal Report and Annual Institute for Research (AIR) report and a timely distribution of funds
- Identified, notified and conducted monitoring visits to Reading First Focus Schools, providing follow-up reports and assistance to identified schools

**TEACHER, *KILLEARN UNITED METHODIST PRESCHOOL • TALLAHASSEE, FL, 1995 - 2005***

**MOTHER, *TALLAHASSEE, FL, 1988 - 2005***

During this timeframe I chose to stay home with my three young children.

**TEACHER, *CHALLENGER ELEMENTARY, BREVARD COUNTY • TITUSVILLE, FL, 1986 - 1988***

**TEACHER, *MIMS ELEMENTARY, BREVARD COUNTY • MIMS, FL, 1984 - 1986***

**TEACHER, *W. T. MOORE ELEMENTARY, LEON COUNTY • TALLAHASSEE, FL, 1981 - 1984***

## **EDUCATION**

Florida State University, *Tallahassee, FL — Bachelor of Arts Degree, Early Childhood Education, 1981*  
Indian River Community College, *Ft. Pierce, FL — Associates of Arts Degree, Basic Studies & Music, 1979*  
John Carroll High School, *Ft. Pierce, FL — High School Diploma, 1977*

## **COMMUNITY INVOLVEMENT**

Member of Downtown Community  
Church 2018- present  
Tallahassee, FL  
Pastor, Ben  
Keampfer  
Serve on a variety of committees

Florida Reading Association Board  
Member 2013-present  
President, Enrique Puig  
Serve as the Department of Education representative Committees: Chairperson for Literacy Project

## EDUCATION

**B.S.**, Clinical Psychology with a published thesis: *Different psychological perspectives toward the origin of artistic creativity*. Ibero-American University, Mexico City, Mexico. 1985-1990.

**Diploma** In Applied Creativity on the Humanities Area. Ibero-American University 1991-1992.

**M.S.**, Child Development at Florida State University. Graduated with published thesis *Correlation between aggression and creativity among 2nd graders*. Fall 1997.

**Victim Services Practitioner Designation** Training by the Office of the Attorney General. Florida Crime Prevention Training Institute. April, 1997.

**Ph.D.** Family and Child Sciences at Florida State University. 2009.

**Professional Guardian** 2013

## Talents and Skills

1. Content Expert (My Wealth)
  - a. Early Learning, early childhood education, psychology, family issues, poverty issues, same sex relationships, same sex families' issues, and women's issues.
2. Problem solver (My Commitment; I combine many skills during this process)
3. Communicator (Always present)
4. Journalist (Curious about the past, the present and the future)
5. Graphic Designer (Creative outlet at the office; maker of many products in many formats)
6. Translator (My duty)
7. Teacher, trainer (My passion)
8. Listener and observer (Mind and body reader; very analytical a finder of patterns)
9. Support of staff (Behind the scenes best pal; my interest is your success)
10. Computer and Internet expert (I can figure it out always)
11. Mediator (I can see both sides of a conflict)
12. Advocate (Fighting for the important things, don't like injustices)
13. Cultural awareness expert (I belong to many minority groups)
14. Creative (I paint, draw, used to dance, build stuff, tile, mixed media)
15. Visionary (I am a global thinker and can create totally new solutions for certain situations)
16. Avant guard (Courageous; I have been part of many social trends)
17. Researcher (Resourceful; never give up)
18. Fast learner (Survivor; open minded)
19. Team member (Loyal and loving; interested in the best quality of products)
20. Trilingual (Convenient; I am an avid traveler)
21. Writer (Express complicated thoughts in simple words)

## Professional Experience

### Early Learning Research Associate 2006-

Office of Early Learning

- Manage early learning projects related to the activities of Florida's Office of Early Learning. Working with contractors, vendors, subrecipients on project related tasks including tracking contract deliverables, maintaining communication, and managing invoicing.
- Monitor and share relevant early learning trends through the analysis of national, regional and state research; best practices locally and in the nation, policy changes, and other relevant sources of information. Identify gaps in services and the early learning system. Strategize on projects, programs and solutions for gaps. Identify funding streams for early learning initiatives
- Plan all aspects of a program evaluation's research design. Identify major research questions and appropriate methodologies to address the specific policy concern. Must design and manage the project to be completed in a timely manner. Common methodologies include surveys, analyses of program outcome and student performance data, on-site examinations, interviews, and file reviews.
- Write reports summarizing major findings offering policy recommendations for the coalitions, agency, and Legislature. Reports must be completed in a timely manner while maintaining a high degree of accuracy and clarity. Research, monitor and share relevant early learning trends through the analysis of national, regional and state research; identify gaps in child care resource and referral services, School Readiness, Inclusion, Voluntary Prekindergarten and the early learning system; strategize on projects, programs and solutions for gaps.
- Present findings to the Legislature, agency directors, and coalitions.



- Support Office of Early Learning operations by answering telephones in Spanish, responding to e-mails and maintaining open communication with early learning coalition and community resource and referral staff. Serve as Spanish interpreter for callers who do not speak English as a first language.
- Perform other duties as assigned.

#### **Adjunct Professor 2013-**

Teaching ECE Courses at Florida A&M University

- Develop and manage syllabus materials. The adjunct professor is responsible for selecting and compiling tests, assignments and/or online discussion exercises that permit measurement of performance relative to standardized learning objectives.
- Coordinate courseware and curriculum with academic department chair. The adjunct professor is responsible for reviewing any textbook and other courseware changes with the academic department chair and other full-time faculty teaching the course.
- Facilitate Class Instruction. The adjunct professor is responsible for teaching the assigned class in accordance with learning objectives and session plan outlines specified by the University.
- Evaluate Student Performance. The adjunct professor is expected to administer evaluations of student performance based on course deliverables and course rubrics. All course grades will be posted on the Blackboard Grade Center.
- Adhere to Protocol Guidelines. The adjunct professor is responsible for participation in any chat sessions as determined by the course.
- Respond Promptly to Grade Determination. The adjunct professor should submit grades for any assignments, discussion board exercises, and exams and course completion.

#### **Adjunct Professor 2016-**

Florida State University, College of Humans Sciences, Department of Family and Child Sciences, Tallahassee, FL.

- Responsible for teaching, supervising and coordinate undergraduate students currently enrolled in the Observation and Applied Science class.
- Develop and manage syllabus materials. The adjunct professor is responsible for selecting and compiling tests, assignments and/or online discussion exercises that permit measurement of performance relative to standardized learning objectives.
- Coordinate courseware and curriculum with academic department chair. The adjunct professor is responsible for reviewing any textbook and other courseware changes with the academic department chair and other full-time faculty teaching the course.
- Facilitate Class Instruction. The adjunct professor is responsible for teaching the assigned class in accordance with learning objectives and session plan outlines specified by the University.
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- Adhere to Protocol Guidelines. The adjunct professor is responsible for participation in any chat sessions as determined by the course.
- Respond Promptly to Grade Determination. The adjunct professor should submit grades for any assignments, discussion board exercises, and exams and course completion

#### **Case Aid 2005-2006**

Chinese Children Adoption International Tallahassee, FL.

- Responsible for supporting staff in case management.
- Responsible for entering data into databank.
- Responsible for following up on clients needs.

#### **Research Assistant 2004-2005**

Children's Forum Tallahassee, FL.

- Responsible for supporting the development and coordination of research and technical assistance activities of the Children's Forum.
- Work in conjunction with the Research Associate in gathering and synthesizing research relative to advances in early care and education.
- Analyze research as a basis for the formulation and dissemination of technical assistance to school readiness coalitions.

#### **Adjunct Professor 1999-2003**

Teaching ECE Courses at Florida A&M University

- Develop and manage syllabus materials. The adjunct professor is responsible for selecting and compiling tests, assignments and/or online discussion exercises that permit measurement of performance relative to standardized learning objectives.
- Coordinate courseware and curriculum with academic department chair. The adjunct professor is responsible for reviewing any textbook and other courseware changes with the academic department chair and other full-time faculty teaching the course.
- Facilitate Class Instruction. The adjunct professor is responsible for teaching the assigned class in accordance with learning objectives and session plan outlines specified by the University.
- Evaluate Student Performance. The adjunct professor is expected to administer evaluations of student performance based on course deliverables and course rubrics. All course grades will be posted on the Blackboard Grade Center.
- Adhere to Protocol Guidelines. The adjunct professor is responsible for participation in any chat sessions as determined by the course.

- Respond Promptly to Grade Determination. The adjunct professor should submit grades for any assignments, discussion board exercises, and exams and course completion

#### **Project Coordinator 1999-2003**

Florida A&M University-Early Head Start/Head Start Training Partnership

- Responsible for developing and maintaining a collaborative partnerships with Gadsden and Leon Counties.
- Responsible for facilitating the recruitment and retention of students with associate of arts degrees to obtain early childhood education undergraduate degrees.
- Responsible for proving leadership and mentoring for students that participate in the program.
- Responsible for facilitating the coordination of field experience for Florida A&M University early childhood education students, and teach courses for Florida A&M University students in the Project.
- Responsible for developing and providing training in early childhood education to CDA participants in order to advise them into early childhood education careers.
- Responsible for developing and providing training in early childhood education to undergraduates students at Florida A&M University.

#### **Adjunct Professor 1998-1999**

Florida State University, College of Humans Sciences, Department of Family and Child Sciences, Tallahassee, Fl.

- Responsible for teaching, supervising and coordinate undergraduate students currently enrolled in the Observation and Applied Science class.
- Develop and manage syllabus materials. The adjunct professor is responsible for selecting and compiling tests, assignments and/or online discussion exercises that permit measurement of performance relative to standardized learning objectives.
- Coordinate courseware and curriculum with academic department chair. The adjunct professor is responsible for reviewing any textbook and other courseware changes with the academic department chair and other full-time faculty teaching the course.
- Facilitate Class Instruction. The adjunct professor is responsible for teaching the assigned class in accordance with learning objectives and session plan outlines specified by the University.
- Evaluate Student Performance. The adjunct professor is expected to administer evaluations of student performance based on course deliverables and course rubrics. All course grades will be posted on the Blackboard Grade Center.
- Adhere to Protocol Guidelines. The adjunct professor is responsible for participation in any chat sessions as determined by the course.
- Respond Promptly to Grade Determination. The adjunct professor should submit grades for any assignments, discussion board exercises, and exams and course completion

#### **Acting Community Coordinator 1998-1999**

Florida State University, College of Humans Sciences, Department of Family and Child Sciences, Tallahassee, Fl.

- Responsible for teaching, supervising and coordinate undergraduate students currently enrolled in the Observation and Applied Science class.
- Responsible for mentoring, placing and coordinating students in internships sites.
- Responsible for the development of more sites opportunities for students.
- Responsible for establishing networking within the state as well as out of state community and agencies for the creation of more site opportunities.
- Responsible for attending faculty meetings, and curriculum committee meetings.
- Responsible for visiting students at their sites.

#### **Children's Program Coordinator 1996-1998**

Refuge House Inc. Tallahassee Fl.

- Responsible for providing direct supervision to three children's counselors, volunteers and interns.
- Responsible for assessing and reporting child abuse and neglect.
- Coordinates therapeutic activities for children and mothers in residence at the shelter, in outreach groups and in the counties (Taylor, Madison, Gadsden and Leon).
- Coordinates and assigns case management within the children's counselors.
- Provides individual and group counseling support to children, adolescents and mothers at the shelter and in the counties (Taylor, Madison, Gadsden and Leon).
- Ensures the coordination of children's program with Women's Counselors in the shelter and the counties (Taylor, Madison, Gadsden and Leon).
- Provides after hours support on issues regarding the Children's Program in residence at the shelter and in the counties.
- Provides after hours support on issues regarding the shelter.
- Serves as the representative for the Children's Program in all management and clinical meetings.
- Ensures that documentation of client records meet state standards and programs guidelines.
- Manages the gathering of monthly and quarterly statistical reports of the program's grants.
- Provides direct care to the children in the program with counseling in group and individually.
- Serves as a member of management and clinical teams.

- Supervises and coordinates interaction within agency, with schools and with other community organization.
- Serves as a community educator and trainer for Domestic Violence, Child Abuse and Neglect.
- Serves as a member of the Juvenile Justice Council.

#### **Children's Program Coordinator 1996-1996**

Woodsong Residential Treatment for Women and their Children

Thomas County Area Mental Health, Mental Retardation and Substance Abuse Services

- Responsible for providing direct supervision to two children's counselors, including completion of PAI's and disciplinary action as needed.
- Responsible for the implementation and daily management programs for children.
- Ensuring the coordination of children's program with Women's Care Coordinator.
- Serving as the representative for the Children's Counselors in all management and clinical meetings.
- Ensuring that documentation of client records meet state standards and programs guidelines.
- Providing direct care to the children in the program with therapy in group and individually.
- Serves as a member of treatment team.
- Supervising and coordinating interaction within agency, with schools and with other community organization.

#### **Preschool Teacher 1/1996-7/1996**

Alumni Village Child Development Center, Florida State University

- Responsible for programming and adapting curriculum for children of different cultures and countries (i.e. Latin America, Africa, Europe, etc.)
- Maintenance and arrangement of the classroom.
- Supervision of staff.
- Teaching preschoolers 2-3 years old.
- Responsible for the afternoon shift of the center.

#### **Preschool Teacher 5/1996-7/1996**

Betton Hill Preparatory School, Tallahassee

Teaching preschoolers 2-3 years old.

#### **Art Therapist Volunteer Spring 1996**

Sealey Elementary School, W.T. Moore Elementary School, and Gretchen Everhart School

Responsible for applying a newly adapted educational program for children and adolescents with mental and physical disabilities.

#### **Assistant Director of the After School Program 1995-1996**

Alumni Village Child Development Center, Florida State University

- Responsible for programming and adapting curriculum for children of different cultures and countries (i.e. Latin America, Africa, Europe, etc.)
- Responsible for programming budgeting the economical resources, and for the purchase of materials and food.
- Supervisor of three staff members.
- Teaching children from 5-12 years of age.

#### **Preschool Teacher 1994-1995**

Alumni Village Child Development Center Florida State University

Responsible for teaching children from 2-5 years of age.

#### **Ballet Instructor 1991-1993**

Responsible for teaching the English technique of ballet dancing to preschool children.

#### **Instructor of Creative Techniques for Children and Adolescents with Down Syndrome 1993-1994**

John Langdon Down Foundation, Mexico City, Mexico.

Responsible for working with children and adolescents with Down syndrome.

Taught classes in Body Expression and Plastic Arts (Creativity).

#### **Instructor in Infant and Toddler Stimulation 1991-1994**

Trepsi Mexico City, Mexico

Responsible for programming curriculum and teaching children 2-2 ½ years old appropriate motor development skills.

The program consisted of preparing children for entering preschool with Montessori and creativity teaching techniques.

#### **Instructor in Plastic Arts and Body Expression 1991-1994**

Trepsi Mexico City, Mexico.

Responsible of teaching and programming curriculum.

Introduce children to the world of Plastic Arts at its simplest level.

#### **Jazz Dance Instructor 1990-1994**

Mexico, City, Mexico.

Responsible for teaching in three different levels of difficulty.

#### **Professor of Creativity and Body Expression 1990-1994**

Iberoamerican University, Mexico City.

Responsible for teaching and assessing college students.

**Intern for Social Services and Professional Practices 1989-1990**

Rural and at risk population in Mexico City, sponsored and supervised by the Iberoamerican University.

Clinical Evaluation of the patients.

Psychological advice and guidance for adults and children.

Clinical psychology practice with adults.

Guidance in main streaming children and adults in science courses.

**Clinical Psychologist Volunteer 1986-1987**

State Mental Institution in Mexico. Under the Iberoamerican University supervision.

Clinical Evaluation of the patients.

Creative Occupational activities.

Case Manager

**Preschool Teacher 1983-1984**

Kibbutz Gaash, Israel.

Responsible for teaching preschool children.

Publications

**Author**

**Thesis** 1990: *Different psychological perspectives toward the origin of artistic creativity.*

**Thesis** 1997: *Correlation between aggression and creativity among second graders.*

Levy Tacher, E., & Readdick, C. A. (2006) The Relation Between Aggression and Creativity Among Second Graders. Creativity Research Journal, 18, 3, 261 – 267

**Dissertation** 2009: Parenting styles in same sex families.

**Co-authored 1993-1994**

Book on creativity:

Sefchovick, G. 1993. Introduction of music, plastic arts and body expression as a creativity course in the classroom.

This book is distributed at national level in Mexico.

**Part of Publication Teams**

Children's Forum (2005). Charting the progress in child care and early education in Florida.

Children's Forum (2005). From research to policy. Brief.

Children's Forum (2005). WeeLearn Curriculum Evaluation.

Children's Forum (2005). Making a difference. Linking language, literacy, and play means quality outcomes for children.

#### **6A-4.0051 Renewal and Reinstatement of a Professional Certificate.**

A professional certificate is renewed or reinstated and certification coverages retained on the certificate in accordance with the following provisions:

(1) Professional certificate. A professional certificate may be renewed for the individual who meets the requirements specified below:

(a) Completes six (6) semester hours of college credit or the equivalent as described below or an amount as specified in subsection (2) of this rule for retention of certificate coverages:

1. College credit. College credit earned at an accredited or approved institution or community or junior college as specified in Rule 6A-4.003, F.A.C., may be used to renew the professional certificate.

2. Inservice training. Inservice points earned through inservice education activities which were part of a District Professional Learning Catalog developed and approved by a Florida school district in accordance with Rule 6A-5.071, F.A.C., may be used to renew the professional certificate. Twenty (20) inservice points shall be equal to one (1) semester hour of college credit. The inservice training shall be verified by the Florida district school superintendent or chairperson of the governing board and shall include the number of inservice points earned in each area of certification.

(b) Subject area tests. A passing score on a subject area test in the certification area shown on the certificate may be used to renew the coverage on the professional certificate. A subject area test shall be approved by the Florida State Board of Education and shall be in a certification area shown on the certificate. One (1) test shall be equal to three (3) semester hours of college credit. Official documentation of a passing score on each subject area test used for renewal of the certificate shall be submitted electronically from the test administration agency beginning July 1, 2002, to the Bureau of Educator Certification, Florida Department of Education or shall be the original score report issued by the test administration agency for scores earned prior to July 1, 2002.

(c) National board certification. A certificate issued by the National Board for Professional Teaching Standards is deemed to meet state renewal requirements for the life of the educator's national certificate in the subject shown on the national certificate. Official documentation shall be a photocopy of the national certificate.

(2) Retention of certification coverages. When renewing a professional certificate, certification coverages shall be retained on a professional certificate in accordance with the following:

(a) To retain one (1) certification coverage on a professional certificate, at least three (3) semester hours of college credit or the equivalent shall be completed in the specialization area or an appropriate category in accordance with Section 1012.585(3)(a), F.S. Three (3) additional semester hours or sixty (60) additional inservice points may be completed in any area.

(b) To retain two (2) coverages on a professional certificate, at least three (3) semester hours of college credit or the equivalent shall be completed for each subject in the specialization area or an appropriate category in accordance with Section 1012.585(3)(a), F.S. When requirements have not been satisfied for the retention of a certification coverage on the certificate, the coverage shall be deleted from the certificate when the certificate is renewed.

(c) To retain more than two (2) certification coverages on a professional certificate, the applicant shall be permitted two (2) successive validity periods for renewal of all specialization areas, but must earn no fewer than six (6) semester hours or the equivalent in any one (1) validity period. A coverage shall not continue to be retained on a certificate unless three (3) semester hours or the equivalent is completed in the specialization area or an appropriate category in accordance with Section 1012.585(3)(a), F.S., during one (1) of two (2) successive validity periods. When requirements specified herein have not been satisfied for the retention of a certification coverage or coverages on a certificate, the coverage or coverages shall be deleted from the certificate when the certificate is renewed.

(3) General requirements.

(a) All requirements necessary for the renewal of a certificate shall be completed during the last validity period of the certificate to be renewed and prior to the expiration date of the certificate. College credits, inservice training and subject area tests used to satisfy requirements for issuance of the initial professional certificate shall not be used for renewal of the professional certificate.

(b) Application and appropriate fee as specified in Rule 6A-4.0012, F.A.C., for renewal of a certificate shall be submitted to the Bureau of Educator Certification, Florida Department of Education or the employing Florida school district, during the last year of the validity period of the certificate and prior to the expiration date of the certificate. However, if the renewal application form is not received by the Bureau of Educator Certification or the employing Florida school district, before the expiration of the professional certificate, the application form, application fee, and a thirty (\$30.00) dollar late fee shall be submitted prior to July 1 of the year

following expiration of the certificate in order to retain the professional certificate.

(c) The validity period of the renewed certificate shall be for a period not to exceed five (5) years from July 1 of the school fiscal year following the date that the application was received in the Bureau of Educator Certification, Florida Department of Education or the employing Florida school district. However, if the renewal application is received by the Bureau of Educator Certification or the employing Florida school district after expiration of the professional certificate as specified in paragraph (3)(b) of this rule, the validity period of the renewed certificate shall be for a period not to exceed five (5) years from July 1 following the expiration of the last professional certificate.

(d) A grade of at least "C" or the equivalent shall be earned in each course used for the renewal of a certificate. A grade of pass shall be acceptable under the pass or fail grading system.

(e) A certification coverage which has been deleted from a professional certificate shall be added to the certificate when requirements specified in subsection 6A-4.004(6), F.A.C., have been completed.

(f) A one (1) year extension of the validity period of a professional certificate shall be granted by the Florida Department of Education in the event of serious illness, injury, or other extraordinary extenuating circumstances beyond the control of the applicant. The extension shall be granted only upon written request of the applicant or the superintendent of the local school district or of the chief administrative officer of a state supported or nonpublic school. The written request shall explain the extenuating circumstances. In case of illness or injury, a physician's written verification shall be submitted.

(4) Special provisions for military service. An individual who holds a valid professional certificate and who is called into or volunteers for actual wartime military service or required peacetime military service may renew the professional certificate and retain all certification coverages shown on the certificate for the period of time equal to the time spent in military service. To qualify for the renewal of the certificate, the individual shall complete the application requirements as specified in Rule 6A-4.0012, F.A.C., and submit a notarized copy of the military separation papers.

(5) Special provisions for teachers of limited English proficient students, teachers of students with disabilities and teachers of reading.

(a) An educator who holds a professional certificate may use college credits or inservice points completed in English-for-Speakers-of-Other-Languages training, training in the instruction of students with disabilities, and the teaching of reading in excess of six (6) semester hours during one certificate-validity period toward renewal of the professional certificate during the subsequent validity periods.

(b) An educator who holds a temporary certificate may use college credits or inservice points completed in English-for-Speakers-of-Other-Languages training, training in the instruction of students with disabilities, and the teaching of reading toward renewal of the educator's first professional certificate. Such training must not have been included within the degree program, and the educator's temporary and professional certificates must be issued for consecutive school years.

(c) These provisions supersede the requirements in paragraph (3)(a) of this rule, for the individuals noted in paragraphs (5)(a) and (b) of this rule.

(6) Special provisions for training in the instruction of students with disabilities.

(a) As a component of the credit requirements specified under paragraph (1)(a) of this rule, an educator whose application for renewal is received on or after July 1, 2014, must have earned at least one (1) college credit, twenty (20) inservice points, or a combination thereof, in the instruction of students with disabilities during the last validity period of the certificate to be renewed and prior to the expiration date of the certificate.

(b) As specified in paragraph (1)(b) of this rule, a passing score earned on a subject area test during the validity period of the professional certificate to be renewed on the Exceptional Student Education (Grades K-12), Hearing Impaired (Grades K-12), Visually Impaired (Grades K-12), or Speech-Language Impaired (Grades K-12) subject area exam may be used to satisfy the requirement for credit in the instruction of students with disabilities when certification coverage for the instruction of students with disabilities is shown on the professional certificate.

(c) An educator may earn acceptable credit for training in any certification subject area related to the instruction of students with disabilities, including, but not limited to, hearing impaired, speech-language impaired, and visually impaired, to satisfy the requirement for credit in the instruction of student with disabilities. Acceptable credit in the instruction of students with disabilities may be applied to retain any specialization area on the professional certificate to be renewed.

(d) In accordance with paragraph (1)(c) of this rule, national board certification in an Exceptional Needs Specialist subject area satisfies the requirement for the instruction of students with disabilities.

(7) Special provisions for training in the instruction of reading for grades K-6.

(a) As a component of the credit requirements specified under paragraph (1)(a) of this rule, an educator whose application for renewal of a certificate with a beginning validity date of July 1, 2020, or thereafter, must have earned at least two (2) college credits, forty (40) inservice points, or a combination thereof, in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies if the educator is renewing any of the following coverages: Elementary Education (K-6), Prekindergarten/Primary Education (age 3 through grade 3), Elementary Education (grades 1-6), Primary Education (grades K-3), English (grades 1-6), Middle Grades English (grades 5-9), Middle Grades Integrated Curriculum (grades 5-9), English (6-12), Reading (K-12), Reading (Endorsement), and English for Speakers of Other Languages (ESOL) (grades K-12).

(b) An educator may use earned credit for both the purposes of paragraphs (6)(a) and (7)(a) of this rule.

(c) An educator may use credit earned during the five (5) years immediately preceding the current validity period that meets the requirements of paragraph (7)(a) of this rule, if the credit was not already used for a prior renewal period.

(8) Reinstatement of a professional certificate. The Department may reinstate an expired professional certificate if the certificate holder:

(a) Completes the application requirements as specified in Rule 6A-4.0012, F.A.C.;

(b) Satisfies the fingerprint requirement as specified in subparagraph 6A-4.004(1)(a)3., F.A.C.;

(c) Documents completion of six (6) semester hours of college credit during the five (5) years immediately preceding reinstatement of the expired certificate, completion of one hundred twenty (120) inservice points, or a combination thereof, as specified in paragraph (1)(a) of this rule;

(d) During the five (5) years immediately preceding reinstatement of the certificate, achieves a passing score on the subject area examination for each subject to be shown on the reinstated certificate. Only subjects currently issued by the Department may be shown on a reinstated certificate; and,

(e) An educator whose application for reinstatement is received on or after July 1, 2014, must have earned at least one (1) college credit or the equivalent inservice points in the instruction of students with disabilities during the five (5) years immediately preceding reinstatement of the expired certificate.

*Rulemaking Authority 1001.02, 1012.55, 1012.585 FS. Law Implemented 1012.55, 1012.585 FS. History—New 12-25-86, Amended 4-23-91, 2-12-92, 10-15-01, 12-27-04, 2-25-14, 12-31-14, 12-22-19.*

#### **6A-4.0163 Reading Endorsement Competencies.**

(1) The competencies and indicators required for approval of educator preparation programs pursuant to Rule 6A-5.066, F.A.C., and for district in-service add-on programs pursuant to Section 1012.575, F.S., for certification in the Reading Endorsement, are contained in the publication, Reading Endorsement Competencies 2011, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00556>) which is hereby incorporated by reference and made a part of this rule. Copies of the Reading Endorsement Competencies 2011 may be obtained by contacting Just Read, Florida!, Department of Education, 325 West Gaines Street, Room 1432, Tallahassee, Florida 32399, or from the website at <http://www.fldoe.org/academics/standards/just-read-fl/reading-endorsement.stml>.

(2) Following the review of existing subject coverage or endorsement requirements required by Section 1012.586, F.S., in 2018, reading endorsement programs shall continue to use the 2011 Reading Endorsement Competencies. Programs must resubmit their plans for review in order to ensure an emphasis is placed on:

(a) effective methods of identifying characteristics of conditions such as dyslexia, and a focus on multisensory interventions, and

(b) instructional strategies to support explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and comprehension.

(3) District reading endorsement in-service add-on programs must be resubmitted for review and approval per Section 1012.586, F.S., in a format provided by the department. Once approved, the newly submitted program will go into effect no later than July 1, 2020. Educators who have completed one or more competencies prior to July 1, 2020, in a previously approved add-on program will not be required to retake competencies in the newly approved district in-service add-on program in order to earn their reading endorsement.

(4) The standards set forth in subsection (2) of this rule shall be incorporated into all teacher preparation programs.

*Rulemaking Authority 1001.02(2), 1012.55(1), 1012.98(8) FS. Law Implemented 1012.55(1), 1012.586, 1012.98 FS. History—New 5-19-08, Amended 10-25-11, 12-22-19.*



**6A-4.0292 Specialization Requirements for the Reading Endorsement.**

(1) A bachelor's or higher degree with certification in an academic, degreed vocational, administrative, or specialty class coverage; and one of the following options:

(a) Fifteen (15) semester hours in reading coursework based upon scientifically based reading research with a focus on both the prevention and remediation of reading difficulties to include the areas specified below:

1. Six (6) semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;

2. Three (3) semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties;

3. Three (3) semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and

4. Three (3) semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.

(b) The completion of an approved certificate meeting the criteria of Section 1012.586, F.S. The department will review such a certificate provided the following items are submitted by a program for review:

1. Evidence the organization is internationally recognized for establishing standards for evidence-based interventions for struggling readers;

2. A thorough description of the competencies to be mastered in the specific certificate program to ensure these competencies are comparable to the Florida Reading Endorsement Competencies; and

3. A description of the clinical experience required to complete the certificate.

(c) A passing score on the Reading Certification Exam as determined by Rule 6A-4.0021, F.A.C.

*Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56, 1012.586 FS. History—New 7-30-02, Amended 12-22-19.*

#### **6A-5.066 Approval of Teacher Preparation Programs.**

This rule sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a Florida provider as set forth in sections 1004.04, 1004.85, and 1012.56(8), Florida Statutes.

(1) Definitions. For the purposes of this rule, the following definitions apply.

(a) “Academic year” means the period of year during which program candidates attend or complete a state-approved teacher preparation program. This includes summer term, fall term, and spring term.

(b) “Annual demonstration of experience in a relevant prekindergarten through Grade 12 (P-12) school setting” means P-12 school-based experiences occurring yearly that are related to and in a subject matter and grade level setting that are covered by the certification necessary for the field experience course(s) or internships that the program faculty is assigned to teach or supervise. Examples include, but are not limited to, co-teaching with a P-12 educator or providing P-12 instruction directly to P-12 students.

(c) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Florida Department of Education (Department) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in sections 1004.04(4)(a), 1004.85(4)(b), and 1012.56(8)(d)2., F.S.

(d) “At-Risk of Low-Performing” means an institution identified as At-Risk of Low-Performing by having an average summative annual APPR rating between 1.80 to 1.94. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs which is weighted by the total number of completers used in the annual calculation of the APPR and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(e) “Cohort” means a group of program completers who successfully satisfied all teacher preparation program requirements at any point during the academic year.

(f) “Content major” means the academic discipline to which a postsecondary student formally commits, e.g., mathematics, biology, history.

(g) “Continued approval” means that subsequent to an initial approval, a teacher preparation program has been granted the authority to operate for a seven-year period.

(h) “Critical teacher shortage areas” mean the specific certification areas in high-need content areas and high-priority location areas that are identified annually by the State Board of Education pursuant to Rule 6A-20.0131, F.A.C., in accordance with section 1012.07, F.S.

(i) “Educator Accomplished Practices” mean those practices described in subsection (2) of Rule 6A-5.065, F.A.C., which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04963>).

(j) “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool for collection and reporting of candidate and completer performance data on state-approved teacher preparation programs.

(k) “Educator preparation institutes” or “EPis” mean all Florida postsecondary or qualified private providers that provide instruction for non-education baccalaureate or higher degree holders under section 1004.85, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(l) “Equivalent program” means a teacher preparation program that is offered by more than one provider that prepares candidates in the same specific educator certification subject area(s).

(m) “Field experiences” mean activities associated with an instructional personnel’s role that are conducted in prekindergarten through Grade 12 classroom settings.

(n) “In-field teacher” means an instructional employee assigned duties in a classroom teaching subject matter or providing direct support in the learning process of students in the area in which the instructional personnel is trained and certified.

(o) “Initial approval” means that a new teacher preparation program has been granted the authority to operate for a seven-year period.

(p) “Initial teacher preparation programs” or “ITPs” mean all programs offered by Florida postsecondary institutions that prepare instructional personnel under section 1004.04, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(q) “Instructional position” means any full-time or part-time position held by a K-12 staff member whose function includes the provision of direct instructional services to students or provides direct support in the learning process of students as prescribed in section 1012.01(2)(a)-(d), F.S., but not including substitute teachers.

(r) “Low-Performing Institutions” means an institution who is identified as low-performing by having an average summative

annual APPR rating that is at or below a 1.79. This rating is based upon an average of all APPR scores within the continued approval period and across the provider's state approved teacher preparation programs and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(s) "Professional education competency program" or "PEC program" means a program under section 1012.56(8), F.S., in which instructional personnel with a valid temporary certificate employed by a school district, or private school, or state-supported public school with a state-approved program, may demonstrate mastery of professional preparation and education competence through classroom application of the Florida Educator Accomplished Practices and instructional performance.

(t) "Performance of Prekindergarten-12 students on statewide assessments using results of student learning growth formula per section 1012.34, F.S.," means that the score is based on the performance of P-12 students assigned to in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year for which results are available.

(u) "Placement rate" means the number of program completers reported annually by each program to the Department who are identified by the Department's Staff Information System, as prescribed in section 1008.385(2), F.S., as employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year subsequent to program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer's employment as a school administrator as defined in section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer's death or disability, the number of program completers included in the calculation will be adjusted.

(v) "Production of program completers in statewide critical teacher shortage areas per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.," means a bonus score is awarded when the number of program completers in specified critical teacher shortage areas increases from the most recent year compared to the number of program completers from the previous academic year.

(w) "Professional development certification program" or "PDCP" means a program in which a school district, charter school or charter management organization may provide instruction for members of its instructional staff who are non-education baccalaureate or higher degree holders under section 1012.56(8), F.S., and results in qualification for an initial Florida Professional Educator's Certificate.

(x) "Program candidate" means an individual who has been admitted into and is currently enrolled in, but has not yet completed a teacher preparation program that prepares instructional personnel to meet the qualifications for a Florida Professional Educator's Certificate.

(y) "Program completer" means an individual who has satisfied all teacher preparation program requirements and who meets the qualifications for the Florida Professional Educator's Certificate.

(z) "Program completer in need of remediation" means an individual who is employed in an instructional position in a Florida public school during the first two (2) years immediately following completion of the program or following initial certification, whichever occurs first, and who earns an evaluation result of developing or unsatisfactory on the school district's evaluation system implemented under section 1012.34, F.S.

(aa) "Provider" means a Florida postsecondary institution, private provider, school district, charter school, or charter management organization.

(bb) "Reading endorsement competencies" mean those standards described in Rule 6A-4.0163, F.A.C., which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04962>).

(cc) "Results of program completers' annual evaluations as specified in section 1012.34, F.S.," mean that scores are based on program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year.

(dd) "Retention rate" means the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer's employment as a school administrator as defined in section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer's death or disability, the number of program completers included in the calculation will be adjusted.

(ee) “Student performance by subgroup” means the performance of students in P-12 who are assigned to in-field program completers aggregated by student subgroup, as referenced in sections 1004.04(4)(a)3.d., 1004.85(4)(b)4. and 1012.56(8)(d)2.c., F.S., as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year.

(ff) “Teacher preparation program” means a state-approved course of study, the completion of which signifies that the candidate has met all training and assessment requirements for initial certification to provide direct instructional services to P-12 students.

(gg) “Ten (10) percent waiver” means that an initial teacher preparation program (ITP) may annually waive admission requirements specified in section 1004.04(3)(b)1.-2., F.S., for up to ten (10%) percent of the students admitted in the academic year.

(hh) “Two-year guarantee” means that an initial teacher preparation program (ITP) must provide assurance of the high quality of its program completers during the first two (2) years immediately following completion of the program or following the initial certification of the program completer, whichever occurs first, as specified in section 1004.04(4)(d), F.S.

(ii) “Uniform Core Curricula” means the following for all state-approved teacher preparation programs, except as noted:

1. The standards contained in the Educator Accomplished Practices.
  2. State content standards as prescribed in Rule 6A-1.09401, F.A.C.
  3. Scientifically researched and evidence-based reading instructional strategies appropriate to the candidate’s teacher preparation program area as follows:
    - a. Candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4).
    - b. Candidates in middle grades (5-9), secondary (6-12), and elementary and secondary coverage (K-12) certification programs shall be prepared in reading endorsement competencies one (1) and two (2).
    - c. ITP candidates in reading (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through five (5).
  4. Content literacy and mathematical practices.
  5. Strategies appropriate for the instruction of English language learners so that candidates are prepared to provide instruction in the English language to limited English proficient students to develop the student’s mastery of the four (4) language skills of listening, speaking, reading, and writing.
    - a. ITP candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), middle grades English (5-9), English (6-12) and exceptional student education (K-12) certification programs shall have completed the requirements for teaching limited English proficient students in Florida public schools by meeting the requirements specified in Rule 6A-4.0244, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages.
    - b. ITP candidates in teacher preparation programs not included in sub-subparagraph (1)(ii)5.a. of this rule, shall have completed a college or university level 3-credit hour overview or survey course which addresses at an awareness level the areas specified in Rule 6A-4.02451, F.A.C., Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages.
  6. Strategies appropriate for the instruction of students with disabilities so that candidates are prepared to apply specialized instructional techniques, strategies, and materials for differentiating, accommodating, and modifying assessments, instruction, and materials for students with disabilities.
  7. Strategies to differentiate instruction based on student needs to include methods for differentiating the content, process, learning environment, and product of lessons being taught for a diverse array of learners from a variety of backgrounds and with a wide range of abilities.
  8. The use of character-based classroom management that includes methods for the creation of a positive learning environment to promote high expectations and student engagement in meaningful academic learning that enhances age-appropriate social and emotional growth.
- (2) Standards for approval of teacher preparation programs.
- (a) The following standards must be met for a provider to receive initial and continued approval of a teacher preparation program:
1. Institutional program providers must meet accreditation requirements per subsection (1) of Rule 6A-4.003, F.A.C.
  2. Private, non-institutional EPI program providers must receive approval from the Commission For Independent Education,

under Chapter 1005, or demonstrate that the program is exempt from the Commission's approval under section 1005.06, F.S., to operate in the State of Florida to offer a degree, diploma or certificate program.

3. The program admits high-quality teacher candidates who meet state-mandated admission requirements and show potential for the teaching profession;

4. The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement;

5. The program ensures high-quality field and clinical experiences, including feedback and support for each program candidate, and provides candidates with opportunities to demonstrate the ability to positively impact student learning growth; and,

6. The program supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers.

(3) Processes for initial approval of teacher preparation programs.

(a) At least thirty (30) days prior to an application submission, the president, chief executive officer, or superintendent of a provider who seeks initial approval to offer a teacher preparation program, shall notify the Florida Department of Education of its intent to submit an application for state-approval of a teacher preparation program.

(b) A provider shall submit an application by January 15, April 15, July 15, or October 15, using the Florida Department of Education Initial Program Approval Standards, Form IAS-2019.

(c) The Department shall conduct a review of the application submitted to the Department and notify the provider in writing of the following:

1. Receipt of the application.

2. Missing or deficient elements within thirty (30) days of receipt and provide a period of ten (10) business days for the provider to submit supplemental information or documentation to address the deficit(s).

3. Within ninety (90) days of receipt of a completed application, the approval or denial of each program.

a. An approval notice shall provide the program with an initial approval period of seven (7) years.

b. A denial notice shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial may reapply for initial approval in accordance with this subsection.

(4) Reporting requirements for state-approved teacher preparation programs.

(a) State-approved teacher preparation programs shall report the following data to the Department:

1. Each provider shall annually submit program candidate and completer data to the Department's secure management information system.

2. All providers with a state-approved Educator Preparation Institute must annually report via the Department's eIPEP platform located at <https://www.florida-eipep.org/>, results of employer and candidate satisfaction surveys designed to measure the preparation of candidates for the realities of the classroom and the responsiveness of the program to local school districts.

3. All state-approved teacher preparation programs must annually report via the Department's eIPEP platform results of employer and completer satisfaction surveys measuring the preparation of completers for the realities of the classroom and the responsiveness of the program to local school districts.

4. All PDCP programs approved per section 1012.56(8), F.S., must annually report via the Department's eIPEP platform located at <https://www.florida-eipep.org/> program performance management data based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2019.

(5) Requirements and processes for continued approval of teacher preparation programs.

(a) Continued approval entails requirements that are scored and requirements that are not scored. The requirements for continued approval that are not scored are as follows:

1. Except for programs in critical teacher shortage areas as defined in paragraph (1)(h), the program has at least one completer within the last three (3) years of the continued approval period.

2. Since initial approval, the provider has annually met the reporting requirements under subsection (4);

3. A provider has submitted the Florida Department of Education Continued Approval, Form CA-2019, during the last year of approval and at least sixty (60) days before a site visit; and,

4. Based upon the information provided on Continued Approval Form CA-2019, the provider demonstrates that it meets the following requirements:

a. The provider admits candidates that meet the state-mandated requirements;

b. A provider with a state-approved initial teacher preparation program or an educator preparation institute provides a certification ombudsman;

c. The provider only endorses program candidates as completers if the individual has demonstrated positive impact on student learning growth in their certification subject area and passed all portions of the Florida Teacher Certification Examinations;

d. A provider with an initial teacher preparation program monitors and remediates program completers who are referred by the employing school district during the first two (2) years immediately following program completion (2-year guarantee);

e. The provider ensures that personnel who supervise, instruct, or direct candidates during field experience courses and internships meet the state-mandated qualifications;

f. The provider collects and uses multiple sources of data to monitor program progress and performance, including a formal system for continuous program improvement that includes stakeholders; and,

g. A provider with an educator preparation institute uses results of employer and candidate satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution's responsiveness to local school districts, to drive programmatic improvement.

h. A provider with a state-approved initial teacher preparation program uses the results of employer and program completers' satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution's responsiveness to local school districts, to drive programmatic improvement.

i. Any state-approved teacher preparation program approved per section 1012.56(8), F.S., uses program performance management data to drive programmatic improvements based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2019.

(b) The requirements for continued approval that are scored are the Annual Program Performance Report (APPR), Continued Approval Site Visit and Evidence of Programmatic Improvement.

(6) Annual Program Performance Report (APPR).

(a) The Department shall annually issue an Annual Program Performance Report (APPR) that includes program completer data based on the performance metrics specified in sections 1004.04(4)(a)3., 1004.85(4)(b), and 1012.56(8)(d)2., F.S. Data shall be based on each of the program's completers who were employed as instructional personnel in a Florida public school district or as otherwise provided under subsection (1), of this rule. Performance metrics not applicable to a program shall not be rated.

(b) For purposes of the APPR only, world language (e.g., Arabic, Chinese, French, and Spanish); Middle Grades certification subject areas (e.g., Middle Grades Mathematics grades 5-9) and Secondary Level certification subject areas (e.g., Mathematics grades 6-12); and science programs (e.g., Biology and Physics) are considered single programs.

(c) Each performance metric appropriate for a program shall receive a performance level score ranging from one (1) to four (4) that is based on the performance level target points established as follows:

Performance Metrics	Level 4 Performance Target (4 points)	Level 3 Performance Target (3 points)	Level 2 Performance Target (2 points)	Level 1 Performance Target (1 point)
Placement Rate (not applicable for PDCP programs per section 1012.56(8), F.S.)	Placement rate is at or above the 68 <sup>th</sup> percentile of all equivalent programs across the state.	Placement rate is at or above the 34 <sup>th</sup> percentile and below the 68 <sup>th</sup> percentile of all equivalent programs across the state.	Placement rate is at or above the 5 <sup>th</sup> percentile and below the 34 <sup>th</sup> percentile of all equivalent programs across the state.	Placement rate is below the 5 <sup>th</sup> percentile of all equivalent programs across the state.
Retention Rate	The average number of years employed in the 5-year period following initial placement is 4.5 years or more.	The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.	The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.	The average number of years employed in the 5-year period following initial placement is less than 2 years.
Performance of	The probability that	The probability that	Not calculated.	The probability

prekindergarten-12 students on statewide assessments using results of student learning growth formula per section 1012.34, F.S.	the average student learning growth among students taught by program completers exceeds the expectations for those students is $\geq$ 95 percent.	the average student learning growth among students taught by program completers exceeds the expectations for those students is $\leq$ 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is $\leq$ 5 percent.		that the average student learning growth among students taught by program completers falls short of the expectations for those students is $\geq$ 95 percent.
Student performance by subgroups data	At least 75 percent of the subgroups meet or exceed the state standard for performance.	At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.	At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.	Fewer than 25 percent of the subgroups exceed the state standard for performance.
Results of program completers' annual evaluations as specified in section 1012.34, F.S.	At least 30 percent of the program's completers received a highly effective rating and 90 to 100 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.	Program did not meet criteria for Level 4, but at least 80 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.	Program did not meet criteria for Level 3, but at least 60 percent of the program's completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for $n \leq 20$ ) of the program's completers were rated unsatisfactory.	Program did not meet criteria for Level 2, 3, or 4.
Production of program completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, F.A.C., in accordance with section 1012.07, F.S.;	The critical teacher shortage program increased the number of program completers compared to the year before with a minimum of 2 completers in each			

BONUS ONLY, pursuant to paragraph (1)(h) of this rule.	year.			
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(d) Each APPR shall include a summative rating score between 1.0 and 4.0 that is the average of all performance target level scores received by a program. If the program is eligible for the bonus performance metric of production of program completers in a statewide critical teacher shortage area, the summative rating score is weighted and calculated as follows: the average of all other performance target level scores computed for the program (which will consist of between two (2) and five (5) performance targets) multiplied by 0.8, plus the bonus score of four (4) points multiplied by 0.2, to yield the summative rating score. A program shall receive an APPR if it meets the minimum requirements as follows:

1. The program shall have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and,

2. The program shall have two (2) or more completers who received an annual evaluation for the Annual Evaluation performance metric.

(e) A program that does not receive an APPR shall receive a summative rating score of 1.0 for that year.

(f) The provider shall have thirty (30) business days from the date the Department transmitted the APPR data to review the data on its program completers and summative rating scores, and provide the Department with documentation supporting an error or omission. The Department shall review the documentation and notify the provider within fifteen (15) business days of receipt of the supporting documentation of any change to the APPR data and scores.

(7) Continued Approval Site Visit.

(a) Each approved program shall receive a site visit during the final year of the continued approval period. If a provider has state-approved ITP and EPI programs, one program of each type shall receive a site visit.

(b) Each approved program provider identified either as a low-performing program as defined in paragraph (1)(r) of this rule for two (2) consecutive years or as at-risk of low-performing for three (3) consecutive years as defined in paragraph (1)(d) of this rule shall receive a site visit using the Florida Site Visit Framework, Form FSVF-2018, create an evidence-based improvement plan and submit annual evidence via the eIPEP platform in order to maintain state approval.

(c) The provider's elementary education program shall be the program reviewed during the site visit in the event a provider offers the program. If an elementary education program is not offered by the provider, the provider's prekindergarten-primary education program will be reviewed during the site visit. If neither of these programs is offered, the provider's program with the largest enrollment will be reviewed during the site visit.

(d) At least two (2) months prior to the site visit, the provider shall submit a self-assessment report to the Department via the eIPEP platform located at <https://www.florida-eipep.org/> that describes the program's strengths, areas for improvement and programmatic improvement efforts for the areas noted in paragraph (7)(d).

(e) During the site visit, using the Florida Site Visit Framework, Form FSVF-2018, the program will be reviewed and scored to determine the extent to which the program:

1. Ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement. (Review Area 2 on Form FSVF-2018)

2. Ensures high-quality field and clinical experiences, including feedback and support for each program candidate, and provides candidates with opportunities to demonstrate the ability to positively impact student learning growth. (Review Area 3 on Form FSVF-2018)

3. Supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers. (Review Area 4 on Form FSVF-2018)

(f) Each of the three site visit review areas found in subparagraphs (7)(d)1., 2. and 3., shall be scored. A score of one (1) indicates the review area is inadequate, a score of two (2) indicates the area is weak, a score of three (3) indicates the area is good, a score of four (4) indicates the area is strong.

(g) Prior to issuance of a final site visit report by the Department, a preliminary site visit report shall be provided to the provider in order to afford the provider the opportunity to provide clarifying information.

(8) Evidence of Programmatic Improvement.



(a) Within thirty (30) business days of the provider's receipt of the final site visit report, the provider shall submit an improvement plan to the Department via the eIPEP platform located at <https://www.florida-eipep.org/>. The improvement plan must specify at least three (3) improvement goals strategies for achieving these goals and describe the evidence that will be used to measure progress towards these goals.

(b) By June 1 for providers with fall site visits, or December 1 for those with spring site visits, the provider shall provide to the Department a progress report that includes evidence measuring progress towards the goals identified in the improvement plan. The progress report shall be submitted via the eIPEP platform located at <https://www.florida-eipep.org/>.

(9) Continued Approval Summative Score and Ratings.

(a) The Department shall determine the Continued Approval Summative Score for all programs based on the following components:

1. APPR Average Summative Rating: The annual APPR summative rating scores are averaged across all of the provider's state-approved teacher preparation programs within the continued approval period; each rating score is then weighted by the total number of completers used in the annual calculation of the APPR summative rating. The APPR Average Summative Rating ranges between 1.0 and 4.0.

2. Continued Approval Site Visit Rating: The average of all scores issued for each review area as specified in paragraph (7)(d). The continued approval site visit rating ranges between 1.0 and 4.0.

3. Evidence of Programmatic Improvement Rating: A progress report that includes evidence of progress towards achieving the goals set by the provider in its improvement plan will receive a rating of four (4); lack of evidence of progress will yield a rating of one (1).

(b) In order to calculate the continued approval summative score, the weights for each component of the continued approval summative score are 50% for the APPR Average Summative Rating, 20% for the Continued Approval Site Visit Rating, and 30% for Evidence of Programmatic Improvement Rating. For example, if a program received the following four (4) scores in each of the components: APPR Average Summative Rating of 3.2, Continued Approval Site Visit Rating of 3, and Evidence of Programmatic Improvement Rating of 4, the continued approval summative score would be  $(.50 * 3.2) + (.20 * 3) + (.30 * 4) = 3.4$ .

(c) The continued approval summative score rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned a continued approval summative score of above 3.5.

2. Full Approval rating: the program has earned a continued approval summative score of 2.4 to 3.5.

3. Denial of Approval rating: the program has earned a continued approval summative score that is below 2.4. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (3) of this rule.

(10) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program (ITP) pursuant to subsection (3) of this rule, must obtain the approval of the Department in order to offer a Professional Training Option program for content majors attending its institution. An institution seeking approval shall submit its request in writing to the Department.

(b) Upon completion of the Professional Training Option, the individual shall have satisfied professional preparation course work as prescribed in subsection (2) of 6A-4.006, F.A.C., as well as:

1. Received training in the Educator Accomplished Practices;

2. Received training in reading endorsement competencies one (1) and two (2); and,

3. Completed integrated school-based observation/participation field experiences associated with all competencies covered in the Professional Training Option.

(c) To receive approval, the institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in paragraph (10)(b) of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraphs (10)(b)1.-2. of this rule, or the requirements in subsection 6A-4.006(2), F.A.C., are changed.

(d) In order to maintain approval, an institution must:

1. Report to the Department annually the number of participants enrolled in the program and the number of program completers;

2. Provide an endorsement of transcripts for each individual who completes the Professional Training Option; and,

3. Maintain compliance with the requirements pursuant to paragraph (10)(b) of this rule.

(11) Notwithstanding an applicant's deficiency in meeting the requirements for continued approval set forth in subsections (5) – (8) of this rule, the Commissioner is authorized to grant continued approval of a teacher preparation program where the applicant

demonstrates that all statutory requirements are met; the failure to meet a requirement found in subsection (5) of this rule, is temporary or beyond the control of the applicant; and the Commissioner determines that the deficiency does not impair the ability of the provider to prepare effective instructional personnel.

(12) The following forms are hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(a) Florida Department of Education Initial Program Approval Standards, Form IAS-2019 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-11174>) effective October 2019.

(b) Florida Department of Education Continued Approval, Form CA-2019 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-11175>) effective October 2019.

(c) Florida Site Visit Framework, Form FSVF-2018, effective April 2018, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-09268>).

*Rulemaking Authority 1001.02, 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History—New 7-2-98, Amended 8-7-00, 3-19-06, 2-17-15, 1-1-18, 4-30-18, 10-24-19.*

#### **6A-6.053 K-12 Comprehensive Evidence-Based Reading Plan.**

(1) Annually, school districts shall submit a K-12 Comprehensive Evidence-Based Reading Plan for the specific use of the research-based reading instruction allocation in the format prescribed by the Department for review and approval by the Just Read, Florida! Office pursuant to section 1011.62, F.S. The K-12 Comprehensive Evidence-Based Reading Plan must accurately depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the English Language Arts Florida Standards (LAFS). This information must be reflected for all schools and grade levels. The K-12 Comprehensive Evidence-Based Reading Plan must ensure that:

- (a) Leadership at the district and school level is guiding and supporting the initiative;
- (b) The analysis of data drives all decision-making;
- (c) All intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading;
- (d) Measurable student achievement goals are established and clearly described;
- (e) Evidence-based instructional materials comply with Section 1011.67, F.S.; and
- (f) Supplemental instructional materials comply with Section 1001.215(8), F.S.

(2) Research-Based Reading Instruction Allocation. Districts will submit a budget for the Research-Based Reading Instruction Allocation, including salaries and benefits, professional development costs, assessment costs, and programs/materials costs. In accordance with Section 1008.25(3)(a), F.S., budgets must be prioritized for K-3 students with substantial deficiencies in reading identified in subparagraph (9)(c)5. of this rule.

(3) Reading Leadership Teams. Districts must describe in the plan the process the principal will use to form and maintain a Reading Leadership Team.

(4) Professional Development. The plan must make adequate provisions to require principals to:

- (a) Provide the professional development required by Section 1012.98(4)(b)11., F.S., which includes the training necessary to implement the multisensory reading intervention identified in paragraph (9)(c) of this rule;
- (b) Differentiate and intensify professional development for teachers based on progress monitoring data;
- (c) Identify mentor teachers and establish model classrooms within the school;
- (d) Ensure that time is provided for teachers to meet weekly for professional development including lesson study and professional learning communities; and,
- (e) Provide teachers with the information contained in the K-12 Comprehensive Evidence-Based Reading Plan.

(5) Charter schools. Charter schools must utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a., and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

(6) Reading/Literacy Coaches.

(a) If the funding of reading/literacy coaches is part of the Research-Based Reading Instruction Allocation budget, reading/literacy coaches must be assigned to schools determined to have the greatest need based on student performance data.

(b) Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

(c) The Just Read, Florida! reading/literacy coach model is described below:

1. The reading/literacy coach will serve as a stable resource for professional development throughout a school to generate improvement in reading and literacy instruction and student achievement. Coaches will support and provide initial and ongoing professional development to teachers in:

- a. Each of the major reading components, as needed, based on an analysis of student performance data;
- b. Administration and analysis of instructional assessments; and,
- c. Providing differentiated instruction and intensive intervention.

2. Coaches will:

- a. Model effective instructional strategies for teachers;
- b. Facilitate study groups;
- c. Train teachers in data analysis and using data to differentiate instruction;
- d. Coach and mentor colleagues;
- e. Provide daily support to classroom teachers;

f. Work with teachers to ensure that evidence-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity;

g. Help to increase instructional density to meet the needs of all students;

h. Help lead and support reading leadership teams at their school(s);

i. Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies;

j. Work with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing their time to those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms;

k. Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms;

l. Not be asked to perform administrative functions that will confuse their role for teachers; and,

m. Spend limited time administering or coordinating assessments.

(d) Minimum Qualifications. Reading/literacy coaches must have experience as successful classroom teachers. Coaches must exhibit knowledge of evidence based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills. The coach must have a minimum of a bachelor's degree and advanced coursework or professional development in reading is required. The reading/literacy coach must be rated highly effective and be endorsed or K-12 certified in the area of reading.

(7) District level monitoring of the District K-12 Comprehensive Evidence-Based Reading Plan Implementation. The plan must demonstrate adequate provisions for:

(a) Monitoring the level of implementation of the K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level, including an explanation of the data that will be collected, how it will be collected, and the frequency of review. Districts must also explain how concerns are communicated if it is determined that the K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students.

(b) Ensuring that all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments.

(c) Ensuring that data from formative assessments are used to guide differentiation of reading instruction.

(d) Incorporating reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding. This must include a description of the utilization of leveled classroom libraries and independent reading practice.

(e) Reporting of data elements as required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

1. Student Enrollment in Reading Intervention;

2. Reading Endorsement competency status for teachers;

3. Reading Certification progress status for teachers.

(8) School-level monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation.

(a) Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walk throughs conducted by administrators.

(b) Districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

(9) Assessment, Curriculum, and Instruction.

(a) Elementary schools must teach reading in a dedicated, uninterrupted block of time of at least ninety (90) minutes duration daily to all students. The reading block will include whole group instruction utilizing an evidence based sequence of reading instruction (comprehensive core reading program) and small group differentiated instruction in order to meet individual student needs.

(b) K-12 reading instruction will align with Florida's Formula for Success, 6+4+ii+iii, which includes six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension; four (4) types of classroom

assessments: screening, progress monitoring, diagnosis, and summative assessment; initial instruction (ii) including building background and content knowledge, motivation, the provision for print rich, explicit, systematic, scaffolded, and differentiated instruction, and writing in response to reading; immediate, intensive intervention (iii): including extended time, targeted instruction based on student need, small group or one-on-one instruction, accommodations, and more frequent progress monitoring. Data from the results of formative assessments will guide differentiation of instruction and intervention in the classroom.

(c) Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. The chart must include:

1. Name of assessment(s): screening, diagnostic, progress monitoring, local assessment data, statewide assessments, or teacher observations in use within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and pursuant to Section 1008.25(4)(a), F.S., the Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12;

2. Targeted audience (grade level);

3. Performance criteria used for decision-making for each instrument listed in subparagraph (9)(c)1. of this rule at each grade level. Districts must explicitly state the criteria used by the district to identify K-3 students with a substantial deficiency in reading accordance with Section 1008.25(5)(a), F.S. District-selected performance criteria must identify students at a proportional rate compared to district performance on statewide assessments such as FLKRS and FSA-ELA;

4. Assessment/curriculum connection; and

5. An explanation of how instruction will be modified for students who have not responded to a specific level of reading intervention with the initial intensity (time and group size) provided. This must include specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading and how the intensive reading interventions are provided. Districts must identify the multisensory intervention provided to students in grade K-3 who have a substantial deficiency in reading.

*Rulemaking Authority 1001.02(2), 1011.62, 1008.25 FS. Law Implemented 1001.215, 1011.62, 1008.25 FS. History—New 6-19-08, Amended 4-21-11, 2-17-15, 12-22-19.*

# STATE OF FLORIDA

## OFFICE OF THE GOVERNOR

### EXECUTIVE ORDER NUMBER 19-32

(Commitment to Eliminating Common Core, Ensuring High-Quality Academic Standards and Raising the Bar for Civic Literacy)

WHEREAS, it is in the best interest of all Floridians to give our children a world-class education that fully prepares them for college and/or a career in the 21st century; and

WHEREAS, Article IX, Section 1 of the Florida Constitution provides that the education of children is a fundamental value of the people of the State of Florida and that it is a paramount duty of the state to make adequate provision for the education of children residing within its borders; and

WHEREAS, ensuring that Florida's Kindergarten through grade twelve academic standards are the best in the nation will require a thorough review, elimination of Common Core (Florida Standards) and revision of standards; and

WHEREAS, high-quality academic standards are the foundation of a high-quality system to which assessments and instructional materials must be aligned; and

WHEREAS, section 1000.03, F.S., states that the Florida's education system should ensure that "students are prepared to become civically engaged and knowledgeable adults who make positive contributions to their communities"; and

WHEREAS, section 1003.4156, F.S., requires Florida students in middle grades to complete a civics education statewide, standardized end-of-course assessment, which constitutes 30 percent of the student's final course grade; and

WHEREAS, section 1011.67, F.S., requires that beginning July 1, 2021, core reading and intervention materials for Kindergarten through grade five must be scientifically researched and

evidence-based and incorporate explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text comprehension; and

WHEREAS, section 1003.41, F.S., establishes the content standards and charges the Commissioner of Education with a periodic review of the academic standards.

NOW, THEREFORE, I RON DESANTIS, as Governor of Florida, by virtue of the authority vested in me by Article IV, Section (1)(a) of the Florida Constitution, and all other applicable laws, do hereby issue the following Executive Order, to take immediate effect:

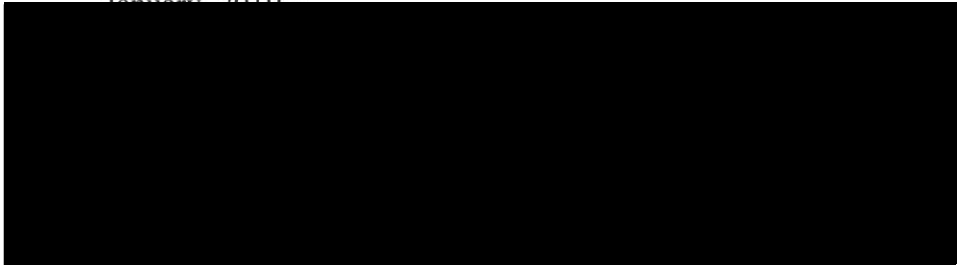
Section 1. By January 1, 2020, the Commissioner of Education shall comprehensively review Florida's Kindergarten through grade twelve academic standards and provide recommended revisions to the Governor. The recommendations shall:

- A. Articulate how Florida will eliminate Common Core (Florida Standards) and ensure we return to the basics of reading, writing and arithmetic;
- B. provide a roadmap to make Florida's standards number one in the nation;
- C. reflect the Commissioner's consultation with relevant stakeholders to include parents and teachers;
- D. deem how to increase the quality of instructional curriculum;
- E. suggest innovative ways to streamline testing;
- F. identify opportunities to equip high school graduates with sufficient knowledge of America's civics, particularly the principles reflected in the United States Constitution, so as to be capable of discharging the responsibilities associated with American citizenship; and
- G. outline a pathway for Florida to be the most literate state in the nation.

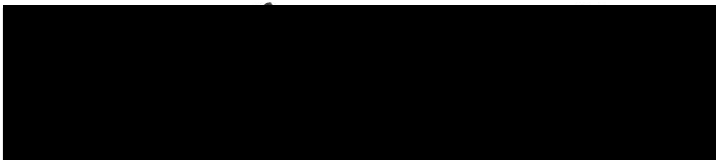
Section 2. The Commissioner shall ensure that the Department of Education is ready to act on these recommendations to the greatest extent possible upon approval of the Governor.



IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Florida to be affixed at Tallahassee, this 31<sup>st</sup> day of January, 2019.



ATTEST:



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TALLAHASSEE, FLORIDA



# A Guide for Completing the Florida Birth-Grade 12 Literacy Needs Assessment

## Context

The *Florida Literacy Needs Assessment* focuses on components of a system that have the most potential for impacting student achievement in literacy. Those components encompass many factors that are relevant to students' literacy learning, such as leadership, assessment, curriculum, instruction, intervention, professional learning and family engagement. The *Florida Literacy Needs Assessment* aligns with the Florida Early Learning and Developmental Standards, Florida's B.E.S.T. ELA Standards, and components of K-12 Comprehensive Evidence-based Reading Plans.

## Purpose

The purpose of the needs assessment is two-fold:

1. Support the state with gathering and analyzing data to develop a Florida Comprehensive Birth-Grade 12 Literacy Plan and to ensure that the plan is aligned with the Florida Early Learning and Developmental Standards, B.E.S.T. ELA Standards, and components of the K-12 Comprehensive Evidence-based Reading Plan; and
2. Support District Literacy Teams with gathering and analyzing data to identify any areas of weakness and then develop a plan that provides targeted support in the identified areas of weakness as well as build on strengths in the area of literacy to improve practice and, ultimately, student outcomes.

## Process

The *Florida Literacy Needs Assessment* will be disseminated to Just Read, Florida! contacts, Early Learning Coalitions, district early childhood program contacts and other literacy partners. For the purposes of conducting this needs assessment, it will be important and helpful for contacts to share the needs assessment with other individuals working across the system, including early learning partners, VPK providers, public schools, charter schools, higher education partners, organizations that serve families in varying capacities, and community literacy organizations such as libraries and educational nonprofits. This will ensure input from all those working across the system for literacy.

The *Florida Literacy Needs Assessment* is to be completed individually. After the submission of all completed needs assessments, Just Read, Florida!, in partnership with the Office of Early Learning, will aggregate the data and provide such data to main contacts.

## **Definitions for Ratings:**

- **Fully Implemented** – Mark criteria as “fully implemented” if a process or practice has been implemented for at least one year, is a regular and ongoing process or practice

within a system, is adopted with fidelity by most individuals within a system, and is a monitored part of the system's operations.

- **In Progress** – Mark criteria as “in progress” if a process or practice has been implemented for more than 6 months and is a regular and ongoing process or practice within a system.
- **Not Yet in Place** – Mark criteria as “not yet in place” if a process or practice is not in place.
- **Not Applicable** – Mark criteria as “not applicable” if that statement does not apply to the specified age/grade span.
- **Not Sure** – Mark criteria as “not sure” if, serving in your current role, you are not sure of this answer.

### **Next Steps**

Once aggregated data has been provided to main contacts, the *Florida Literacy Needs Assessment* calls for districts to establish a Literacy Leadership Team with representation from each of the age/grade spans (birth-age 5, K-5, 6-8, and 9-12). It will be important for the team to include select individuals that completed the needs assessment and are working across the birth through grade 12 system, including Early Learning Coalitions, VPK providers, representatives of higher education, literacy advocacy groups for students with disabilities, organizations that serve families in varying capacities, and community literacy organizations such as libraries and educational nonprofits.

The comprised Literacy Leadership Team will convene to discuss findings and establish consensus on the areas of strength and areas of need. This in-depth analysis will provide districts with the information needed to identify specific needs within a component or age/grade span, or identify any needs existing across the continuum. Results may show a consistent need in a single grade span (e.g., K-2) or a consistent need within a component spanning across all areas (e.g., professional learning). These findings will allow districts to identify priority areas for growth and intervention, when writing or revisiting their Literacy Plan.

If you have any questions regarding completion of the *Florida Literacy Needs Assessment*, please contact [REDACTED] for technical assistance.

## I. LEADERSHIP

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
1. Literacy is kept “front and center” as a priority. Positive results are acknowledged, and schools consistently making progress in student reading achievement are recognized.																				
2. School-based administrators are assigned to schools based on ability to meet the instructional needs of students and the support needs of staff.																				
3. School-based administrators are fully trained on scientifically-based reading research and evidence-based practices.																				
4. Supervision and ongoing support needed for site administrators to fulfill their roles as instructional leaders are provided.																				
5. Site-based administrators receive additional training and coaching as necessary when indicated by student achievement data in reading/literacy.																				
6. The district’s K-12 Evidence-based Comprehensive Reading Plan is disseminated widely, referenced frequently, and actively implemented.																				
7. A school literacy leadership team is established and meets regularly to disaggregate data and make informed decisions about how to maximize student growth in reading.																				

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
8. A district literacy leadership team is established and meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.																				
9. Capacity is built by identifying teachers, coaches, and/or district personnel who can serve as trainers in the use of evidence-based curriculum, instruction, intervention, and enrichment literacy materials.																				
10. The superintendent/CEO communicates regularly with all stakeholders to sustain the vision, beliefs, expectations, goals, and commitments for literacy success.																				
11. General fund resources are dedicated to meeting literacy goals. Budgets from multiple programs are blended, as allowed and necessary, to support literacy outcomes (e.g., SR, VPK, Titles I, IIB, III, IDEA, SIG, etc.).																				
12. Additional resources are systematically sought out at the local, state, and federal levels to support literacy goals.																				

## II. COACHING

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
1. Literacy coaches are provided with the time, preparation, and continuous support needed to properly fulfill their role.																				
2. The district has an established plan to provide ongoing professional development (andragogy and pedagogy) to all literacy coaches.																				
3. All literacy coaches are certified or endorsed in reading.																				
4. Literacy coaches are assigned to schools based on the greatest need (low 300, D or F school grade, district assessment data) and support all grades at the school.																				
5. The coaching model adopted by the district is evidence-based and implemented with fidelity.																				

### III. STANDARDS, CURRICULUM, AND INSTRUCTION

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
1. The Florida Early Learning and Developmental Standards and Florida Standards are the foundation of the curriculum.																				
2. All students have access to a rigorous, evidence-based curriculum for reading and writing.																				
3. Standards-aligned reading, writing, speaking, and listening instruction is systematically integrated throughout the day in all subject areas.																				
4. An instructional model has been established that addresses all the components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, language and reading comprehension and writing.																				
5. Site administrators are supported in conducting regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity.																				

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
6. A minimum amount of literacy instruction is provided to all students as follows: - Birth-Age 5: appropriate language and literacy immersion - Grades K-3: 120-180 minutes of daily literacy instruction - Grades 4-5: 90-120 minutes of daily literacy instruction - Grade 6-12: 45-60 minutes daily dedicated specifically to reading/writing class for all students in addition to literacy connected instruction and practice that takes place across the content areas																				
7. The Universal Design for Learning is used in all classrooms.																				
8. Building both background and content knowledge is prevalent in all classrooms.																				
9. Effective evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond core instruction.																				
10. Teachers use adopted evidence-based programs and materials with consistency and fidelity.																				
11. Small group, teacher-directed intensive literacy intervention is provided in addition to core instruction for all students reading below grade level.																				

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
12. Tier 2 interventions include explicit, systematic, small group teacher-led instruction matched to student need.																				
13. Regular progress monitoring and multiple opportunities to practice the targeted skill(s) and receive feedback is evident in Tier 2 intervention.																				
14. There is scheduled time for Tier 2 interventions in addition to core instruction.																				
15. Tier 3 interventions are provided one-on-one or in very small groups (1-3 students).																				
16. All Tier 3 interventions include additional guided practice, immediate corrective feedback, and frequent progress monitoring.																				
17. Tier 3 interventions are in addition to core instruction and Tier 2 interventions.																				
18. Tier 3 interventions are provided by reading endorsed or certified teachers.																				
19. Beyond providing additional instructional time during the school day, afterschool and/or summer school programs are provided for students reading below grade level as determined by assessment data.																				



#### IV. ASSESSMENT

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
1. A district-wide literacy assessment plan has been developed including purposes, multiple measures (e.g. screen, diagnose, monitor and measure outcomes), schedules, and procedures.																				
2. Selected assessment measures have strong evidence of validity and reliability.																				
3. Duplication of assessment measures is avoided.																				
4. A structure for conducting screening and diagnostic assessments is in place to identify students with a substantial deficiency in reading.																				
5. A structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs.																				
6. A structure for ongoing summative assessment is in place to evaluate the effectiveness of instruction and monitor individual student progress and learning.																				
7. Each school has an operational plan for collecting and using ongoing progress monitoring data for students receiving interventions.																				

## V. PROFESSIONAL LEARNING AND DEVELOPMENT

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
1. A plan has been established for professional development and roll out of the new Florida's B.E.S.T. ELA standards and the PreK-Grade 3 Language and Literacy Crosswalk.																				
2. Professional development is focused on goals from the K-12 Evidence-based Reading Plan, guided by assessment data, and are ongoing, engaging, interactive, collaborative (including Professional Learning Communities), and job-embedded.																				
3. Site-based administrators attend professional learning sessions on literacy elements, materials, assessments and instruction.																				
4. Professional Learning Communities (PLC's) are provided time to collaborate, research, observe model lessons and plan instruction.																				
5. Professional development offerings from Just Read, Florida! are timely, helpful, and responsive to district needs.																				
6. Just Read, Florida! aligns support to schools and district to increase reading achievement for every Florida student.																				
7. Professional development offerings from the Office of Early Learning are timely, helpful, and responsive to needs.																				

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
8. Professional development and ongoing support provided by VPK Regional Facilitators are timely, helpful, and responsive to needs.																				
9. Professional development and ongoing support provided by SR Regional Facilitators are timely, helpful, and responsive to needs.																				

## VI. PARENT AND COMMUNITY COLLABORATION

Strategies and Actions to Support Literacy	Birth - Age 5				K - 2				3 - 5				6 - 8				9 - 12			
	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure	Fully Implemented	In progress	Not yet in place	Not applicable/ Not sure
1. Teachers, counselors, and administrators are expected to communicate with families regularly.																				
2. School or center committees such as SAC and PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.																				
3. Staff members are provided professional development on effective approaches to working with families of diverse cultural backgrounds.																				
4. The school or center is open and accessible for parents to meet with the principal, talk to teachers and counselors, and bring up issues or concerns.																				
5. Special workshops, learning kits, and other activities are provided for families to help them work towards literacy goals with their children at home.																				
6. The district coordinates with community educational resources (e.g. early childcare providers, family literacy programs, public library system, higher education) to ensure comprehensive, non-duplicative, and aligned educational services.																				
7. The district participates, in collaboration with early learning partners, in community awareness activities and to inform the public of the need for literacy education for children birth-grade 12.																				



**1002.67 Performance standards; curricula and accountability.—**

(1)(a) The office shall develop and adopt performance standards for students in the Voluntary Prekindergarten Education Program. The performance standards must address the age-appropriate progress of students in the development of:

1. The capabilities, capacities, and skills required under s. 1(b), Art. IX of the State Constitution; and
2. Emergent literacy skills, including oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

By October 1, 2013, the office shall examine the existing performance standards in the area of mathematical thinking and develop a plan to make appropriate professional development and training courses available to prekindergarten instructors.

(b) The office shall periodically review and revise the performance standards for the statewide kindergarten screening administered under s. 1002.69 and align the standards to the standards established by the state board for student performance on the statewide assessments administered pursuant to s. 1008.22.

(2)(a) Each private prekindergarten provider and public school may select or design the curriculum that the provider or school uses to implement the Voluntary Prekindergarten Education Program, except as otherwise required for a provider or school that is placed on probation under paragraph (4)(c).

(b) Each private prekindergarten provider's and public school's curriculum must be developmentally appropriate and must:

1. Be designed to prepare a student for early literacy;
2. Enhance the age-appropriate progress of students in attaining the performance standards adopted by the department under subsection (1); and
3. Prepare students to be ready for kindergarten based upon the statewide kindergarten screening administered under s. 1002.69.

(c) The office shall review and approve curricula for use by private prekindergarten providers and public schools that are placed on probation under paragraph (4)(c). The office shall maintain a list of the curricula approved under this paragraph. Each approved curriculum must meet the requirements of paragraph (b).

(3)(a) Contingent upon legislative appropriation, each private prekindergarten provider and public school in the Voluntary Prekindergarten Education Program must implement an evidence-based pre- and post-assessment that has been approved by rule of the State Board of Education.

(b) In order to be approved, the assessment must be valid, reliable, developmentally appropriate, and designed to measure student progress on domains which must include, but are not limited to, early literacy, numeracy, and language.

(c) The pre- and post-assessment must be administered by individuals meeting requirements established by rule of the State Board of Education.

(4)(a) Each early learning coalition shall verify that each private prekindergarten provider delivering the Voluntary Prekindergarten Education Program within the coalition's county or multicounty region complies with this part. Each district school board shall verify that each public school delivering the program within the school district complies with this part.

(b) If a private prekindergarten provider or public school fails or refuses to comply with this part, or if a provider or school engages in misconduct, the office shall require the early learning coalition to remove the provider and require the school district to remove the school from eligibility to deliver the Voluntary Prekindergarten Education Program and receive state funds under this part for a period of 5 years.

(c)1. If the kindergarten readiness rate of a private prekindergarten provider or public school falls below the minimum rate adopted by the office as satisfactory under s. 1002.69(6), the early learning coalition or school district, as applicable, shall require the provider or school to submit an improvement plan for approval by the coalition or school district, as applicable, and to implement the plan; shall place the provider or school on probation; and shall require the provider or school to take certain corrective actions, including the use of a curriculum approved by the office under paragraph (2)(c) or a staff development plan to strengthen instruction in language development and phonological awareness approved by the office.

2. A private prekindergarten provider or public school that is placed on probation must continue the corrective actions required under subparagraph 1., including the use of a curriculum or a staff development plan to strengthen instruction in language development and phonological awareness approved by the office, until the provider or school meets the minimum rate adopted by the office as satisfactory under s. 1002.69(6). Failure to implement an approved improvement plan or staff development plan shall result in the termination of the provider's contract to deliver the Voluntary Prekindergarten Education Program for a period of 5 years.

3. If a private prekindergarten provider or public school remains on probation for 2 consecutive years and fails to meet the minimum rate adopted by the office as satisfactory under s. 1002.69(6) and is not granted a good cause exemption by the office pursuant to s. 1002.69(7), the office shall require the early learning coalition or the school district to remove, as applicable, the provider or school from eligibility to deliver the Voluntary Prekindergarten Education Program and receive state funds for the program for a period of 5 years.

(d) Each early learning coalition and the office shall coordinate with the Child Care Services Program Office of the Department of Children and Families to minimize interagency duplication of activities for monitoring private prekindergarten providers for compliance with requirements of the Voluntary Prekindergarten Education Program under this part, the school readiness program under part VI of this chapter, and the licensing of providers under ss. 402.301-402.319.

**History.**—s. 1, ch. 2004-484; s. 28, ch. 2010-210; s. 453, ch. 2011-142; s. 11, ch. 2011-175; s. 7, ch. 2012-133; s. 10, ch. 2013-252.



**1002.69 Statewide kindergarten screening; kindergarten readiness rates; state-approved prekindergarten enrollment screening; good cause exemption.—**

(1) The department shall adopt a statewide kindergarten screening that assesses the readiness of each student for kindergarten based upon the performance standards adopted by the department under s. 1002.67(1) for the Voluntary Prekindergarten Education Program. The department shall require that each school district administer the statewide kindergarten screening to each kindergarten student in the school district within the first 30 school days of each school year. Nonpublic schools may administer the statewide kindergarten screening to each kindergarten student in a nonpublic school who was enrolled in the Voluntary Prekindergarten Education Program.

(2) The statewide kindergarten screening shall provide objective data concerning each student's readiness for kindergarten and progress in attaining the performance standards adopted by the office under s. 1002.67(1). Data from the screening, along with other available data, must be used to identify students in need of intervention and support pursuant to s. 1008.25(5).

(3) The statewide kindergarten screening shall incorporate mechanisms for recognizing potential variations in kindergarten readiness rates for students with disabilities.

(4) Each parent who enrolls his or her child in the Voluntary Prekindergarten Education Program must submit the child for the statewide kindergarten screening, regardless of whether the child is admitted to kindergarten in a public school or nonpublic school. Each school district shall designate sites to administer the statewide kindergarten screening for children admitted to kindergarten in a nonpublic school.

(5) The office shall adopt procedures to annually calculate each private prekindergarten provider's and public school's kindergarten readiness rate, which must be expressed as the percentage of the provider's or school's students who are assessed as ready for kindergarten. The methodology for calculating each provider's kindergarten readiness rate must include student learning gains when available and the percentage of students who meet all state readiness measures. The rates must not include students who are not administered the statewide kindergarten screening. The office shall determine learning gains using a value-added measure based on growth demonstrated by the results of the preassessment and postassessment from at least 2 successive years of administration of the preassessment and postassessment.

(6) The office shall periodically adopt a minimum kindergarten readiness rate that, if achieved by a private prekindergarten provider or public school, would demonstrate the provider's or school's satisfactory delivery of the Voluntary Prekindergarten Education Program.

(7)(a) Notwithstanding s. 1002.67(4)(c)3., the office, upon the request of a private prekindergarten provider or public school that remains on probation for 2 consecutive years or more and subsequently fails to meet the minimum rate adopted under subsection (6) and for good cause shown, may grant to the provider or school an exemption from being determined ineligible to deliver the Voluntary

Prekindergarten Education Program and receive state funds for the program. Such exemption is valid for 1 year and, upon the request of the private prekindergarten provider or public school and for good cause shown, may be renewed.

(b) A private prekindergarten provider's or public school's request for a good cause exemption, or renewal of such an exemption, must be submitted to the office in the manner and within the timeframes prescribed by the office and must include the following:

1. Submission of data by the private prekindergarten provider or public school which documents the achievement and progress of the children served as measured by the state-approved prekindergarten enrollment screening and the standardized postassessment approved by the office pursuant to subparagraph (c)1.

2. Submission and review of data available from the respective early learning coalition or district school board, the Department of Children and Families, local licensing authority, or an accrediting association, as applicable, relating to the private prekindergarten provider's or public school's compliance with state and local health and safety standards.

3. Submission and review of data available to the office on the performance of the children served and the calculation of the private prekindergarten provider's or public school's kindergarten readiness rate.

(c) The office shall adopt criteria for granting good cause exemptions. Such criteria shall include, but are not limited to:

1. Learning gains of children served in the Voluntary Prekindergarten Education Program by the private prekindergarten provider or public school.

2. Verification that local and state health and safety requirements are met.

(d) A good cause exemption may not be granted to any private prekindergarten provider that has any class I violations or two or more class II violations within the 2 years preceding the provider's or school's request for the exemption. For purposes of this paragraph, class I and class II violations have the same meaning as provided in s. 402.281(4).

(e) A private prekindergarten provider or public school granted a good cause exemption shall continue to implement its improvement plan and continue the corrective actions required under s. 1002.67(4)(c)1., including the use of a curriculum approved by the office, until the provider or school meets the minimum rate adopted under subsection (6).

(f) If a good cause exemption is granted to a private prekindergarten provider who remains on probation for 2 consecutive years, the office shall notify the early learning coalition of the good cause exemption and direct that the coalition, notwithstanding s. 1002.67(4)(c)3., not remove the provider from eligibility to deliver the Voluntary Prekindergarten Education Program or to receive state funds for the program, if the provider meets all other applicable requirements of this part.

**History.**—s. 1, ch. 2004-484; s. 30, ch. 2010-210; s. 52, ch. 2011-4; s. 454, ch. 2011-142; s. 12, ch. 2011-175; s. 8, ch. 2012-133; s. 11, ch. 2013-252; s. 54, ch. 2017-116.

**1008.25 Public school student progression; student support; reporting requirements.—**

(1) INTENT.—It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105.

(2) STUDENT PROGRESSION PLAN.—Each district school board shall establish a comprehensive plan for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards in s. 1003.41, specifically English Language Arts, mathematics, science, and social studies standards. The plan must:

(a) Include criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in English Language Arts, mathematics, science, and social studies. High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation. The results of evaluations used to monitor a student's progress in grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

(b)1. List the student eligibility and procedural requirements established by the school district for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(2)(b).

2. Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(4)(b)2.

(c)1. Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to s. 1002.3105.

2. Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(2)(a).

3. Advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(4)(b)1.

(d) Advise parents and students of the early graduation options under s. 1003.4281.

(e) List, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to s. 1007.271(21).

(f) Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to ss. 1003.41 and 1003.4203 through attainment of industry certifications and other means of demonstrating credit requirements identified under ss. 1002.3105, 1003.4203, and 1003.4282.

(3) ALLOCATION OF RESOURCES.—District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

(a) Students in kindergarten through grade 3 who have a substantial deficiency in reading as determined in paragraph (5)(a).

(b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in subsection (2).

(4) ASSESSMENT AND SUPPORT.—

(a) Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

(b) A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

(c) A student who has a substantial reading deficiency as determined in paragraph (5)(a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary.

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

(a) Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

(b) To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained.

(c) The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.

2. A description of the current services that are provided to the child.

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.

6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

7. The district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as

being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

(6) ELIMINATION OF SOCIAL PROMOTION.—

(a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

(b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.

4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.

5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

(c) Requests for good cause exemptions for students from the mandatory retention requirement as described in subparagraphs (b)3. and 4. shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic

record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.

2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

(7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS.—

(a) Students retained under paragraph (5)(b) must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.

2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.

3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include:

- a. Integration of content-rich texts in science and social studies within the 90-minute block.
- b. Small group instruction.
- c. Reduced teacher-student ratios.
- d. More frequent progress monitoring.
- e. Tutoring or mentoring.
- f. Transition classes containing 3rd and 4th grade students.
- g. Extended school day, week, or year.

(b) Each school district shall:

1. Provide written notification to the parent of a student who is retained under paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with paragraph (5)(c) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

2. Implement a policy for the midyear promotion of a student retained under paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student



retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

3. Provide students who are retained under paragraph (5)(b), including students participating in the school district's summer reading camp under subparagraph (a)2., with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading.

4. Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

- a. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
- b. Small group instruction.
- c. Reduced teacher-student ratios.
- d. The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
- e. A read-at-home plan.

(8) ANNUAL REPORT.—

(a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions provided under paragraph (5)(a), and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

(b) Each district school board must annually publish on the district website and in the local newspaper the following information on the prior school year:

- 1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

(9) RULEMAKING.—The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the administration of this section.

**History.**—s. 371, ch. 2002-387; s. 8, ch. 2003-118; s. 6, ch. 2004-42; s. 6, ch. 2004-255; s. 119, ch. 2006-1; s. 42, ch. 2006-74; s. 186, ch. 2008-4; s. 9, ch. 2010-22; s. 23, ch. 2012-191; s. 34, ch. 2013-27; s. 72, ch. 2014-39; s. 22, ch. 2014-184; s. 116, ch. 2015-2; s. 9, ch. 2015-6; s. 55, ch. 2017-116.

**1001.215 Just Read, Florida! Office.**—There is created in the Department of Education the Just Read, Florida! Office. The office is fully accountable to the Commissioner of Education and shall:

- (1) Train reading coaches.
- (2) Create multiple designations of effective reading instruction, with accompanying credentials, to enable all teachers to integrate reading instruction into their content areas.
- (3) Work with the Lastinger Center for Learning at the University of Florida to develop training for K-12 teachers, reading coaches, and school principals on effective content-area-specific reading strategies; the integration of content-rich curriculum from other core subject areas into reading instruction; and evidence-based reading strategies identified in subsection (8) to improve student reading performance. For secondary teachers, emphasis shall be on technical text. These strategies must be developed for all content areas in the K-12 curriculum.
- (4) Develop and provide access to sequenced, content-rich curriculum programming, instructional practices, and resources that help elementary schools use state-adopted instructional materials to increase students' background knowledge and literacy skills, including student attainment of the Next Generation Sunshine State Standards for social studies, science, and the arts.
- (5) Provide parents with information and strategies for assisting their children in reading, including reading in content areas.
- (6) Provide technical assistance to school districts in the development and implementation of district plans for use of the research-based reading instruction allocation provided in s. 1011.62(9) and annually review and approve such plans.
- (7) Review, evaluate, and provide technical assistance to school districts' implementation of the K-12 comprehensive reading plan required in s. 1011.62(9).
- (8) Work with the Florida Center for Reading Research to identify scientifically researched and evidence-based reading instructional and intervention programs that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies. Reading intervention includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities.
- (9) Periodically review the Next Generation Sunshine State Standards for English Language Arts to determine their appropriateness at each grade level.
- (10) Periodically review teacher certification requirements and examinations, including alternative certification requirements and examinations, to ascertain whether the examinations measure the skills needed for evidence-based reading instruction and instructional strategies for teaching reading, including reading in content areas.

(11) Work with teacher preparation programs approved pursuant to ss. 1004.04 and 1004.85 to integrate effective, research-based and evidence-based reading instructional and intervention strategies, including explicit, systematic, and sequential reading strategies, multisensory intervention strategies, and reading in content area instructional strategies into teacher preparation programs.

(12) Administer grants and perform other functions as necessary to help students read at their highest potential.

**History.**—s. 8, ch. 2006-74; s. 174, ch. 2008-4; s. 16, ch. 2017-116; s. 99, ch. 2018-110.

**1011.62(9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—**

<sup>1</sup>(a) The research-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12. Each school district that has one or more of the 300 lowest-performing elementary schools based on a 3-year average of the state reading assessment data must use the school's portion of the allocation to provide an additional hour per day of intensive reading instruction for the students in each school. The additional hour may be provided within the school day. Students enrolled in these schools who earned a level 4 or level 5 score on the statewide, standardized English Language Arts assessment for the previous school year may participate in the additional hour of instruction. Exceptional student education centers may not be included in the 300 schools. The intensive reading instruction delivered in this additional hour shall include: research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs; explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading.

(b) Funds for comprehensive, research-based reading instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. Each eligible school district shall receive the same minimum amount as specified in the General Appropriations Act, and any remaining funds shall be distributed to eligible school districts based on each school district's proportionate share of K-12 base funding.

<sup>1</sup>(c) Funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

1. An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who have demonstrated effectiveness in teaching reading as required in paragraph (a).
2. Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency.
3. Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.
4. Professional development for school district teachers in scientifically based reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text, to help school district teachers earn a certification or an endorsement in reading.

5. Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with s. 1008.25(7)(b)3., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts assessment.

6. Supplemental instructional materials that are grounded in scientifically based reading research as identified by the Just Read, Florida! Office pursuant to s. 1001.215(8).

7. Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

<sup>1</sup>(d)1. Annually, by a date determined by the Department of Education but before May 1, school districts shall submit a K-12 comprehensive reading plan for the specific use of the research-based reading instruction allocation in the format prescribed by the department for review and approval by the Just Read, Florida! Office created pursuant to s. 1001.215. The plan annually submitted by school districts shall be deemed approved unless the department rejects the plan on or before June 1. If a school district and the Just Read, Florida! Office cannot reach agreement on the contents of the plan, the school district may appeal to the State Board of Education for resolution. School districts shall be allowed reasonable flexibility in designing their plans and shall be encouraged to offer reading intervention through innovative methods, including career academies. The plan format shall be developed with input from school district personnel, including teachers and principals, and shall provide for intensive reading interventions through integrated curricula, provided that, beginning with the 2020-2021 school year, the interventions are delivered by a teacher who is certified or endorsed in reading. Such interventions must incorporate strategies identified by the Just Read, Florida! Office pursuant to s. 1001.215(8). No later than July 1 annually, the department shall release the school district's allocation of appropriated funds to those districts having approved plans. A school district that spends 100 percent of this allocation on its approved plan shall be deemed to have been in compliance with the plan. The department may withhold funds upon a determination that reading instruction allocation funds are not being used to implement the approved plan. The department shall monitor and track the implementation of each district plan, including conducting site visits and collecting specific data on expenditures and reading improvement results. By February 1 of each year, the department shall report its findings to the Legislature.

2. Each school district that has a school designated as one of the 300 lowest-performing elementary schools as specified in paragraph (a) shall specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading intervention strategies that will be used for the required additional hour of reading instruction. The term "reading intervention" includes evidence-based strategies frequently used to remediate reading

deficiencies and also includes individual instruction, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities.

**Strategic Plan 2020-2025**  
**Complete Details of Proposed Measures 11/15/19**

**Goal 1 Highest Student Achievement**

**Measure 1 (Early Learning) - Kindergarten Readiness** – Percent of kindergarten students scoring “ready” on the Florida Kindergarten Readiness Screener (FLKRS) for the following subgroups:

- a. VPK Completers
- b. All VPK Participants
- c. VPK and School Readiness Participants
- d. VPK Non-Completers
- e. School Readiness Only Participants

Data and targets provided by OEL – Year indicates VPK year (for example, 2017-18 means kindergarten students in 2018-19)

Percent Ready for Kindergarten by Category				New Plan – Using 2018-19 as Baseline		
VPK Program Year based on Subsequent Kindergarten Screening*	Baseline 2016-17	Year 2 Actual 2017-18	Year 3 Target 2018-19	2024 Target	2024 Target	2024 Target
VPK Completers	63%	62%	63%	68%	73%	78%
All VPK Participants	61%	59%	61%	66%	71%	76%
VPK and School Readiness Participants	53%	52%	53%	58%	63%	78%
VPK Non-Completers	48%	47%	48%	53%	58%	63%
School Readiness Only Participants	35%	36%	37%	42%	47%	52%

\*Status of students is based on program year participation; Readiness is measured by the next year's kindergarten screening.

Red Target: Increase of 1 percentage point per year

Yellow Target: Increase of 2 percentage points per year

Green Target: Increase of 3 percentage points per year

Note: A 1 percentage point increase equates to approximately 1,229 VPK Completers, 1,501 VPK Participants, 133 VPK and School Readiness Participants, 272 VPK Non-Completers, and 35 School Readiness Only Participants based on 2017-18 data.



**VPK Participation and Readiness by Program Year**

VPK Program Year												
Category	2012-13*			2013-14**	2014-15**	2015-16**	2016-17			2017-18		
	Count of Children	Count of Children Ready	%	Not Applicable	Not Applicable	Not Applicable	Count of Children	Count of Children Ready	%	Count of Children	Count of Children Ready	%
VPK Completers	122,240	99,752	82%				120,641	76,419	63%	122,860	76,157	62%
All VPK Participants	153,995	120,811	78%				149,302	91,227	61%	150,053	88,855	59%
VPK and School Readiness Participants	23,790	17,239	73%				14,019	7,369	53%	13,347	6,992	52%
VPK Non-Completers	31,755	21,059	66%				28,661	13,808	48%	27,193	12,698	47%
School Readiness only Participants	4,758	2,533	53%				3,784	1,323	35%	3,538	1,273	36%

Source: 2012-13 VPK Databook, 2012-13 Kindergarten Screening by VPK SR and both chart, VPK Readiness Rate matched child level data files, 2016-17 and 2017-18.

\*2012-13 is based students determined "ready" on two instruments that comprised Kindergarten Screening.

\*\*2013-14 to 2015-16 readiness data is not reported as Kindergarten Screening only consisted of an observational instrument.

**Goal 1 Highest Student Achievement**

**Measure 2 (Early Learning) - Reducing the Percent of Low-Performing VPK Providers** – Percent of VPK providers with a readiness rate below 60 percent

Data and targets provided by OEL – Year indicates VPK year

Metric 1.2 Percent of VPK Programs below Minimum Rate				New Plan – Using 2018-19 Target as Baseline		
	Baseline 2016-17 **	Year 2 Actual 2017-18**	Year 3 Target 2018-19	2024 Target	2024 Target	2024 Target
Percent of VPK Programs below Minimum Rate*	40%	42%	40%	35%	30%	20%

\*\* Provider rates were calculated but no consequences were applied as specified in Rule 6M-8.601(5), F.A.C. Providers that were on probation remained as such unless they met the minimum rate of 60%.

Red Target: Decrease of 1 percentage point per year

Yellow Target: Decrease of 2 percentage points per year

Green Target: Decrease of 4 percentage points per year

	VPK Program Year					
	2012-13	2013-14*	2014-15*	2015-16*	2016-17**	2017-18**
<b>Total VPK Programs</b>	6,776	6,605	6,647	6,604	6,563	6,623
Count of VPK Programs below 60%	1,396	NA	NA	NA	2,619	2,801
Percent of VPK Programs below 60%	21%	NA	NA	NA	40%	42%

Source: VPK Readiness Rates website data files, October 2019

\* No Provider Rate was calculated as there were only results from an observational measure. DOE was prohibited from calculating a rate without a direct assessment.

\*\* Provider rates were calculated but no consequences were applied as specified in Rule 6M-8.601(5), F.A.C. Providers that were on probation remained as such unless they met the minimum rate of 60%.

### Goal 1 Highest Student Achievement

**Measure 3 (K-12) - Student Achievement on Florida Assessments** – Percent of students achieving grade-level or above performance in:

- English Language Arts (ELA) (Combined Grades 3-10)
- Mathematics (Combined Grades 3-8, Algebra 1 and Geometry EOCs)
- Science (Combined Grades 5, 8 and Biology 1 EOC)
- Social Studies (Combined Civics and US History EOCs)

Percent of Students Achieving Grade-Level or Above Performance						Current Plan	New Plan – Using 2018-19 as Baseline		
Subject	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
English Language Arts	52%	52%	53%	54%	55%	58%	59%	65%	90%
Mathematics	52%	53%	56%	57%	58%	58%	66%	73%	90%
Science	55%	54%	54%	57%	56%	61%	57%	61%	90%
Social Studies	65%	66%	68%	69%	70%	71%	76%	85%	90%

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19)

- ELA: 0.75% per year
- Mathematics: 1.50% per year
- Science: 0.25% per year
- Social Studies: 1.25% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- ELA: 2% per year
- Mathematics: 3% per year
- Science: 1% per year
- Social Studies: 3% per year

Green Target: 90%

- ELA: 7% per year
- Mathematics: 6.4% per year
- Science: 6.8% per year
- Social Studies: 4% per year

**Note:** A 1 percentage point increase equates to approximately 16,760 students in ELA (Grades 3-10); 15,880 students in Mathematics (Grades 3-8, Algebra 1 and Geometry); 6,190 students in Science (Grades 5 and 8, Biology 1); and 3,990 students in Social Studies (Civics and US History) based on 2018-19 data.

**Goal 1 Highest Student Achievement**

**Measure 4 (K-12) - Focused Measure on Student Achievement in Particular Grades and/or Subjects** – Percent of students achieving grade-level or above performance in:

- a. Grade 3 ELA
- b. Civics EOC

Percent of Students Achieving Grade-Level or Above Performance						New Plan – Using 2018-19 as Baseline		
Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target
Grade 3 English Language Arts (ELA)	53%	54%	58%	57%	58%	64%	73%	90%
Civics	65%	67%	69%	71%	71%	79%	86%	90%

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19)

- Grade 3 ELA: 1.25% per year
- Civics: 1.50% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- Grade 3 ELA: 3% per year
- Civics: 3% per year

Green Target: 90%

- Grade 3 ELA: 6.4% per year
- Civics: 3.8% per year

Note: A 1 percentage point increase equates to approximately 2,170 students in Grade 3 ELA and 2,140 students in Civics, based on 2018-19 data.

**Goal 1 Highest Student Achievement**

**Measure 5 (K-12) - Continued Achievement Growth on Florida Assessments** – Percent of students making learning gains in:

- a. ELA
- b. Mathematics

Percent of Students Who Improved					Current Plan	New Plan – Using 2018-19 as Baseline		
Subject	Baseline 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
English Language Arts	52%	54%	54%	55%	59%	60%	65%	90%
Mathematics	52%	55%	57%	58%	59%	68%	79%	90%

Red Target: Historical Growth Rate (based on growth from 2015-16 to 2018-19)

- ELA Gains: 1% per year
- Mathematics Gains: 2% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- ELA Gains: 2% per year
- Mathematics Gains: 4% per year

Green Target: 90%

- ELA Gains: 7% per year
- Mathematics Gains: 6.4% per year

Note: A 1 percentage point increase equates to approximately 13,690 students in ELA and 12,160 students in Mathematics, based on 2018-19 data.

**Goal 1 Highest Student Achievement**

**Measure 6 (K-12) - Closing the Achievement Gap** – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for All Students							Current Plan	New Plan – Using 2018-19 as Baseline		
Subgroup	Subject	Baseline 2014-15 (percentage point gap)	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
White and African American students	English Language Arts	31	29	29	28	29	21	27	24	0
White and African American students	Mathematics	30	31	29	30	29	20	28	27	0
White and African American students	Science	32	32	32	32	32	21	27	22	0
White and African American students	Social Studies	27	28	26	25	24	18	20	17	0
White and Hispanic students	English Language Arts	15	15	16	14	15	10	10	5	0
White and Hispanic students	Mathematics	15	16	15	15	14	10	13	12	0
White and Hispanic students	Science	18	18	18	18	18	12	13	8	0
White and Hispanic students	Social Studies	16	16	15	14	13	11	9	6	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	28	27	26	26	24	19	19	14	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	24	24	23	23	21	16	17	14	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	27	25	25	25	24	18	20	17	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	23	22	20	20	18	15	12	6	0
Students with Disabilities and Students Without Disabilities	English Language Arts	38	37	38	38	38	25	33	28	0
Students with Disabilities and Students Without Disabilities	Mathematics	32	33	33	35	33	21	28	23	0
Students with Disabilities and Students Without Disabilities	Science	34	34	35	36	35	23	30	25	0
Students with Disabilities and Students Without Disabilities	Social Studies	34	34	34	34	33	23	32	31	0
English Language Learners and Non-English Language Learners	English Language Arts	30	30	32	30	29	20	28	27	0
English Language Learners and Non-English Language Learners	Mathematics	20	21	21	22	19	13	18	17	0
English Language Learners and Non-English Language Learners	Science	37	36	35	35	31	25	24	16	0
English Language Learners and Non-English Language Learners	Social Studies	38	37	36	35	35	25	31	28	0

**Goal 1 Highest Student Achievement**

**Measure 6 (K-12) - Closing the Achievement Gap** – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for D & F Schools							New Plan – Using 2018-19 as Baseline		
Subgroup	Subject	Baseline 2014-15 (percentage point gap)	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2024 Target	2024 Target	2024 Target
White and African American Students	English Language Arts	16	18	19	20	16	11	6	0
White and African American Students	Mathematics	15	16	17	17	15	10	5	0
White and African American Students	Science	19	23	22	25	22	17	12	0
White and African American Students	Social Studies	16	23	19	17	12	7	2	0
White and Hispanic Students	English Language Arts	11	12	13	13	10	9	8	0
White and Hispanic Students	Mathematics	9	9	11	11	9	4	0	0
White and Hispanic Students	Science	13	15	15	18	12	11	10	0
White and Hispanic Students	Social Studies	14	16	17	15	11	7	4	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	11	13	14	13	12	7	2	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	6	9	9	10	8	3	0	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	9	13	12	12	12	7	2	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	7	13	13	5	8	3	0	0
Students with Disabilities and Students Without Disabilities	English Language Arts	23	24	23	23	23	18	13	0
Students with Disabilities and Students Without Disabilities	Mathematics	22	21	20	23	22	17	12	0
Students with Disabilities and Students Without Disabilities	Science	20	22	20	21	21	16	11	0
Students with Disabilities and Students Without Disabilities	Social Studies	28	28	26	27	29	24	19	0
English Language Learners and Non-English Language Learners	English Language Arts	14	15	18	14	13	12	11	0
English Language Learners and Non-English Language Learners	Mathematics	8	9	9	11	7	6	5	0
English Language Learners and Non-English Language Learners	Science	17	21	20	19	12	6	0	0
English Language Learners and Non-English Language Learners	Social Studies	23	23	27	22	23	18	13	0

**Goal 1 Highest Student Achievement**

**Measure 6 (K-12) - Closing the Achievement Gap** – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for Title I Schools							New Plan – Using 2018-19 as Baseline		
Subgroup	Subject	Baseline 2014-15 (percentage point gap)	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2024 Target	2024 Target	2024 Target
White and African American Students	English Language Arts	24	23	24	23	22	20	17	0
White and African American Students	Mathematics	25	24	23	22	22	18	15	0
White and African American Students	Science	26	26	26	26	26	21	16	0
White and African American Students	Social Studies	22	23	20	20	19	15	12	0
White and Hispanic Students	English Language Arts	12	12	14	12	11	10	9	0
White and Hispanic Students	Mathematics	13	12	12	11	11	9	6	0
White and Hispanic Students	Science	15	15	15	15	15	10	5	0
White and Hispanic Students	Social Studies	14	13	13	11	10	5	0	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	20	19	19	19	17	13	10	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	17	16	16	16	14	10	7	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	19	18	18	18	18	17	16	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	16	15	13	14	13	9	6	0
Students with Disabilities and Students Without Disabilities	English Language Arts	31	32	32	33	33	28	23	0
Students with Disabilities and Students Without Disabilities	Mathematics	27	28	29	30	30	25	20	0
Students with Disabilities and Students Without Disabilities	Science	29	30	29	30	31	26	21	0
Students with Disabilities and Students Without Disabilities	Social Studies	32	31	31	32	32	27	22	0
English Language Learners and Non-English Language Learners	English Language Arts	22	23	25	24	22	17	12	0
English Language Learners and Non-English Language Learners	Mathematics	14	15	15	16	14	9	4	0
English Language Learners and Non-English Language Learners	Science	28	29	28	29	25	21	18	0
English Language Learners and Non-English Language Learners	Social Studies	31	30	30	30	31	26	21	0



**Goal 1 Highest Student Achievement**

**Measure 6 (K-12) - Closing the Achievement Gap** – Percent of students achieving grade-level or above performance in the four core subject areas by subgroup

Achievement Gaps for Charter Schools							New Plan – Using 2018-19 as Baseline		
Subgroup	Subject	Baseline 2014-15 (percentage point gap)	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2024 Target	2024 Target	2024 Target
White and African American Students	English Language Arts	28	26	26	24	23	17	11	0
White and African American Students	Mathematics	28	27	26	25	24	19	14	0
White and African American Students	Science	31	30	29	28	29	27	24	0
White and African American Students	Social Studies	27	28	23	22	21	14	6	0
White and Hispanic Students	English Language Arts	9	9	10	9	9	4	0	0
White and Hispanic Students	Mathematics	9	10	9	9	9	4	0	0
White and Hispanic Students	Science	12	12	11	11	12	7	2	0
White and Hispanic Students	Social Studies	11	10	9	8	8	4	1	0
Non-Economically Disadvantaged and Economically Disadvantaged students	English Language Arts	18	18	19	17	17	16	15	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Mathematics	16	16	16	15	16	11	6	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Science	17	19	18	16	19	14	9	0
Non-Economically Disadvantaged and Economically Disadvantaged students	Social Studies	14	14	12	10	11	7	4	0
Students with Disabilities and Students Without Disabilities	English Language Arts	36	37	38	38	39	34	29	0
Students with Disabilities and Students Without Disabilities	Mathematics	30	33	33	35	34	29	24	0
Students with Disabilities and Students Without Disabilities	Science	31	31	33	33	34	29	24	0
Students with Disabilities and Students Without Disabilities	Social Studies	31	32	30	31	31	26	21	0
English Language Learners and Non-English Language Learners	English Language Arts	27	28	30	28	27	22	17	0
English Language Learners and Non-English Language Learners	Mathematics	17	18	18	20	18	13	8	0
English Language Learners and Non-English Language Learners	Science	33	34	32	32	28	22	16	0
English Language Learners and Non-English Language Learners	Social Studies	30	30	30	28	27	23	20	0

**Goal 1 Highest Student Achievement**

**Measure 7 (K-12) - High School Graduation Rate** – Percent of students graduating with a standard diploma in 4 years

	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Current Plan	New Plan – Using 2018-19 as Baseline		
						2020 Target	2024 Target	2024 Target	2024 Target
Graduation Rate	77.9%	80.7%	82.3%	86.1%		85%	100%	100%	100%

Note: A 1 percentage point increase equates to approximately 2,100 students, based on 2017-18 data.

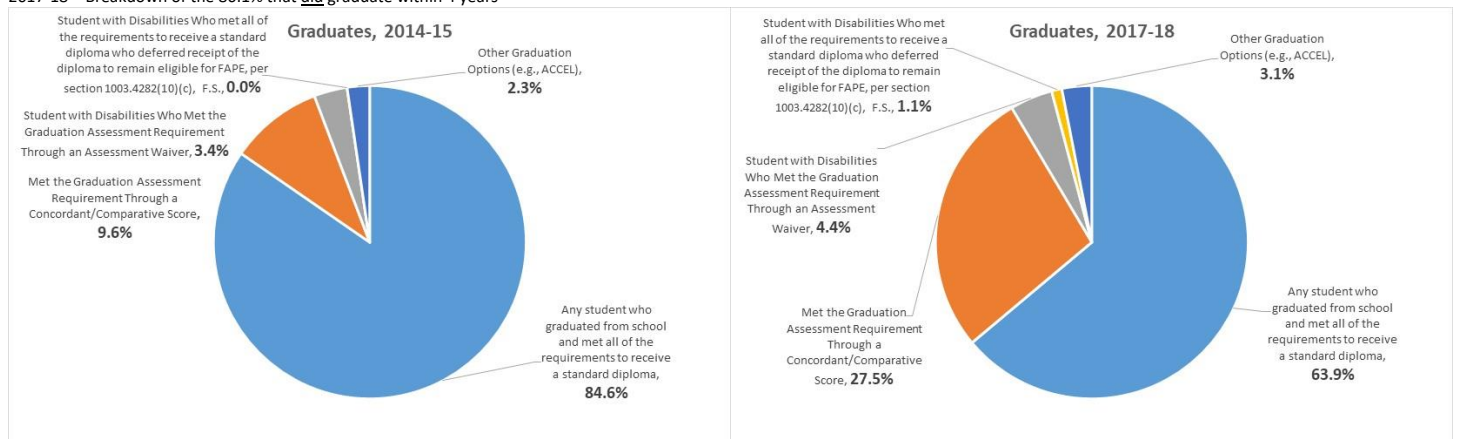
## Goal 1 Highest Student Achievement

### Measure 7 (K-12) - High School Graduation Rate – Percent of students graduating with a standard diploma in 4 years

#### Breakdown of the Graduates

2014-15 – Breakdown of the 77.9% that did graduate within 4 years

2017-18 – Breakdown of the 86.1% that did graduate within 4 years



- Though the high school graduation rate has increased from 77.9% in 2014-15 to 86.1% in 2017-18, a much higher percentage of graduates are completing their requirements through the use of a concordant score than by passing the required statewide assessments (27.5% of graduates in 2017-18 compared to 9.6% of graduates in 2014-15).
- This is a reflection of the flexibility that was provided by the State Board to grandfather in the old concordant scores (May 2018 meeting), which are aligned to the former statewide assessments (FCAT 2.0) for any student scheduled to graduate between 2017-18 and 2020-21.
- Students scheduled to graduate in 2021-22 will be the first class that must either pass the current statewide assessments or earn a concordant score aligned to the current statewide assessments.
- Additionally, more students are graduating through the use of an assessment waiver for students with disabilities today than in 2014-15 (4.4% of graduates in 2017-18 compared to 3.4% of graduates in 2014-15).
- This is the result of the elimination of the special diploma.

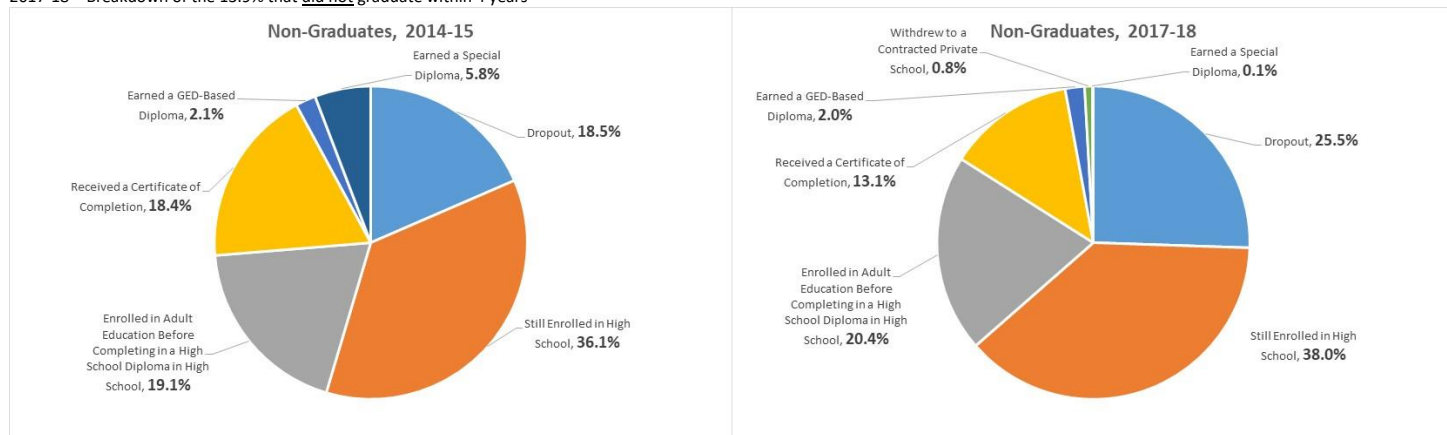
**Goal 1 Highest Student Achievement**

**Measure 7 (K-12) - High School Graduation Rate** – Percent of students graduating with a standard diploma in 4 years

**Breakdown of the Non-Graduates**

2014-15 – Breakdown of the 22.1% that did not graduate within 4 years

2017-18 – Breakdown of the 13.9% that did not graduate within 4 years



**Goal 1 Highest Student Achievement**

**Measure 7 (K-12) - High School Graduation Rate** – Percent of students graduating with a standard diploma in 4 years

**Disaggregation of Standard Diploma Graduates (within 4 years) by Graduation Code**

Year	Any student who graduated from school and met all of the requirements to receive a standard diploma		Met the Graduation Assessment Requirement Through a Concordant/Comparative Score		Student with Disabilities Who Met the Graduation Assessment Requirement Through an Assessment Waiver		Student with Disabilities Who met all of the requirements to receive a standard diploma who deferred receipt of the diploma to remain eligible for FAPE, per section 1003.4282(10)(c), F.S.		Other Graduation Options (e.g., ACCEL)		All Graduates	
	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates	#	% of Graduates
2017-18	115,312	63.9%	49,666	27.5%	7,967	4.4%	1,909	1.1%	5,569	3.1%	180,423	100.0%
2016-17	120,293	71.6%	35,431	21.1%	6,912	4.1%	531	0.3%	4,875	2.9%	168,042	100.0%
2015-16	128,922	80.7%	19,865	12.4%	6,043	3.8%	118	0.1%	4,724	3.0%	159,672	100.0%
2014-15	131,738	84.6%	14,989	9.6%	5,360	3.4%	9	0.0%	3,618	2.3%	155,714	100.0%
2013-14	132,239	88.5%	11,117	7.4%	4,696	3.1%	N/A	N/A	1,345	0.9%	149,397	100.0%

**Disaggregation of Non-Graduates (within 4 years) by Withdrawal Code**

Year	Dropout		Still Enrolled in High School		Enrolled in Adult Education Before Completing in a High School Diploma in High School		Received a Certificate of Completion		Earned a GED-Based Diploma		Withdrew to a Contracted Private School		Earned a Special Diploma		All Non-Graduates	
	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates	#	% of Non-Graduates
2017-18	7,425	25.5%	11,064	38.0%	5,941	20.4%	3,819	13.1%	584	2.0%	242	0.8%	30	0.1%	29,124	100.0%
2016-17	8,159	22.6%	12,131	33.5%	6,634	18.3%	5,811	16.1%	720	2.0%	974	2.7%	1,714	4.7%	36,170	100.0%
2015-16	7,492	19.6%	13,801	36.1%	7,173	18.8%	6,799	17.8%	684	1.8%			2,244	5.9%	38,214	100.0%
2014-15	8,178	18.5%	15,978	36.1%	8,438	19.1%	8,144	18.4%	926	2.1%			2,563	5.8%	44,257	100.0%
2013-14	8,387	17.9%	16,532	35.3%	8,751	18.7%	9,003	19.2%	1,534	3.3%			2,588	5.5%	46,837	100.0%

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**Goal 1 Highest Student Achievement**

**Measure 8 (K-12) - High School Graduation Rate Plus** – Percent of high school graduates who have successfully completed one or more accelerated outcomes (passed an AP, IB, or AICE exam or passed a dual enrollment course) or earned an industry certification

						Current Plan	New Plan – Using 2018-19 as Baseline		
	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
% Graduates with Acceleration Credit	55%	55%	59%	61%		64%	73%	85%	90%
# Graduates with Acceleration Credit	85,168	88,503	99,979	110,291					
# Graduates	155,714	159,672	168,042	180,411					

Red Target: Historical Growth Rate (based on growth from 2015-16 to 2017-18)

- 2% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 4% per year

Green Target: 90%

- 4.83% per year

Note: A 1 percentage point increase equates to approximately 1,800 students, based on 2017-18 data.

### Goal 1 Highest Student Achievement

**Measure 9 (K-12) - Successful Transition of English Language Learners** – Percent of English Language Learners achieving grade-level and above performance and making learning gains on state assessments by ELL service level and years in ESOL program

#### Percent of Students Achieving Grade-Level Performance or Above

Subject	ELL Code	2014-15	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target	Number of Students Tested, 2018-19
English Language Arts	LP	38%	40%	38%	26%	35%	40%	45%	90%	195
English Language Arts	LY	14%	15%	17%	17%	17%	20%	22%	90%	151,611
English Language Arts	LF	48%	45%	44%	52%	57%	69%	82%	90%	81,066
English Language Arts	LZ	57%	58%	58%	59%	59%	62%	64%	90%	138,782
English Language Arts	Not ELL	56%	56%	58%	58%	59%	64%	69%	90%	1,303,930
Mathematics	LP	37%	45%	41%	38%	38%	39%	38%	90%	205
Mathematics	LY	25%	27%	32%	31%	32%	40%	47%	90%	153,605
Mathematics	LF	53%	50%	51%	58%	62%	74%	87%	90%	80,093
Mathematics	LZ	51%	53%	57%	60%	59%	68%	79%	90%	125,020
Mathematics	Not ELL	55%	56%	59%	60%	61%	68%	76%	90%	1,228,998
Science	LP	34%	31%	42%	39%	41%	50%	56%	90%	68
Science	LY	16%	16%	16%	17%	16%	21%	26%	90%	49,608
Science	LF	42%	36%	41%	49%	53%	66%	78%	90%	27,415
Science	LZ	58%	57%	58%	58%	59%	60%	59%	90%	61,167
Science	Not ELL	59%	58%	58%	61%	60%	62%	65%	90%	480,879
Social Studies	LP	42%	59%	52%	52%	53%	67%	83%	90%	34
Social Studies	LY	21%	25%	26%	28%	29%	39%	49%	90%	27,745
Social Studies	LF	51%	50%	55%	60%	60%	71%	80%	90%	13,745
Social Studies	LZ	67%	68%	71%	71%	74%	82%	89%	90%	50,205
Social Studies	Not ELL	69%	70%	72%	73%	74%	80%	84%	90%	307,314

#### Code Definitions

LP	The student is in the 3 <sup>rd</sup> -12 <sup>th</sup> grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12 <sup>th</sup> grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending aural/oral assessment (<1% of ELLs in 2018-19)
LY	The student is classified as limited English proficient and is enrolled or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach (48% of ELLs in 2018-19)
LF	The student is being followed up for a two-year period after having exited from the ESOL program (18% of ELLs in 2018-19)
LZ	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. This code also applies to John M. McKay Scholarship students who were formerly in an English Language Learners program. (34% of ELLs in 2018-19)
Not ELL	Not an ELL (ELLs made up 21% of the overall student population in 2018-19 – So this group is 79% of the population)

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number; Green Target: 90%

Percent of Students Making Learning Gains

Subject	ELL Code	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target
English Language Arts	LP	64%	64%	50%	56%	61%	66%	90%
English Language Arts	LY	43%	43%	46%	47%	54%	60%	90%
English Language Arts	LF	48%	47%	52%	55%	67%	78%	90%
English Language Arts	LZ	54%	55%	56%	55%	57%	58%	90%
English Language Arts	Not ELL	52%	55%	55%	56%	63%	69%	90%
Mathematics	LP	50%	57%	62%	50%	50%	50%	90%
Mathematics	LY	45%	50%	50%	52%	64%	75%	90%
Mathematics	LF	48%	52%	53%	59%	77%	96%	100%
Mathematics	LZ	51%	55%	57%	56%	64%	73%	90%
Mathematics	Not ELL	53%	56%	57%	58%	66%	75%	90%

Code Definitions

LP	The student is in the 3 <sup>rd</sup> -12 <sup>th</sup> grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12 <sup>th</sup> grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending aural/oral assessment (<1% of ELLs in 2018-19)
LY	The student is classified as limited English proficient and is enrolled or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach (48% of ELLs in 2018-19)
LF	The student is being followed up for a two-year period after having exited from the ESOL program (18% of ELLs in 2018-19)
LZ	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. This code also applies to John M. McKay Scholarship students who were formerly in an English Language Learners program. (34% of ELLs in 2018-19)
Not ELL	Not an ELL (ELLs made up 21% of the overall student population in 2018-19 – So this group is 79% of the population)

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number; Green Target: 90%



Percent of Students Achieving Grade-Level Performance or Above  
ELLs Currently Receiving ESOL Services (LY) By Years in Program

Subject	Years in Program	2014-15	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target	Number of Students Tested, 2018-19
English Language Arts	0<1 year	9%	9%	8%	9%	8%	13%	18%	90%	19,814
English Language Arts	1<2 years	14%	16%	17%	15%	16%	19%	21%	90%	22,375
English Language Arts	2<3 years	17%	18%	20%	18%	18%	19%	21%	90%	20,683
English Language Arts	3-5 years	19%	19%	26%	24%	23%	28%	33%	90%	50,212
English Language Arts	> 5 years	12%	12%	10%	11%	12%	12%	12%	90%	38,084
Mathematics	0<1 year	23%	24%	24%	24%	24%	25%	27%	90%	21,436
Mathematics	1<2 years	28%	30%	34%	32%	33%	39%	46%	90%	23,069
Mathematics	2<3 years	27%	30%	35%	34%	34%	43%	52%	90%	20,901
Mathematics	3-5 years	29%	31%	41%	38%	38%	49%	61%	90%	49,900
Mathematics	> 5 years	21%	22%	23%	24%	26%	32%	39%	90%	37,810
Science	0<1 year	13%	14%	13%	14%	12%	17%	22%	90%	6,604
Science	1<2 years	17%	18%	20%	18%	18%	19%	21%	90%	8,440
Science	2<3 years	18%	19%	21%	20%	19%	20%	22%	90%	7,593
Science	3-5 years	17%	17%	17%	18%	17%	17%	17%	90%	8,013
Science	> 5 years	16%	15%	14%	16%	14%	19%	24%	90%	18,613
Social Studies	0<1 year	19%	21%	21%	25%	22%	26%	30%	90%	4,977
Social Studies	1<2 years	22%	25%	27%	28%	29%	38%	47%	90%	5,155
Social Studies	2<3 years	22%	27%	27%	30%	31%	42%	54%	90%	4,772
Social Studies	3-5 years	21%	25%	28%	29%	31%	44%	56%	90%	5,128
Social Studies	> 5 years	22%	26%	27%	30%	31%	42%	54%	90%	7,370

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number; Green Target: 90%

Percent of Students Making Learning Gains  
 ELLs Currently Receiving ESOL Services (LY) By Years in Program

Subject	Years in Program	2015-16	2016-17	2017-18	2018-19	2024 Target	2024 Target	2024 Target
English Language Arts	< 1	56%	55%	56%	50%	55%	60%	90%
English Language Arts	1 < 2	55%	53%	55%	55%	60%	65%	90%
English Language Arts	2 < 3	52%	47%	52%	51%	56%	61%	90%
English Language Arts	3 ≤ 5	43%	45%	48%	49%	58%	69%	90%
English Language Arts	5 <	34%	36%	38%	39%	47%	54%	90%
Mathematics	< 1	61%	66%	67%	66%	75%	86%	90%
Mathematics	1 < 2	54%	59%	57%	61%	72%	86%	90%
Mathematics	2 < 3	48%	52%	52%	54%	64%	74%	90%
Mathematics	3 ≤ 5	45%	53%	51%	55%	70%	85%	90%
Mathematics	5 <	39%	42%	42%	44%	52%	59%	90%

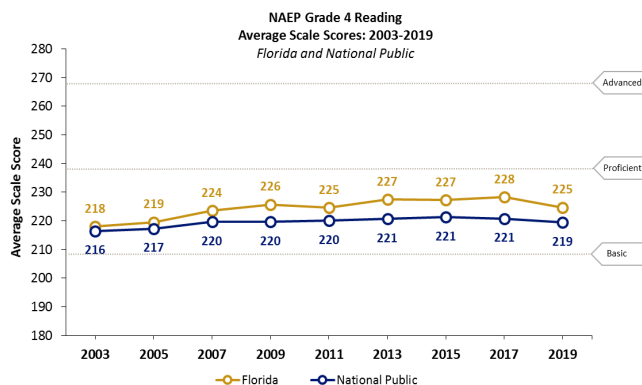
Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number; Green Target: 90%

Percent of Students Achieving Grade-Level Performance or Above  
 ELLs Currently Receiving ESOL Services (LY) By Years in Program and Grade Band

Subject	Years in Program	2014-15			2015-16			2016-17			2017-18			2018-19			Students Tested, 2018-19		
		K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %	K-5 %	6-8 %	9-12 %
English Language Arts	0<1 year	12%	8%	7%	11%	9%	7%	9%	7%	6%	11%	8%	7%	10%	8%	7%	8,368	7,886	5,560
English Language Arts	1<2 years	20%	12%	9%	21%	14%	10%	22%	15%	10%	22%	12%	9%	21%	13%	10%	9,908	8,948	5,979
English Language Arts	2<3 years	24%	14%	10%	24%	17%	11%	29%	16%	10%	27%	14%	10%	26%	15%	10%	7,028	6,502	4,120
English Language Arts	3-5 years	22%	13%	8%	20%	14%	9%	30%	13%	7%	28%	12%	8%	28%	13%	8%	38,699	6,907	4,574
English Language Arts	> 5 years	15%	10%	7%	15%	11%	7%	11%	11%	6%	13%	10%	7%	16%	10%	7%	14,967	15,607	5,706
Mathematics	0<1 year	24%	20%	26%	24%	22%	26%	26%	21%	25%	25%	23%	26%	25%	22%	26%	9,809	8,830	7,727
Mathematics	1<2 years	32%	26%	25%	37%	27%	25%	41%	30%	30%	38%	30%	28%	38%	30%	28%	9,970	9,035	6,512
Mathematics	2<3 years	32%	26%	23%	37%	28%	23%	45%	30%	27%	42%	29%	29%	41%	31%	27%	7,073	6,567	3,982
Mathematics	3-5 years	32%	23%	18%	34%	23%	17%	46%	24%	22%	42%	25%	22%	43%	27%	22%	38,795	6,963	4,161
Mathematics	> 5 years	25%	19%	15%	27%	19%	12%	28%	20%	17%	30%	20%	17%	32%	22%	16%	15,003	15,779	5,143
Science	0<1 year	10%	9%	20%	9%	10%	24%	10%	8%	22%	11%	10%	25%	9%	8%	23%	3,111	2,861	2,447
Science	1<2 years	19%	11%	22%	18%	14%	23%	20%	13%	25%	19%	12%	23%	17%	11%	26%	3,083	2,992	3,331
Science	2<3 years	20%	11%	22%	20%	15%	23%	22%	14%	26%	21%	12%	26%	17%	12%	27%	2,214	2,211	2,093
Science	3-5 years	20%	11%	20%	22%	11%	19%	18%	11%	21%	20%	11%	23%	17%	10%	24%	1,924	2,349	2,241
Science	> 5 years	16%	9%	21%	17%	9%	18%	14%	9%	19%	17%	9%	21%	14%	9%	21%	9,184	3,617	2,524
Social Studies	0<1 year		17%	22%		20%	22%		20%	23%		24%	27%		22%	23%		3,554	2,605
Social Studies	1<2 years		24%	19%		28%	21%		32%	22%		30%	25%		32%	25%		2,931	2,783
Social Studies	2<3 years		27%	17%		34%	20%		35%	19%		36%	24%		38%	22%		2,027	2,085
Social Studies	3-5 years		25%	18%		31%	19%		34%	20%		36%	23%		37%	24%		2,248	2,171
Social Studies	> 5 years		23%	21%		28%	22%		30%	21%		33%	23%		35%	25%		4,425	2,356

# Goal 1 Highest Student Achievement

**Measure 10 (K-12 National Comparisons) - Student Achievement on the National Assessment of Educational Progress (NAEP) – Florida performance compared to the nation on NAEP** (administered every other year to a representative sample of students) – **GOAL IS TO #1**

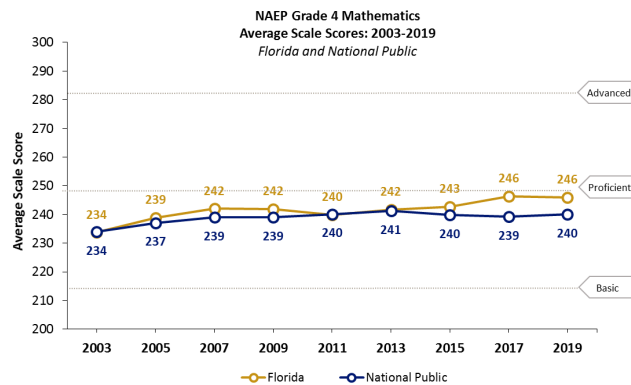


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida</b>	218	219	224	226	225	227	227	228	225	↓4pts compared to 2017	↑7pts compared to 2003
<b>FL Rank Among States</b>	#32	#28	#21	#10	#13	#8	#10	#5	#6		
<b>National Public</b>	216	217	220	220	220	221	221	221	219	↓1pt compared to 2017	↑3pts compared to 2003
<b>FL Compared to NP</b>	↔	↑	↑	↑	↑	↑	↑	↑	↑		

↑ = significantly higher    ↓ = significantly lower    ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

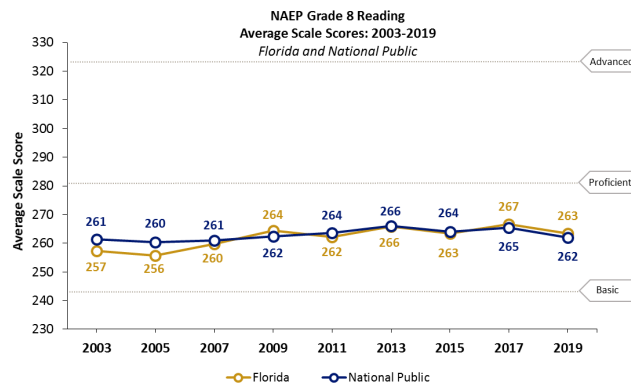


NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida</b>	234	239	242	242	240	242	243	246	246	↔ compared to 2017	↑ 12pts compared to 2003
<b>FL Rank Among States</b>	#32	#25	#21	#23	#30	#27	#18	#7	#4		
<b>National Public</b>	234	237	239	239	240	241	240	239	240	↑ 1pt compared to 2017	↑ 6pts compared to 2003
<b>FL Compared to NP</b>	↔	↑	↑	↑	↔	↔	↑	↑	↑		

↑ = significantly higher    ↓ = significantly lower    ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

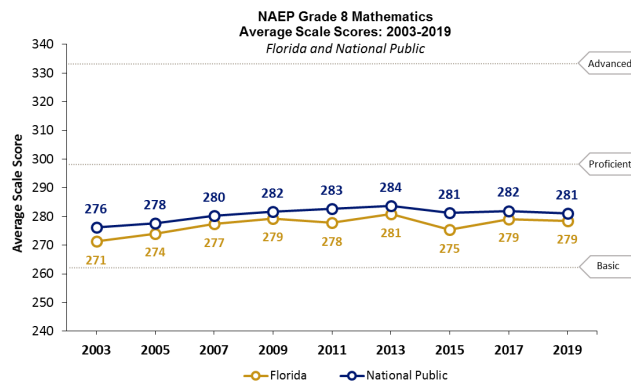


NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida</b>	257	256	260	264	262	266	263	267	263	↓ 3pts compared to 2017	↑ 6pts compared to 2003
<b>FL Rank Among States</b>	#41	#41	#33	#30	#35	#33	#32	#25	#22		
<b>National Public</b>	261	260	261	262	264	266	264	265	262	↓ 3pts compared to 2017	↔ compared to 2003
<b>FL Compared to NP</b>	↓	↓	↔	↔	↔	↔	↔	↔	↔		

↑ = significantly higher    ↓ = significantly lower    ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida</b>	271	274	277	279	278	281	275	279	279	↔ compared to 2017	↑7pts compared to 2003
<b>FL Rank Among States</b>	#38	#36	#35	#34	#42	#35	#42	#34	#35		
<b>National Public</b>	276	278	280	282	283	284	281	282	281	↓1pt compared to 2017	↑5pts compared to 2003
<b>FL Compared to NP</b>	↓	↓	↓	↓	↓	↓	↓	↓	↔		

↑ = significantly higher    ↓ = significantly lower    ↔ = not significantly different  
NOTE: Calculations were performed using unrounded numbers.

**Goal 1 Highest Student Achievement**

**Measure 11 (K-12 National Comparisons) - Closing the Achievement Gap on NAEP – Florida performance on NAEP by subgroup, and compared to gaps at the national level**

**NAEP Grade 4 Reading**

**Average Scale Score Data - Florida (FL) and National Public (NP)**

**White-Black Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida White	229	228	232	233	235	236	235	239	233		
Florida Black	198	203	208	211	209	212	213	212	211		
FL White-Black Gap	31	26	24	22	25	24	23	26	23	↔ compared to 2017	< 9pts compared to 2003
FL Gap Rank Among States	#31	#13	#17	#15	#26	#16	#15	#20	#7		
NP White	227	228	230	229	230	231	232	231	229		
NP Black	197	199	203	204	205	205	206	205	203		
NP White-Black Gap	30	29	27	25	25	26	26	26	26	↔ compared to 2017	< 3pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	↔	↔	↔	↔	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**White-Hispanic Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida White	229	228	232	233	235	236	235	239	233		
Florida Hispanic	211	215	218	223	220	225	224	225	221		
FL White-Hispanic Gap	18	13	14	10	15	11	11	14	12	↔ compared to 2017	< 6pts compared to 2003
FL Gap Rank Among States	#9	#4	#4	#2	#9	#4	#3	#8	#4		
NP White	227	228	230	229	230	231	232	231	229		
NP Hispanic	199	201	204	204	205	207	208	208	208		
NP White-Hispanic Gap	28	26	26	25	24	24	24	23	21	< 2pts compared to 2017	< 7pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.



#### Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not SD	223	223	228	229	229	231	232	232	231			
Florida SD	184	197	195	204	201	204	205	206	200			
FL Not SD-SD Gap	39	26	32	26	28	27	26	27	31		↔ compared to 2017	< 8pts compared to 2003
FL Gap Rank Among States	#33	#13	#23	#6	#3	#2	#1	#1	#2			
National Public Not SD	220	220	223	223	224	226	227	226	225			
National Public SD	184	190	190	189	186	184	186	186	184			
NP Not SD-SD Gap	35	31	33	34	38	42	40	40	42		> 2pts compared to 2017	> 6pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	<	<	<	<	<	<			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
Florida Not ELL	220	221	225	227	227	230	230	232	228			
Florida ELL	198	193	197	205	195	199	201	192	193			
FL Not ELL-ELL Gap	22	28	28	22	33	31	29	40	35		↔ compared to 2017	> 14pts compared to 2003
FL Gap Rank Among States	#6	#12	#18	#5	#18	#15	#14	#22	#33			
National Public Not ELL	219	220	223	223	224	225	225	225	224			
National Public ELL	186	187	188	188	188	187	189	189	191			
NP Not ELL-ELL Gap	33	33	35	35	35	38	37	37	33		< 4pts compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	<	↔	<	<	↔	<	<	↔	↔			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not NSLP-NSLP Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
<b>Florida Not NSLP</b>	231	230	234	236	239	242	239	243	238			
<b>Florida NSLP</b>	205	209	213	217	216	218	220	219	216			
<b>FL Not NSLP-NSLP Gap</b>	26	21	21	19	23	24	19	23	22	↔ compared to 2017	↔ compared to 2003	
<b>FL Gap Rank Among States</b>	#31	#16	#14	#5	#13	#13	#2	#12	#7			
<b>National Public Not NSLP</b>	229	230	232	232	234	236	237	236	235			
<b>National Public NSLP</b>	201	203	205	206	207	207	209	208	207			
<b>NP Not NSLP-NSLP Gap</b>	28	27	27	26	27	29	28	28	28	↔ compared to 2017	↔ compared to 2003	
<b>FL Gap Compared to NP Gap</b>	↔	<	<	<	<	<	<	<	<			

> = significantly larger < = significantly smaller ↔ = not significantly different  
 NOTE: Calculations were performed using unrounded numbers.

# NAEP Grade 4 Mathematics

## Average Scale Score Data - Florida (FL) and National Public (NP)

### White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida White	243	247	250	250	250	251	251	255	254		
Florida Black	215	224	225	228	226	228	228	233	233		
FL White-Black Gap	28	23	25	22	23	23	23	22	21	↔ compared to 2017	< 7pts compared to 2003
FL Gap Rank Among States	#29	#14	#22	#13	#19	#13	#18	#8	#10		
NP White	243	246	248	248	249	250	248	248	249		
NP Black	216	220	222	222	224	224	224	223	224		
NP White-Black Gap	27	26	26	26	25	25	24	25	25	↔ compared to 2017	< 2pts compared to 2003
FL Gap Compared to NP Gap	↔	<	↔	↔	↔	↔	↔	↔	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

### White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida White	243	247	250	250	250	251	251	255	254		
Florida Hispanic	232	233	238	238	236	238	240	242	242		
FL White-Hispanic Gap	11	14	13	12	14	12	11	14	12	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#2	#7	#4	#6	#12	#9	#7	#6	#5		
NP White	243	246	248	248	249	250	248	248	249		
NP Hispanic	221	225	227	227	229	230	230	229	231		
NP White-Hispanic Gap	21	21	21	21	20	20	18	19	18	↔ compared to 2017	< 3pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida Not SD	238	241	245	244	243	244	245	249	250		
Florida SD	214	227	223	230	223	226	228	230	229		
FL Not SD-SD Gap	24	14	22	14	20	18	17	19	21	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#27	#1	#23	#1	#5	#1	#1	#1	#1		
National Public Not SD	236	240	241	242	243	244	243	243	244		
National Public SD	214	218	220	220	218	218	217	214	214		
NP Not SD-SD Gap	22	21	21	21	25	26	26	29	30	↔ compared to 2017	> 8pts compared to 2003
FL Gap Compared to NP Gap	↔	<	↔	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida Not ELL	235	240	243	243	242	244	245	248	248		
Florida ELL	222	219	223	226	219	218	220	223	224		
FL Not ELL-ELL Gap	13	21	21	18	23	26	25	25	24	↔ compared to 2017	> 11pts compared to 2003
FL Gap Rank Among States	#6	#15	#19	#13	#17	#21	#19	#13	#22		
NP Not ELL	236	239	242	242	243	244	243	242	243		
NP ELL	214	216	217	218	219	219	218	217	219		
NP Not ELL-ELL Gap	22	23	24	24	24	25	24	26	24	< 2pts compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	<	↔	↔	<	↔	↔	↔	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not NSLP-NSLP Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
<b>Florida Not NSLP</b>	245	250	251	251	252	255	254	257	256		
<b>Florida NSLP</b>	222	229	233	235	232	233	235	239	239		
<b>FL Not NSLP-NSLP Gap</b>	23	20	18	16	20	21	19	18	17	↔ compared to 2017	< 6pts compared to 2003
<b>FL Gap Rank Among States</b>	#40	#23	#16	#9	#20	#23	#14	#7	#3		
<b>NP Not NSLP</b>	244	248	249	250	252	254	253	253	253		
<b>NP NSLP</b>	222	225	227	228	229	230	229	228	229		
<b>NP Not NSLP-NSLP Gap</b>	23	22	22	22	23	24	24	25	24	↔ compared to 2017	> 1pt compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	↔	<	<	<	↔	<	<	<		

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NOTE: Calculations were performed using unrounded numbers.

# NAEP Grade 8 Reading

## Average Scale Score Data - Florida (FL) and National Public (NP) White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida White	268	265	268	272	270	274	272	274	273		
Florida Black	239	238	244	250	248	254	251	254	248		
FL White-Black Gap	29	26	24	21	22	20	21	21	26	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#32	#22	#16	#11	#17	#6	#6	#8	#15		
NP White	270	269	270	271	272	275	273	274	271		
NP Black	244	242	244	245	248	250	247	248	244		
NP White-Black Gap	27	27	26	26	25	25	26	25	27	> 2pts compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	↔	↔	<	<	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

## White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida White	268	265	268	272	270	274	272	274	273		
Florida Hispanic	251	252	256	260	259	260	260	262	259		
FL White-Hispanic Gap	17	13	12	11	11	13	12	12	15	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#9	#2	#2	#6	#4	#13	#8	#11	#12		
NP White	270	269	270	271	272	275	273	274	271		
NP Hispanic	244	245	246	248	251	255	253	255	251		
NP White-Hispanic Gap	27	24	25	24	21	20	21	19	20	↔ compared to 2017	< 7pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida Not SD	263	260	264	268	266	269	267	270	268		
Florida SD	223	228	228	239	235	243	239	244	241		
FL Not SD-SD Gap	40	32	36	29	31	26	28	26	27	↔ compared to 2017	< 13pts compared to 2003
FL Gap Rank Among States	#24	#5	#16	#6	#6	#2	#1	#1	#1		
NP Not SD	266	264	265	266	267	270	269	270	267		
NP SD	224	226	226	229	230	231	229	231	228		
NP Not SD-SD Gap	41	38	38	37	38	39	40	39	39	↔ compared to 2017	< 2pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida Not ELL	259	257	261	265	264	268	265	269	266		
Florida ELL	225	221	232	233	225	226	226	228	224		
FL Not ELL-ELL Gap	34	36	28	32	39	41	39	41	42	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#9	#10	#5	#5	#11	#16	#18	#11	#15		
NP Not ELL	263	262	263	265	266	268	267	268	265		
NP ELL	222	224	222	219	223	225	223	226	221		
NP Not ELL-ELL Gap	41	38	42	46	42	43	44	42	45	↔ compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	↔	<	<	↔	↔	↔	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not NSLP-NSLP Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
<b>Florida Not NSLP</b>	267	264	268	273	273	277	275	278	276		
<b>Florida NSLP</b>	245	246	249	255	254	257	257	257	255		
<b>FL Not NSLP-NSLP Gap</b>	22	18	18	19	19	20	18	21	21	↔ compared to 2017	↔ compared to 2003
<b>FL Gap Rank Among States</b>	#28	#16	#14	#15	#13	#13	#7	#18	#14		
<b>NP Not NSLP</b>	271	270	271	273	275	278	276	277	275		
<b>NP NSLP</b>	246	247	247	249	251	254	253	253	249		
<b>NP Not NSLP-NSLP Gap</b>	25	23	24	24	23	24	24	24	25	↔ compared to 2017	↔ compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	<	<	<	<	<	<	↔	<		

> = significantly larger < = significantly smaller ↔ = not significantly different  
 NOTE: Calculations were performed using unrounded numbers.



# NAEP Grade 8 Mathematics

## Average Scale Score Data - Florida (FL) and National Public (NP) White-Black Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida White	286	286	289	289	287	291	285	291	289		
Florida Black	249	251	259	264	258	264	258	262	259		
FL White-Black Gap	37	35	29	25	29	27	27	29	30	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#28	#28	#22	#7	#21	#9	#9	#12	#16		
NP White	287	288	290	292	293	293	291	292	291		
NP Black	252	254	259	260	262	263	260	260	259		
NP White-Black Gap	35	33	31	32	31	30	31	33	32	↔ compared to 2017	< 3pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	<	↔	↔	↔	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

## White-Hispanic Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida White	286	286	289	289	287	291	285	291	289		
Florida Hispanic	264	265	270	274	274	274	272	273	276		
FL White-Hispanic Gap	22	21	18	15	14	17	13	17	14	↔ compared to 2017	< 8pts compared to 2003
FL Gap Rank Among States	#9	#8	#6	#5	#5	#13	#4	#15	#6		
NP White	287	288	290	292	293	293	291	292	291		
NP Hispanic	258	261	264	266	269	271	269	268	268		
NP White-Hispanic Gap	28	26	26	26	23	22	22	24	23	↔ compared to 2017	< 5pts compared to 2003
FL Gap Compared to NP Gap	<	<	<	<	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### Not SD-SD Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida Not SD	277	278	281	284	282	284	279	283	283		
Florida SD	235	248	246	252	250	255	249	257	256		
FL Not SD-SD Gap	42	31	35	32	32	29	31	26	27	↔ compared to 2017	< 15pts compared to 2003
FL Gap Rank Among States	#35	#2	#18	#3	#6	#1	#1	#1	#1		
NP Not SD	280	281	284	285	287	288	286	287	286		
NP SD	242	244	246	249	249	248	246	246	247		
NP Not SD-SD Gap	39	37	38	37	38	40	40	41	40	↔ compared to 2017	↔ compared to 2003
FL Gap Compared to NP Gap	↔	<	↔	↔	<	<	<	<	<		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

#### Not ELL-ELL Gaps

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary
Florida Not ELL	273	276	279	281	279	283	277	281	281		
Florida ELL	236	243	243	241	246	243	240	247	239		
FL Not ELL-ELL Gap	37	33	36	41	33	39	37	34	43	↔ compared to 2017	↔ compared to 2003
FL Gap Rank Among States	#17	#13	#17	#17	#11	#14	#15	#7	#18		
NP Not ELL	278	280	282	284	285	286	284	284	284		
NP ELL	241	244	245	243	244	245	246	245	243		
NP Not ELL-ELL Gap	37	35	38	41	41	40	38	39	41	↔ compared to 2017	> 4pts compared to 2003
FL Gap Compared to NP Gap	↔	↔	↔	↔	<	↔	↔	↔	↔		

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

**Not NSLP-NSLP Gaps**

	2003	2005	2007	2009	2011	2013	2015	2017	2019		2019 Results Summary	
<b>Florida Not NSLP</b>	284	285	287	289	291	294	292	293	294			
<b>Florida NSLP</b>	256	260	265	269	267	271	266	269	267			
<b>FL Not NSLP-NSLP Gap</b>	28	25	23	20	24	23	26	24	27		↔ compared to 2017	↔ compared to 2003
<b>FL Gap Rank Among States</b>	#37	#32	#22	#8	#27	#12	#26	#11	#23			
<b>NP Not NSLP</b>	287	288	291	293	295	297	296	297	296			
<b>NP NSLP</b>	258	261	265	266	269	270	268	267	266			
<b>NP Not NSLP-NSLP Gap</b>	28	27	26	27	26	27	28	30	30		↔ compared to 2017	> 2pts compared to 2003
<b>FL Gap Compared to NP Gap</b>	↔	↔	↔	<	↔	<	↔	<	↔			

> = significantly larger < = significantly smaller ↔ = not significantly different

NOTE: Calculations were performed using unrounded numbers.

# **Goal 1 Highest Student Achievement**

**Measure 12 (Choice National Comparisons) - Student Achievement on NAEP, Students Attending Charter Schools Compared to Students Attending Traditional Schools – Florida performance**  
in the four assessed areas, charter vs. traditional, compared to the nation as well

## **Average Scale Score Data - Florida (FL) and National Public (NP)**

### **By Charter School Status**

↑ = significantly higher ↓ = significantly lower ↔ = not significantly different

‡ Reporting standards not met.

NOTE: Calculations were performed using unrounded numbers.

#### **NAEP Grade 4 Reading, Charter**

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	‡	219	231	225	223	234	229	235	230	↔ compared to 2017	‡
<b>Florida Non-Charter</b>	218	219	223	226	225	227	227	228	224	↓4pts compared to 2017	↑6pts compared to 2003
<b>FL Charter Compared to FL Non-Charter</b>	‡	↔	↔	↔	↔	↑	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>National Public Charter</b>	212	216	214	212	218	218	219	222	217	↔ compared to 2017	↔ compared to 2003
<b>National Public Non-Charter</b>	217	217	220	220	220	221	221	221	220	↓1pt compared to 2017	↑3pts compared to 2003
<b>NP Charter Compared to NP Non-Charter</b>	↔	↔	↓	↓	↔	↔	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
<b>Florida Charter</b>	‡	219	231	225	223	234	229	235	230	↔ compared to 2017	‡
<b>National Public Charter</b>	212	216	214	212	218	218	219	222	217	↔ compared to 2017	↔ compared to 2003
<b>FL Charter Compared to NP Charter</b>	‡	↔	↑	↑	↔	↑	↑	↑	↑		

NAEP Grade 4 Mathematics, Charter

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	‡	239	247	236	238	245	244	250	247	↔ compared to 2017	‡
Florida Non-Charter	233	239	242	242	240	241	242	246	246	↔ compared to 2017	↑13pts compared to 2003
FL Charter Compared to FL Non-Charter	‡	↔	↔	↔	↔	↑	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
National Public Charter	228	232	234	231	237	237	236	236	238	↔ compared to 2017	↑9pts compared to 2003
National Public Non-Charter	234	237	239	239	240	241	240	239	240	↑1pt compared to 2017	↑6pts compared to 2003
NP Charter Compared to NP Non-Charter	↓	↓	↓	↓	↓	↓	↓	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	‡	239	247	236	238	245	244	250	247	↔ compared to 2017	‡
National Public Charter	228	232	234	231	237	237	236	236	238	↔ compared to 2017	↑9pts compared to 2003
FL Charter Compared to NP Charter	‡	↔	↑	↔	↔	↑	↑	↑	↑		

NAEP Grade 8 Reading, Charter

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	*	252	269	269	270	275	273	270	277	↔ compared to 2017	↔ compared to 2005
Florida Non-Charter	*	256	259	264	262	265	263	266	262	↓4pts compared to 2017	↑6pts compared to 2005
FL Charter Compared to FL Non-Charter	*	↔	↑	↔	↔	↑	↑	↔	↑		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
National Public Charter	*	255	260	257	261	264	263	266	260	↓6pts compared to 2017	↔ compared to 2005
National Public Non-Charter	*	260	261	262	264	266	264	265	262	↓3pts compared to 2017	↑2pts compared to 2005
NP Charter Compared to NP Non-Charter	*	↓	↔	↔	↔	↔	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	*	252	269	269	270	275	273	270	277	↔ compared to 2017	↔ compared to 2005
National Public Charter	*	255	260	257	261	264	263	266	260	↓6pts compared to 2017	↔ compared to 2005
FL Charter Compared to NP Charter	*	↔	↑	↑	↔	↑	↑	↔	↑		

NAEP Grade 8 Mathematics, Charter

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	*	266	275	282	283	288	288	280	287	↔ compared to 2017	↔ compared to 2005
Florida Non-Charter	*	274	277	279	278	280	274	279	278	↔ compared to 2017	↔ compared to 2005
FL Charter Compared to FL Non-Charter	*	↔	↔	↔	↔	↔	↔	↔	↔		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
National Public Charter	*	268	273	275	281	281	279	282	277	↔ compared to 2017	↑9pts compared to 2005
National Public Non-Charter	*	278	280	282	283	284	281	282	281	↔ compared to 2017	↑4pts compared to 2005
NP Charter Compared to NP Non-Charter	*	↓	↓	↓	↔	↔	↔	↔	↓		

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2019 Results Summary	
Florida Charter	*	266	275	282	283	288	288	280	287	↔ compared to 2017	↔ compared to 2005
National Public Charter	*	268	273	275	281	281	279	282	277	↔ compared to 2017	↑9pts compared to 2005
FL Charter Compared to NP Charter	*	↔	↔	↔	↔	↔	↔	↔	↑		

**Goal 1 Highest Student Achievement**

**Measure 13 (K-12 School Improvement) - Reducing the Percent of Low-Performing Schools – Percent of D and F schools**

- a. All Schools
- b. Title I Schools

All Graded Schools

Percent of Schools by School Grade	Baseline 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	2020 Target	Old 2020 Target	2024 Target	2024 Target	2024 Target
% A	23%	30%	31%	35%					
% B	23%	27%	26%	27%					
% C	39%	35%	36%	32%					
% D	12%	7%	6%	5%					
% F	3%	1%	1%	0%					
% of D and F Schools	15%	8%	7%	5%	5%	7.5%	0%	0%	0%

All Graded Title I Schools

Number of Schools by School Grade	Baseline 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	2024 Target	2024 Target	2024 Target
% A	7%	12%	12%	16%			
% B	17%	25%	24%	30%			
% C	51%	50%	52%	46%			
% D	20%	11%	10%	7%			
% F	5%	2%	1%	1%			
% of D and F Schools	25%	13%	11%	8%	0%	0%	0%

**Goal is to have the distribution of A, B, C, D, and F schools among Title I schools match the distribution among all schools.** Progress has been made in matching that distribution among D and F schools. For example, in 2015-16, 25% of Title I schools were D or F, and 15% of all schools were D or F (a gap of 10 points). However, by 2018-19, 8% of Title I schools were D or F, and 5% of all schools were D or F (a gap of 3 points). Still, much work remains among A and B schools (62% of all schools are A or B; 46% of Title I schools are A or B (a gap of 16 points)).

**Long-term goal is always to have 0% D and F schools.** Despite this, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

**Goal 1 Highest Student Achievement**



**Measure 14 (K-12 School Improvement) - Increasing the Percent of Schools that Earned a D or F for Multiple Years Improving to a C or Higher** – Percent of D and F schools in turnaround that improve to a C or higher

D and F Schools in School Turnaround

Status	2016-17	2017-18	2018-19
Earned an F in the Prior School Year or Earned a D in the Prior School Year with a D or F Prior to That	275	132	88
Improved to a C or Higher	159	71	55
Earned a D or F	97	53	27
Opted for a School Improvement Rating for Alternative Schools	6	3	2
Was Not Graded	11	1	2
Closed	2	4	2

Status	2016-17	2017-18	2018-19
Earned an F in the Prior School Year or Earned a D in the Prior School Year with a D or F Prior to That	275	132	88
Improved to a C or Higher	58%	54%	63%
Earned a D or F	35%	40%	31%
Opted for a School Improvement Rating for Alternative Schools	2%	2%	2%
Was Not Graded	4%	1%	2%
Closed	1%	3%	2%

First Time D Schools

Status	2016-17	2017-18	2018-19
Earned a D in the Prior School Year and was not a D or F in the year prior to that	127	79	106
Improved to a C or Higher	99	59	85
Earned a D or F	28	19	21
Opted for a School Improvement Rating for Alternative Schools	0	1	0
Was Not Graded	0	0	0
Closed	0	0	0

Status	2016-17	2017-18	2018-19
Earned a D in the Prior School Year and was not a D or F in the year prior to that	127	79	106
Improved to a C or Higher	78%	75%	80%
Earned a D or F	22%	24%	20%
Opted for a School Improvement Rating for Alternative Schools	0%	1%	0%
Was Not Graded	0%	0%	0%
Closed	0%	0%	0%

**Goal 1 Highest Student Achievement**

**Measure 15 (K-12 School Improvement) - Continual Improvement in School Performance** – Number and Percent of Schools that Demonstrate Improvement in the Percentage of School Grades Points Earned, as measured by any of the following:

Based on 2018-19 School Grades (3,324 graded schools; 1,964 graded Title I schools)

School Grade Improvement/Performance Tiers	Total Schools	Total Teachers	Title I Schools	Title I Teachers	Non-TI Schools	Non-TI Teachers
Tier 1: Schools that got 85-100% of possible points and Schools that gained 6+ points	760	31,833	493	20,361	267	11,472
Tier 2: Schools that gained 3-5 points	550	28,043	306	14,257	244	13,786
Tier 3: Schools that gained 1-2 points	504	29,626	254	13,391	250	16,235
Total Across All Tiers	1814			48,009	761	41,493

- 55% of graded schools met at least one of the improvement/performance thresholds
- 54% of Title I graded schools met at least one of the improvement/performance thresholds

**Goal 1 Highest Student Achievement**

**Measure 16 (K-12 School Improvement) - Improving the Performance of the Lowest-Performing Title I Schools** – Number and percent of Title I schools that are no longer in the bottom 5% of schools year over year

	All Schools, 2018-19	Title I Schools, 2018-19
Schools in the Bottom 5% Based on School Grade Percentage of Points	208	189
Schools in the Bottom 5% 1 out of 5 years	82	71
Schools in the Bottom 5% 2 out of 5 years	71	65
Schools in the Bottom 5% 3 out of 5 years	28	27
Schools in the Bottom 5% 4 out of 5 years	25	24
Schools in the Bottom 5% 5 out of 5 years	2	2

List of schools available

**Goal 1 Highest Student Achievement**

**Measure 17 (K-12 School Improvement) - Reducing the Number of Schools Identified for Targeted Support and Improvement (TS&I) Due to Low-Performing Subgroups – Number and percent of TS&I schools**

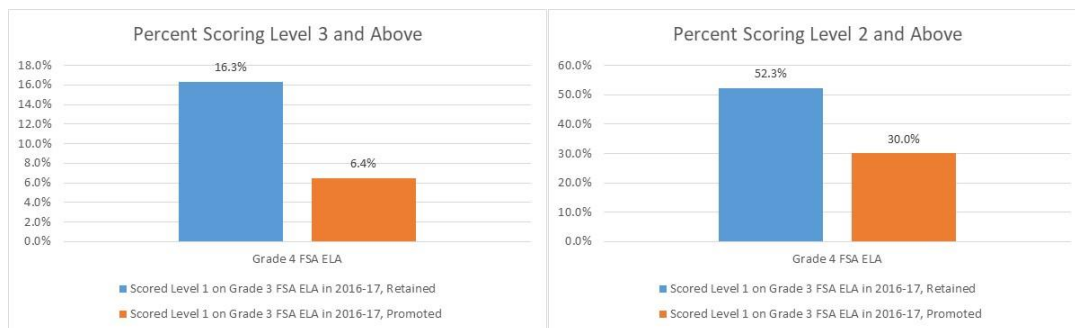
	Year 2 2017-18	Year 3 2018-19	2024 Target	2024 Target	2024 Target
% CS&I	15%	13%			0%
% TS&I	54%	48%			0%
# CS&I	552	474			
# TS&I	1956	1774			
# of Schools	3646	3659			

**Long-term goal is always to have 0% D and F schools.** However, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

**Goal 1 Highest Student Achievement**

**Measure 18 (Reading) - Ensure Students Who Are Retained in Third Grade Due to Low Reading Scores Receive the Support Needed to Succeed in Subsequent Years** – Compare the subsequent ELA performance of students who were retained in third grade after scoring a Level 1 on Grade 3 FSA ELA to those students who scored Level 1 yet were promoted





**Retained students who scored Level 1 on the Grade 3 FSA ELA outperform promoted students who scored Level 1 on the Grade 3 FSA ELA in subsequent grade levels.** The advantage appears to decrease over time, however it is still there in subsequent grades. The advantage is least pronounced for the 2014-15 cohort of students. That cohort is the first cohort of students who took the FSA, and as with all first year administrations of a new assessment, new student expectations (cut scores) had not yet been set when students received their scores in the summer of 2015. Therefore, fewer lower-performing students were retained following the Spring 2015 assessments compared to subsequent years. Whereas 43% of students who scored Level 1 were retained following the administration of the Spring 2016 and Spring 2017 Grade 3 FSA ELA, only 18% of students who scored Level 1 on the Grade 3 FSA ELA in Spring 2015 were retained. Therefore, the promoted students in the 2014-15 cohort likely includes a group of students that should have been retained – contributing to the more narrow advantage found for retained students in the 2014-15 cohort compared to the succeeding cohorts.

**Notes:**

Cohorts only include students with the following grade progressions (shading indicates comparisons):

**2014-15 Cohort**

	2014-15	2015-16	2016-17	2017-18	2018-19
Scored Level 1 on Grade 3 FSA ELA, Retained	In Grade 3	In Grade 3	In Grade 4	In Grade 5	In Grade 6
Scored Level 1 on Grade 3 FSA ELA, Promoted	In Grade 3	In Grade 4	In Grade 5	In Grade 6	In Grade 7

**2015-16 Cohort**

	2015-16	2016-17	2017-18	2018-19
Scored Level 1 on Grade 3 FSA ELA, Retained	In Grade 3	In Grade 3	In Grade 4	In Grade 5
Scored Level 1 on Grade 3 FSA ELA, Promoted	In Grade 3	In Grade 4	In Grade 5	In Grade 6

**2016-17 Cohort**

	2016-17	2017-18	2018-19
Scored Level 1 on Grade 3 FSA ELA, Retained	In Grade 3	In Grade 3	In Grade 4
Scored Level 1 on Grade 3 FSA ELA, Promoted	In Grade 3	In Grade 4	In Grade 5

PR/Award # S371C200011

Goal 1 Highest Student Achievement  
Measure 19 (Reading) – Reading Scholarships

2018-19 School Year Reading Eligibility v. Participation								
District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
Franklin	52	13	66	11	118	24	20.34%	\$ 12,000.00
Columbia	247	28	451	76	698	104	14.90%	\$ 52,000.00
Lafayette	31	9	46	2	77	11	14.29%	\$ 5,500.00
FSU Lab School	23	4	50	8	73	10	13.70%	\$ 5,000.00
FAU Lab School	28	3	94	11	122	14	11.48%	\$ 7,000.00
Orange	7888	805	7096	685	14,984	1,490	9.94%	\$ 745,000.00
FAMU Lab School	17	1	37	4	54	5	9.26%	\$ 2,500.00
St. Johns	435	27	989	94	1,424	121	8.50%	\$ 60,500.00
FSDB	42	4	8	0	50	4	8.00%	\$ 2,000.00
Clay	708	44	1180	104	1,888	148	7.84%	\$ 74,000.00
Seminole	1505	100	2141	162	3,646	262	7.19%	\$ 131,000.00
Gilchrist	41	3	98	6	139	9	6.47%	\$ 4,500.00
UF Lab School	8	1	23	1	31	2	6.45%	\$ 1,000.00
Sarasota	801	44	1332	88	2,133	132	6.19%	\$ 66,000.00
Okeechobee	238	20	275	9	513	29	5.65%	\$ 14,500.00
Flagler	316	18	459	25	775	43	5.55%	\$ 21,500.00
Charlotte	365	17	542	33	907	50	5.51%	\$ 25,000.00
Martin	506	28	679	36	1,185	64	5.40%	\$ 32,000.00
Highlands	514	27	573	31	1,087	58	5.34%	\$ 29,000.00
Indian River	532	23	660	40	1,192	63	5.29%	\$ 31,500.00



2018-19 School Year Reading Eligibility v. Participation								
District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
Calhoun	47	2	87	5	134	7	5.22%	\$ 3,500.00
Collier	1097	35	1810	87	2,907	122	4.20%	\$ 61,000.00
Marion	2219	70	1640	83	3,859	153	3.96%	\$ 76,500.00
Broward	8010	289	9235	370	17,245	659	3.82%	\$ 329,500.00
Manatee	2113	70	1883	81	3,996	151	3.78%	\$ 75,500.00
Pasco	2260	81	2806	109	5,066	190	3.75%	\$ 95,000.00
Leon	957	31	1209	49	2,166	80	3.69%	\$ 40,000.00
Lake	1136	43	1580	56	2,716	99	3.65%	\$ 49,500.00
Liberty	35	1	53	2	88	3	3.41%	\$ 1,500.00
Nassau	145	2	330	14	475	16	3.37%	\$ 8,000.00
Madison	111	5	99	2	210	7	3.33%	\$ 3,500.00
Baker	141	6	167	4	308	10	3.25%	\$ 5,000.00
Suwannee	221	7	242	8	463	15	3.24%	\$ 7,500.00
Bay	930	24	1084	39	2,014	63	3.13%	\$ 31,500.00
Walton	200	7	340	9	540	16	2.96%	\$ 8,000.00
Hernando	590	19	829	19	1,419	38	2.68%	\$ 19,000.00
Jefferson	41	1	36	1	77	2	2.60%	\$ 1,000.00
Bradford	99	3	163	3	262	6	2.29%	\$ 3,000
Monroe	155	3	294	7	449	10	2.23%	\$ 5,000
Escambia	1459	29	1668	29	3,127	58	1.85%	\$ 29,000
Citrus	381	11	543	6	924	17	1.84%	\$ 8,500
FLVS	107	2	112	2	219	4	1.83%	\$ 2,000
Alachua	1067	17	1032	19	2,099	36	1.72%	\$ 18,000

2018-19 School Year Reading Eligibility v. Participation								
District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
Hillsborough	7806	130	8330	146	16,136	276	1.71%	\$ 138,000
Holmes	102	3	132	1	234	4	1.71%	\$ 2,000
Polk	3861	55	4283	72	8,144	127	1.56%	\$ 63,500
Dade	9991	127	11105	174	21,096	301	1.43%	\$ 150,500
Brevard	1847	23	2461	37	4,308	60	1.39%	\$ 30,000
Okaloosa	695	12	1095	12	1,790	24	1.34%	\$ 12,000
St. Lucie	1573	15	1734	27	3,307	42	1.27%	\$ 21,000
Palm Beach	6067	75	6887	86	12,954	161	1.24%	\$ 80,500
Pinellas	3532	36	3828	53	7,360	89	1.21%	\$ 44,500
Washington	67	2	120	0	187	2	1.07%	\$ 1,000
Putnam	619	1	472	8	1,091	9	0.82%	\$ 4,500
Sumter	165	1	245	2	410	3	0.73%	\$ 1,500
Osceola	2658	20	2361	11	5,019	31	0.62%	\$ 15,500
Gulf	72	1	91	0	163	1	0.61%	\$ 500
Levy	245	2	247	1	492	3	0.61%	\$ 1,500
Volusia	2084	17	2344	10	4,428	27	0.61%	\$ 13,500
Hardee	120	2	268	0	388	2	0.52%	\$ 1,000
Hendry	278	0	349	3	627	3	0.48%	\$ 1,500
Taylor	91	1	139	0	230	1	0.43%	\$ 500
Duval	5595	32	5178	13	10,773	45	0.42%	\$ 22,500
Gadsden	258	2	276	0	534	2	0.37%	\$ 1,000
Desoto	297	1	258	1	555	2	0.36%	\$ 1,000
Wakulla	112	1	167	0	279	1	0.36%	\$ 500

2018-19 School Year Reading Eligibility v. Participation								
District Name	Level 1 Eligible Student Count	Level 1 Participating Student Count	Level 2 Eligible Student Count	Level 2 Participating Student Count	Eligible Student Count Total	Participating Student Count Total	Percent Participating Total	Scholarship Funds Issued
Santa Rosa	493	4	921	1	1,414	5	0.35%	\$ 2,500
Jackson	104	0	217	1	321	1	0.31%	\$ 500
Lee	2903	1	3688	9	6,591	10	0.15%	\$ 5,000
Dixie	54	0	94	0	148	0	0.00%	\$ -
Glades	47	0	93	0	140	0	0.00%	\$ -
Hamilton	72	0	81	0	153	0	0.00%	\$ -
Union	27	0	97	0	124	0	0.00%	\$ -
Total					191,255	5,637	2.95%	\$ 2,818,500

2019-20 School Year Reading Eligibility v. Participation							
District	# of Grade 3 (Level 1) 2019	# of Grade 3 (Level 2) 2019	# of Grade 4 (Level 1) 2019	# of Grade 4 (Level 2) 2019	Eligible Student Count Total	Total Applied or Participating as of 10/30/19	Percent Participating Total
Columbia	86	187	95	203	571	81	14.19%
Clay	283	578	400	580	1,841	170	9.23%
Brevard	785	1,113	885	1,198	3,981	267	6.71%
Nassau	58	161	87	201	507	34	6.71%
St. Johns	189	479	226	464	1,358	88	6.48%
Suwannee	101	101	104	133	439	26	5.92%
Martin	314	335	239	316	1,204	61	5.07%
Okaloosa	307	530	285	515	1,637	79	4.83%
Marion	1,111	863	838	808	3,620	174	4.81%
Baker	21	68	104	100	293	14	4.78%
Leon	485	521	533	575	2,114	95	4.49%
Alachua	490	522	509	476	1,997	81	4.06%
Sarasota	327	623	414	620	1,984	78	3.93%
Highlands	202	251	231	256	940	36	3.83%
Broward	3,731	4,404	3,471	4,107	15,713	551	3.51%
Pasco	1,054	1,333	927	1,309	4,623	153	3.31%
Charlotte	102	205	192	265	764	25	3.27%
Lee	1,395	1,690	1,339	1,770	6,194	188	3.04%
Okeechobee	81	117	95	172	465	14	3.01%
Flagler	102	186	165	217	670	20	2.99%
Liberty	10	25	15	18	68	2	2.94%
Manatee	959	977	745	862	3,543	103	2.91%
Indian River	227	329	198	290	1,044	30	2.87%
Hernando	327	428	236	416	1,407	33	2.35%

2019-20 School Year Reading Eligibility v. Participation							
District	# of Grade 3 (Level 1) 2019	# of Grade 3 (Level 2) 2019	# of Grade 4 (Level 1) 2019	# of Grade 4 (Level 2) 2019	Eligible Student Count Total	Total Applied or Participating as of 10/30/19	Percent Participating Total
Orange	3,874	3,553	3,290	3,396	14,113	330	2.34%
Union	10	40	8	29	87	2	2.30%
Seminole	637	977	677	1,020	3,311	76	2.30%
Hillsborough	4,371	4,072	3,604	3,984	16,031	352	2.20%
Walton	109	172	101	173	555	12	2.16%
Lake	606	734	548	791	2,679	54	2.02%
Polk	1,925	2,116	1,897	2,174	8,112	149	1.84%
Desoto	167	147	117	119	550	10	1.82%
Escambia	640	796	629	848	2,913	52	1.79%
Putnam	258	232	213	251	954	17	1.78%
Dade	4,940	5,511	4,152	5,307	19,910	322	1.62%
St. Lucie	822	781	629	800	3,032	49	1.62%
Gulf	29	33	31	37	130	2	1.54%
Lafayette	13	18	17	20	68	1	1.47%
Palm Beach	3,293	3,506	2,278	3,120	12,197	177	1.45%
Bay	295	420	334	468	1,517	22	1.45%
Holmes	39	67	50	58	214	3	1.40%
Duval	2,647	2,554	2,499	2,477	10,177	139	1.37%
Hamilton	46	25	37	43	151	2	1.32%
Wakulla	41	71	48	74	234	3	1.28%
Santa Rosa	199	382	237	452	1,270	16	1.26%
Collier	583	763	654	837	2,837	35	1.23%
Pinellas	1,437	1,823	1,470	1,779	6,509	80	1.23%
Jefferson	15	18	30	20	83	1	1.20%

2019-20 School Year Reading Eligibility v. Participation							
District	# of Grade 3 (Level 1) 2019	# of Grade 3 (Level 2) 2019	# of Grade 4 (Level 1) 2019	# of Grade 4 (Level 2) 2019	Eligible Student Count Total	Total Applied or Participating as of 10/30/19	Percent Participating Total
Osceola	1,264	1,143	1,275	1,208	4,890	58	1.19%
Citrus	161	278	209	303	951	10	1.05%
Gadsden	108	148	103	142	501	5	1.00%
Monroe	80	107	89	165	441	4	0.91%
Volusia	884	1,113	1,033	1,185	4,215	38	0.90%
Gilchrist	22	34	21	47	124	1	0.81%
Dixie	23	42	22	50	137	1	0.73%
Glades	23	35	36	48	142	1	0.70%
Hendry	133	150	142	157	582	4	0.69%
Taylor	32	48	40	61	181	1	0.55%
Levy	111	109	81	120	421	2	0.48%
Sumter	81	138	92	164	475	2	0.42%
Jackson	64	113	76	97	350	1	0.29%
Bradford	19	70	55	76	220	0	0.00%
Calhoun	20	32	22	43	117	0	0.00%
Franklin	36	19	32	35	122	0	0.00%
Hardee	54	117	43	123	337	0	0.00%
Madison	48	74	55	49	226	0	0.00%
Washington	30	72	26	58	186	0	0.00%
Total					179,229	4,437	2.48%

**Goal 1 Highest Student Achievement**

**Measure 20 (Postsecondary) – Postsecondary Completion Rate** – Percent of students completing a postsecondary degree or certification within 150% of program time by sector:

- a. Florida College System (degrees and certificates)
- b. District Postsecondary (technical centers) (certificates)

	Baseline 2013-14 (2011-12 enrollees)	Year 1 2014-15 (2012-13 enrollees)	Year 2 2015-16 (2013-14 enrollees)	Year 3 2016-17 (2014-15 enrollees)	Year 4 2017-18 (2015-16 enrollees)	Year 5 2018-19 (2016-17 enrollees)	2020 Target (2017-18 enrollees)	2024 Target (2021-22 enrollees)	2024 Target (2021-22 enrollees)	2024 Target (2021-22 enrollees)
Florida College System (150%)	34.6%	37.0%	36.5%	38.1%	40.0%		45.0%	48.1%	56.2%	75%
District Postsecondary (150%)	57.3%	60.8%	62.0%	62.4%	67.7%		62.0%	83.3%	98.9%	100%

Red Target: Historical Growth Rate (based on growth from 2013-14 to 2017-18)

- FCS: 1.35% per year
- District Postsecondary: 2.6% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- FCS: 3% per year
- District Postsecondary: 5% per year

Green Target:

- FCS: 75%
- District Postsecondary: 100%

**Goal 1 Highest Student Achievement**

**Measure 21 (Conditions of Safe and Healthy Schools) – Improving the Mental Health Personnel to Student Ratio** – Ratio of school counselors/social workers/school psychologists to students

	2014-15	2015-16	2016-17	2017-18	2018-19
Student Enrollment	2,756,944	2,792,234	2,817,076	2,833,115	2,846,857
# of School Counselors	5,645	5,778	5,871	5,948	6,174
Ratio of School Counselors to Students	488	483	480	476	461
# of Social Workers	1,063	1,104	1,149	1,192	1,414
Ratio of Social Workers to Students	2,594	2,529	2,452	2,377	2,013
# of School Psychologists	1,413	1,409	1,416	1,438	1,452
Ratio of School Psychologists to Students	1,951	1,982	1,989	1,970	1,961
# of Combined Mental Health Staff	8,121	8,291	8,436	8,578	9,040
Ratio of Combined Mental Health Staff to Students	339	337	334	330	315



**Goal 1 Highest Student Achievement**

**Measure 22 (Conditions of Safe and Healthy Schools) – Improving the Engagement of Students** – Percent of students chronically absent (more the 10% of the year; more than 21 days)

**Absent 21 or More Days**

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
<b>% of Students Absent 21 Days or Over</b>	9.61%	9.77%	10.10%	10.23%	11.31%
<b># of Students Absent 21 Days or Over</b>	292,146	303,913	318,787	324,879	360,722
<b>Total Enrollment</b>	3,040,436	3,111,840	3,157,431	3,176,306	3,190,598

**Absent 10% or More Days**

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
<b>% of Students Absent 10% or more Days</b>			18.3%	18.6%	20.4%
<b># of Students Absent 10% or more Days</b>			569,218	581,650	640,463
<b>Total Enrollment</b>			3,110,214	3,127,805	3,147,035

Attendance Rates by District (<http://fldoe.org/core/fileparse.php/7584/urlt/1718ABS21Days10Comparison.xlsx>)

District #	District Name	# of Students Enrolled 21 or More Days	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More Days	% of Students Absent 10% or More Days
00	FLORIDA	3,190,598	360,722	11.3%	3,147,035	640,463	20.4%
01	ALACHUA	33,207	3,906	11.8%	32,789	6,652	20.3%
02	BAKER	5,411	753	13.9%	5,387	1,283	23.8%
03	BAY	32,363	5,520	17.1%	31,977	9,657	30.2%
04	BRADFORD	3,728	816	21.9%	3,670	1,309	35.7%
05	BREVARD	81,834	5,831	7.1%	80,835	11,955	14.8%
06	BROWARD	300,874	33,728	11.2%	296,632	56,840	19.2%
07	CALHOUN	2,462	606	24.6%	2,441	903	37.0%
08	CHARLOTTE	17,932	1,877	10.5%	17,754	3,433	19.3%
09	CITRUS	17,839	2,333	13.1%	17,643	4,336	24.6%
10	CLAY	41,607	5,142	12.4%	41,385	9,136	22.1%
11	COLLIER	51,432	2,938	5.7%	50,881	6,016	11.8%
12	COLUMBIA	11,435	1,654	14.5%	11,309	2,889	25.5%
13	MIAMI-DADE	391,554	41,744	10.7%	385,857	72,661	18.8%
14	DESOTO	5,595	818	14.6%	5,564	1,374	24.7%
15	DIXIE	2,402	451	18.8%	2,396	762	31.8%
16	DUVAL	148,037	24,831	16.8%	146,118	41,736	28.6%
17	ESCAMBIA	46,736	5,947	12.7%	46,101	11,092	24.1%
18	FLAGLER	14,523	1,470	10.1%	14,393	2,822	19.6%
19	FRANKLIN	1,557	288	18.5%	1,526	500	32.8%
20	GADSDEN	5,943	522	8.8%	5,844	892	15.3%
21	GILCHRIST	2,979	219	7.4%	2,910	487	16.7%
22	GLADES	1,953	410	21.0%	1,937	611	31.5%
23	GULF	2,162	401	18.5%	2,158	606	28.1%

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District #	District Name	# of Students Enrolled 21 or More Days	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More Days	% of Students Absent 10% or More Days
24	HAMILTON	1,815	358	19.7%	1,803	601	33.3%
25	HARDEE	5,756	648	11.3%	5,725	1,210	21.1%
26	HENDRY	8,364	1,400	16.7%	8,275	2,392	28.9%
27	HERNANDO	25,281	3,145	12.4%	25,022	5,654	22.6%
28	HIGHLANDS	14,011	1,686	12.0%	13,906	3,091	22.2%
29	HILLSBOROUGH	255,278	26,196	10.3%	251,765	48,968	19.4%
30	HOLMES	3,720	619	16.6%	3,667	1,062	29.0%
31	INDIAN RIVER	19,667	3,375	17.2%	19,506	5,215	26.7%
32	JACKSON	7,387	1,355	18.3%	7,332	2,262	30.9%
33	JEFFERSON	863	194	22.5%	853	324	38.0%
34	LAFAYETTE	1,306	213	16.3%	1,302	342	26.3%
35	LAKE	48,588	6,520	13.4%	48,123	11,126	23.1%
36	LEE	105,470	12,527	11.9%	103,625	21,987	21.2%
37	LEON	38,354	4,962	12.9%	37,564	8,297	22.1%
38	LEVY	6,233	1,079	17.3%	6,162	1,817	29.5%
39	LIBERTY	1,685	487	28.9%	1,663	703	42.3%
40	MADISON	3,106	414	13.3%	3,057	703	23.0%
41	MANATEE	54,632	6,265	11.5%	54,030	11,195	20.7%
42	MARION	50,896	7,006	13.8%	49,866	13,197	26.5%
43	MARTIN	20,906	1,947	9.3%	20,777	3,413	16.4%
44	MONROE	9,467	734	7.8%	9,419	1,548	16.4%
45	NASSAU	12,782	1,936	15.1%	12,729	3,277	25.7%
46	OKALOOSA	35,980	3,456	9.6%	35,643	6,619	18.6%
47	OKEECHOBEE	7,145	1,021	14.3%	7,084	1,816	25.6%
48	ORANGE	232,462	29,204	12.6%	230,249	51,143	22.2%

District #	District Name	# of Students Enrolled 21 or More Days	# of Students Absent 21 or More Days	% of Students Absent 21 or More Days	# of Students Enrolled 10 or More Days	# of Students Absent 10% or More Days	% of Students Absent 10% or More Days
49	OSCEOLA	77,983	9,923	12.7%	76,912	18,692	24.3%
50	PALM BEACH	211,555	15,228	7.2%	210,015	28,843	13.7%
51	PASCO	83,540	9,081	10.9%	82,651	16,487	19.9%
52	PINELLAS	118,692	15,953	13.4%	113,103	26,530	23.5%
53	POLK	122,158	11,483	9.4%	120,265	22,805	19.0%
54	PUTNAM	12,420	3,143	25.3%	12,346	4,914	39.8%
55	ST. JOHNS	43,108	3,069	7.1%	42,832	5,746	13.4%
56	ST. LUCIE	45,488	8,391	18.4%	44,952	12,979	28.9%
57	SANTA ROSA	30,502	2,487	8.2%	30,345	4,827	15.9%
58	SARASOTA	46,568	3,310	7.1%	46,009	6,268	13.6%
59	SEMINOLE	74,366	5,550	7.5%	73,564	10,320	14.0%
60	SUMTER	9,704	1,124	11.6%	9,625	2,070	21.5%
61	SUWANNEE	6,807	858	12.6%	6,738	1,834	27.2%
62	TAYLOR	3,078	815	26.5%	3,053	1,153	37.8%
63	UNION	2,575	324	12.6%	2,541	594	23.4%
64	VOLUSIA	71,606	7,755	10.8%	70,403	14,217	20.2%
65	WAKULLA	5,719	1,001	17.5%	5,678	1,584	27.9%
66	WALTON	10,692	1,056	9.9%	10,576	2,081	19.7%
67	WASHINGTON	3,916	781	19.9%	3,861	1,282	33.2%
68	DEAF/BLIND	588	64	10.9%	587	110	18.7%
71	FL VIRTUAL	7,996	5	0.1%	7,525	541	7.2%
72	FAU LAB SCH	2,581	106	4.1%	2,572	200	7.8%
73	FSU LAB SCH	2,454	149	6.1%	2,449	266	10.9%
74	FAMU LAB SCH	613	49	8.0%	610	106	17.4%
75	UF LAB SCH	1,170	65	5.6%	1,169	100	8.6%

**Goal 1 Highest Student Achievement**

**Measure 23 (Great Teachers and Leaders Matter) – Improving the Retention of High-Quality Teachers**

- Percent of first-year teachers who are still employed as a classroom teacher or administrator 5 years later
- Percent of all teachers who are still employed as a classroom teacher or administrator 5 years later
- Percent of all teachers who are still employed as a classroom teacher or administrator 5 years later, by VAM performance category

**First-Year Teachers**

Subject	5th year 2015-16	5th year 2016-17	5th year 2017-18	5th year 2018-19
Percent of Year 1 teachers, Still Employed As a Classroom Teacher or Administrator in a Public School in Florida 5 years Later	69%	69%	68%	66%
Count of First Year Teachers	11,974	13,894	15,075	13,923
Year 1 teachers, Still Employed As a Classroom Teacher or Administrator in a Public School in Florida 5 years Later	8,255	9,575	10,317	9,137

**All Teachers**

Subject	5th year 2015-16	5th year 2016-17	5th year 2017-18	5th year 2018-19
Percentage Still Employed in year 5 as Instructional Staff or Administrator	76%	76%	76%	76%
Percentage Still Employed in year 5 as Instructional Staff or Administrator in the Same District in Year 5	72%	71%	71%	71%
Percentage Still Employed in year 5 as Instructional Staff or Administrator in the Same School	53%	52%	52%	52%

All Teachers with VAM Scores

Subject	Baseline 2014-15	Number Still Teaching in a VAM- Assessed Area 5 Years Later (2018-19)	Percent Still Teaching in a VAM-Assessed Area 5 Years Later (2018-19)	Percent Rated Highly Effective on VAM 5 Years Later (2018-19)	Percent Rated Effective on VAM 5 Years Later (2018-19)	Percent Rated Needs Improvement on VAM 5 Years Later (2018-19)	Percent Rated Unsatisfactory on VAM 5 Years Later (2018-19)
Highly Effective VAM Teachers	9,722	5,704	59%	47%	43%	6%	4%
Effective VAM Teachers	27,566	12,240	44%	19%	57%	13%	11%
Needs Improvement VAM Teachers	7,351	3,097	42%	12%	51%	17%	21%
Unsatisfactory VAM Teachers	8,035	3,365	42%	9%	45%	18%	29%

- Teachers rated Highly Effective on VAM are more likely to still be teaching VAM-assessed subjects five years later than those rated any other VAM performance category.

All VAM Teachers in 2014-15		VAM Category 5 years later (2018-19)				
		Highly Effective	Effective	Needs Improvement	Unsatisfactory	Total
VAM Category in Year 1 (2014-15)	% of Highly Effective	47%	43%	6%	4%	100%
	# of Highly Effective	2,705	2,435	323	241	5,704
	% of Effective	19%	57%	13%	11%	100%
	# of Effective	2,322	6,964	1,610	1,344	12,240
	% of Needs Improvement	12%	51%	17%	21%	100%
	# of Needs Improvement	358	1,589	512	638	3,097
	% of Unsatisfactory	9%	45%	18%	29%	100%
	# of Unsatisfactory	293	1,500	605	967	3,365
Total		5,678	12,488	3,050	3,190	24,406

First-Year VAM Teachers in 2014-15		VAM Category 5 years later (2018-19)				
		Highly Effective	Effective	Needs Improvement	Unsatisfactory	Total
VAM Category in Year 1 (2014-15)	% of Highly Effective	41%	45%	7%	7%	100%
	# of Highly Effective	94	102	15	16	227
	% of Effective	20%	53%	14%	13%	100%
	# of Effective	188	504	138	124	954
	% of Needs Improvement	13%	51%	15%	20%	100%
	# of Needs Improvement	39	147	44	59	289
	% of Unsatisfactory	11%	49%	16%	24%	100%
	# of Unsatisfactory	38	168	53	83	342
Total		359	921	250	282	1,812

- Highly Effective (based on VAM) teachers highly likely to remain either Highly Effective or Effective 5 years later (90% of all teachers initially rated HE; 86% of first year teachers rated HE)
- Effective (based on VAM) teachers highly likely to remain either Effective or improve to Highly Effective 5 years later (76% of all teachers initially rated E; 73% of first year teachers rated E)
- Teachers can improve their VAM ratings – 54% of all teachers who were initially UNSAT, improved to HE or E 5 years later; 60% of first-year teachers initially UNSAT improved to HE or E 5 years later

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Goal 1 Highest Student Achievement  
Measure 24 (Great Teachers and Leaders Matter) – Teacher Compensation

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
Average Salary of Beginning Classroom Teachers	\$38,608	\$39,276	\$40,077	\$40,451	\$40,727
# of Beginning Classroom Teachers	15,199	17,445	18,533	18,198	17,117

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
Average Classroom Teacher Salary	\$47,950	\$48,179	\$47,858	\$48,168	\$48,486
# of Classroom Teachers	179,787	179,012	174,184	175,225	175,732



**Goal 1 Highest Student Achievement**

**Measure 25 (Great Teachers and Leaders Matter) – Developing Successful School Leaders** – Number and percent of principals whose schools improve on the percentage of school grade points earned

Based on 2018-19 School Grades (3,324 graded schools; 1,964 graded Title I schools)

School Grade Improvement/Performance Tiers	Total Schools	Total Teachers	Title I Schools	Title I Teachers	Non-TI Schools	Non-TI Teachers
Tier 1: Schools that got 85-100% of possible points and Schools that gained 6+ points	760	31,833	493	20,361	267	11,472
Tier 2: Schools that gained 3-5 points	550	28,043	306	14,257	244	13,786
Tier 3: Schools that gained 1-2 points	504	29,626	254	13,391	250	16,235
Total Across All Tiers	1,814	89,502	1,053	48,009	761	41,493

- 55% of graded schools met at least one of the improvement/performance thresholds
- 54% of Title I graded schools met at least one of the improvement/performance thresholds

**Goal 1 Highest Student Achievement**

**Possible Future Measures (under development)**

- **(Reading) Ensure Students Who Scored “Not Ready” on FLKRS in Kindergarten Receive the Support Needed in Grades K-3 to Succeed by Third Grade** – Percent of Students Who Scored “Not Ready” in Kindergarten Who Scored at Grade-Level or Above on Grade 3 FSA ELA.
  - Spring 2021 would be the first year of data availability since the current FLKRS was first administered to kindergarten students in Fall 2017.
- **(Conditions of Safe and Healthy Schools) Ensure Compliance with Various Measures Regarding School Safety – Develop metrics around the following:**
  - Full coverage with Safe School officers
  - Full completion of FSSAT and implementation with fidelity
  - Full compliance with SESIR reporting
- **(Conditions of Safe and Healthy Schools) Improving the Engagement of Students** – Percent of students engaged in extra-curricular activities
- **(Conditions of Safe and Healthy Schools) Assess the Climate of the School** – Develop school climate surveys
- **(Great Teachers and Leaders Matter) Working Conditions Survey**
- **(Great Teachers and Leaders Matter) Develop Measures Regarding Teacher Recruitment**

**Goal 2 Seamless Articulation and Maximum Access****Measure 1 (Early Learning) – Access to High-Quality VPK Providers** – Percent of 4-year-olds enrolled in a VPK provider with a readiness rate of at least 60 percent. Display the data as follows:

- a. Percent of 4-year-olds participating in VPK
- b. Percent of 4-year-olds enrolled in high-quality VPK providers (readiness rate of at least 60 percent)

(Future Measure) Disaggregation of the data by zip code and/or rural/urban

Data and targets provided by OEL – Year indicates VPK year

Number and Percent of Children in Satisfactory or Higher VPK Programs				New Plan - Using 2018-19 Target as Baseline		
	Baseline 2016-17	Year 2 Actual 2017-18	Year 3 Target 2018-19	2024 Target	2024 Target	2024 Target
Percent in Satisfactory or Higher VPK Programs	63%	59%	63%	73%	78%	84%
Total Children Served	177,828	176,488				
Number in Satisfactory or Higher VPK Programs	111,539	104,776				

Source: VPK Readiness Rates website data files, October 2019

Red Target: Increase of 2 percentage point per year

Yellow Target: Increase of 3 percentage points per year

Green Target: Increase of 4 percentage points per year

**Note:** A 1 percentage point increase equates to approximately 1,765 children in satisfactory or higher VPK programs based on 2017-18 data.

**Goal 2 Seamless Articulation and Maximum Access**

**Measure 2 (K-12) – Access to High-Quality K-12 Educational Outcomes** – Percent of K-12 students enrolled in A and B schools

	Baseline 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	2020 Target	2024 Target	2024 Target	2024 Target
<b>% of K-12 Students in A and B Schools</b>	49%	59%	62%	67%	61%	97%	100%	100%
<b># of K-12 Students in A and B Schools</b>	1,297,486	1,582,075	1,679,037	1,803,920				
<b># of Students</b>	2,662,058	2,684,266	2,702,156	2,706,387				

**Long-term goal is always to have 0% D and F schools, and 100% A and B schools.** However, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools and a decrease in A and B schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

**Goal 2 Seamless Articulation and Maximum Access**

**Measure 3 (Choice) – Access to High-Quality Charter Schools** – Percent of A and B charter schools compared to the percent of A and B traditional schools

	Baseline 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	2024 Target	2024 Target	2024 Target
% of A and B Charter Schools	56%	64%	68%	74%	100%	100%	100%
% of A and B Traditional Schools	44%	55%	55%	61%	88%	100%	100%
# of A and B Charter Schools	293	340	364	404			
# of A and B Traditional Schools	1238	1527	1541	1684			
# of Graded Charter Schools	526	528	538	546			
# of Graded Traditional Schools	2794	2778	2780	2778			
# of Graded Schools	3320	3306	3318	3324			

Long-term goal is always to have 0% D and F schools, and 100% A and B schools. However, there must also be a goal to raise the bar for school grades periodically, so that bold incentives are in place to drive improved student performance. When that bar is raised, there will be a rise in D and F schools and a decrease in A and B schools, but as history has demonstrated, schools adjust and meet those challenges resulting in higher performance.

Goal 2 Seamless Articulation and Maximum Access

Measure 4 (Choice) – Access to Choice – Number of students exercising choice options, by option

Measure	2014-15	2015-16	2016-17	2017-18	2018-19
District Choice and Magnet Programs					
Open Enrollment	246,357	252,579	251,216	262,633	273,377
Charter Schools	251,736	270,870	283,694	295,748	313,532
Private Schools	331,013	345,796	368,321	370,166	380,295
Career and Professional Education Academies	75,026	88,981	97,364	92,256	
Private School/Center VPK Enrollment	135,473	136,350	135,903	134,910	134,521
Tax Credit Scholarships	69,950	78,664	98,936	108,098	104,091
Home Education	84,096	83,359	87,462	89,817	97,261
AICE Programs	26,900	32,917	41,402	49,183	55,119
McKay Scholarships (Private)	28,263	29,220	29,916	29,120	29,072
McKay Scholarships (Public)	3,467	3,922	4,322	5,134	5,636
Full-Time Virtual Instruction	11,790	13,346	12,984	12,286	11,175
IB Programs	12,746	13,335	13,603	13,670	13,575
Gardiner Scholarships	1,570	4,933	8,047	10,258	11,917
Lab Schools (1 FAU school, UF, and FAMU)	2,667	2,730	2,797	2,886	2,935
Charter Lab Schools (FSUS and 1 FAU school)	3,799	3,832	3,835	3,813	3,856
Lab Schools and Charter Lab Schools	6,466	6,562	6,632	6,699	6,791
School Transfers Related to Low-Performing Schools	5,638	2,662	3,503	3,709	3,944
AP	188,260	195,703	203,984	211,057	208,772
Dual Enrollment	53,286	56,005	63,402	69,934	76,292
Collegiate Charter HS	2,695	2,701	2,822	2,867	2,936
Special Education (Gifted enrollment)			169,297	172,276	176,457
Family Empowerment Scholarship					

**Goal 2 Seamless Articulation and Maximum Access**

**Measure 5 (Postsecondary) – Florida Postsecondary Continuation Rate** – Percent of high school graduates who enroll in postsecondary education

Note: Approximately 4-7% of students go out of state which is not captured by this data

	Baseline 2014-15 (2013-14 HS graduates)	Year 1 2015-16 (2014-15 HS graduates)	Year 2 2016-17 (2015-16 HS graduates)	Year 3 2017-18 (2016-17 HS graduates)	Year 4 2018-19 (2017-18 HS graduates)	Current Plan 2020 Target (2018-19 HS graduates)	New Plan - Using 2018-19 as Baseline		
							2024 Target 1	2024 Target 2	2024 Target 3
Postsecondary Continuation Rate	61.5%	62.2%	61.3%	60.8%		66.5%	67%	73%	90%
Postsecondary Enrollment	91,947	96,823	97,925	102,086					
Number of HS Graduates	149,397	155,714	159,672	168,042					

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)

- Since growth was negative, assumed a 1% per year growth rate

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 2% per year

Green Target:

- 90%

**Goal 2 Seamless Articulation and Maximum Access**

**Measure 6 (Postsecondary) – Associate Degree Articulation Rate in Florida** – Percent of students earning an Associate of Arts (AA) degree who transfer to the next postsecondary level in Florida

Note: Does not include articulation to out-of-state postsecondary institutions.

	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	2020 Target			
	(2013-14 AA graduates)	(2014-15 AA graduates)	(2015-16 AA graduates)	(2016-17 AA graduates)	(2017-18 AA graduates)	(2018-19 AA graduates)	2024 Target 1	2024 Target 2	2024 Target 3
AA Articulation Rate	61.7%	61.3%	60.8%	61.4%		66.7%	67%	73%	90%
Number of Transferring Students	34,009	34,276	35,116	34,986					
Number of AA Graduates	55,132	55,888	57,799	56,939					

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)

- Since growth was negative, assumed a 1% per year growth rate

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 2% per year

Green Target:

- 90%



### Goal 3 Skilled Workforce and Economic Development

**Measure 1 – Postsecondary Employment Rate** – Percent of program completers who are employed overall and by sector under the purview of the Department of Education:

- Florida College System (system-wide and by institution)
- District Postsecondary (system-wide and by district)
- Vocational Rehabilitation
- Blind Services

	Baseline 2014-15 (2013-14 completers)	Year 1 2015-16 (2014-15 completers)	Year 2 2016-17 (2015-16 completers)	Year 3 2017-18 (2016-17 completers)	Year 4 2018-19 (2017-18 completers)	2020 Target (2018-19 completers)	2024 Target 1	2024 Target 2	2024 Target 3
Combined	71%	72%	73%	73%		81%	77%	79%	90%
Florida College System (FCS)	72%	73%	73%	73%					
District Postsecondary (DPS)	71%	73%	75%	75%					
Blind Services (BS)	56%	52%	53%	54%					
Vocational Rehabilitation (VR)	69%	71%	74%	74%					

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2017-18)

- 0.67% per year

Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

- 1% per year

Green Target:

- 90%

College Name	Baseline 2014-15 (2013-14 completers)	Year 1 2015-16 (2014-15 completers)	Year 2 2016-17 (2015-16 completers)	Year 3 2017-18 (2016-17 completers)	Year 4 2018-19 (2017-18 completers)
Total	72%	73%	73%	73%	74%
Broward College	75%	74%	75%	77%	75%
Chipola College	67%	68%	67%	76%	69%
College of Central Florida	76%	72%	77%	77%	78%
Daytona State College	71%	71%	71%	74%	75%
Eastern Florida State College	69%	66%	67%	71%	72%
Florida Gateway College	78%	78%	79%	77%	81%
Florida SouthWestern State College	79%	80%	79%	71%	77%
Florida State College at Jacksonville	70%	72%	71%	72%	73%
Gulf Coast State College	72%	71%	71%	71%	73%
Hillsborough Community College	76%	75%	75%	76%	76%
Indian River State College	73%	73%	77%	71%	75%
Lake-Sumter State College	76%	77%	73%	76%	73%
Miami Dade College	70%	71%	71%	70%	72%
North Florida College	68%	68%	75%	76%	69%
Northwest Florida State College	57%	58%	63%	62%	59%
Palm Beach State College	71%	75%	75%	75%	75%
Pasco-Hernando State College	73%	76%	75%	77%	77%
Pensacola State College	61%	61%	58%	61%	63%
Polk State College	82%	76%	81%	81%	82%
Santa Fe College	71%	72%	73%	72%	73%
Seminole State College of Florida	75%	75%	76%	78%	77%
South Florida State College	75%	73%	76%	77%	84%
St. Johns River State College	72%	72%	74%	75%	75%

College Name	Baseline 2014-15 (2013-14 completers)	Year 1 2015-16 (2014-15 completers)	Year 2 2016-17 (2015-16 completers)	Year 3 2017-18 (2016-17 completers)	Year 4 2018-19 (2017-18 completers)
St. Petersburg College	75%	77%	76%	72%	73%
State College of Florida, Manatee-Sarasota	76%	72%	74%	75%	78%
Tallahassee Community College	75%	73%	76%	76%	71%
The College of the Florida Keys	62%	71%	62%	79%	65%
Valencia College	73%	73%	73%	74%	75%

District Name	Baseline 2014-15 (2013-14 completers)	Year 1 2015-16 (2014-15 completers)	Year 2 2016-17 (2015-16 completers)	Year 3 2017-18 (2016-17 completers)	Year 4 2018-19 (2017-18 completers)
Total	71%	73%	75%	75%	
BAKER			80%	95%	
BAY	73%	66%	66%	72%	
BRADFORD	63%	49%	73%	86%	
BROWARD	69%	71%	70%	72%	
CHARLOTTE	76%	82%	85%	81%	
CITRUS	73%	76%	80%	75%	
CLAY				0%	
COLLIER	74%	82%	79%	78%	
DADE	64%	66%	67%	66%	
DESOTO	74%	82%	75%	92%	
ESCAMBIA	70%	72%	74%	77%	
FLAGLER	65%	61%	66%	71%	
GADSDEN	33%	59%	73%	67%	
HENDRY	100%	50%	70%	50%	
HERNANDO	80%	100%	33%	77%	
HILLSBOROUGH	74%	72%	77%	77%	
INDIAN RIVER	71%	67%	74%	71%	
LAKE	78%	75%	80%	82%	
LEE	80%	79%	81%	81%	
LEON	64%	69%	67%	69%	
MANATEE	77%	81%	81%	77%	
MARION	69%	81%	79%	81%	
MONROE	67%				

District Name	Baseline 2014-15 (2013-14 completers)	Year 1 2015-16 (2014-15 completers)	Year 2 2016-17 (2015-16 completers)	Year 3 2017-18 (2016-17 completers)	Year 4 2018-19 (2017-18 completers)
NASSAU				100%	
OKALOOSA	50%	75%	71%	73%	
ORANGE	67%	72%	74%	73%	
OSCEOLA	74%	76%	74%	76%	
PALM BEACH				71%	
PASCO	70%	75%	78%	67%	
PINELLAS	67%	70%	77%	74%	
POLK	73%	77%	81%	79%	
SANTA ROSA	58%	66%	74%	68%	
SARASOTA	80%	79%	79%	85%	
ST. JOHNS	75%	78%	77%	76%	
SUMTER	83%	55%	80%	78%	
SUWANNEE	63%	75%	73%	75%	
TAYLOR	87%	54%	76%	78%	
WAKULLA	68%	50%	33%	100%	
WALTON	75%	72%	70%	72%	
WASHINGTON	69%	66%	68%	76%	

**Goal 3 Skilled Workforce and Economic Development**

**Measure 2 – Initial Wages** – Average initial wages earned by program completers overall and by sector under the purview of the Department of Education:

- a. Florida College System (system-wide and by institution)
- b. District Postsecondary (system-wide and by district)
- c. Vocational Rehabilitation
- d. Blind Services

	Baseline 2014-15 (2013-14 completers)	Year 1 2015-16 (2014-15 completers)	Year 2 2016-17 (2015-16 completers)	Year 3 2017-18 (2016-17 completers)	Year 4 2018-19 (2017-18 completers)	2020 Target (2018-19 completers)	2024 Target 1	2024 Target 2	2024 Target 3
Combined	\$30,556	\$33,616	\$32,756	\$34,040		\$33,000			
Florida College System (FCS)	\$34,080	\$36,912	\$35,680	\$37,068					
District Postsecondary (DPS)	\$25,288	\$28,464	\$27,772	\$29,776					
Blind Services (BS)	\$23,660	\$24,788	\$23,460	\$25,152					
Vocational Rehabilitation (VR)	\$18,764	\$18,916	\$17,852	\$19,172					

College Name	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
	(2013-14 completers)	(2014-15 completers)	(2015-16 completers)	(2016-17 completers)	(2017-18 completers)
Total	\$34,080	\$36,912	\$35,680	\$37,068	\$37,600
Broward College	\$38,092	\$39,752	\$37,244	\$40,276	\$39,400
Chipola College	\$32,288	\$32,856	\$33,324	\$36,884	\$39,448
College of Central Florida	\$30,640	\$33,512	\$35,164	\$34,520	\$36,660
Daytona State College	\$30,832	\$33,132	\$33,312	\$34,800	\$35,188
Eastern Florida State College	\$28,960	\$32,324	\$29,576	\$32,376	\$32,648
Florida Gateway College	\$31,496	\$35,344	\$35,792	\$36,516	\$37,644
Florida SouthWestern State College	\$39,684	\$42,172	\$40,712	\$40,600	\$42,092
Florida State College at Jacksonville	\$34,040	\$35,860	\$34,628	\$36,828	\$38,212
Gulf Coast State College	\$31,364	\$35,964	\$34,084	\$37,688	\$39,956
Hillsborough Community College	\$34,456	\$37,932	\$34,980	\$35,408	\$36,400
Indian River State College	\$33,096	\$35,428	\$34,232	\$34,784	\$35,036
Lake-Sumter State College	\$31,860	\$33,848	\$33,116	\$35,720	\$35,896
Miami Dade College	\$36,884	\$40,372	\$37,768	\$39,860	\$38,820
North Florida College	\$34,612	\$31,008	\$31,964	\$37,284	\$33,864
Northwest Florida State College	\$28,476	\$30,480	\$33,776	\$34,060	\$31,904
Palm Beach State College	\$32,160	\$37,216	\$35,556	\$37,332	\$37,868
Pasco-Hernando State College	\$29,524	\$32,532	\$35,612	\$36,192	\$35,712
Pensacola State College	\$28,052	\$30,664	\$28,544	\$30,684	\$31,540
Polk State College	\$38,128	\$39,984	\$38,220	\$39,492	\$40,868
Santa Fe College	\$33,192	\$35,632	\$33,588	\$35,384	\$40,544
Seminole State College of Florida	\$32,904	\$35,208	\$35,864	\$37,552	\$37,796
South Florida State College	\$30,188	\$34,656	\$33,072	\$33,936	\$39,128
St. Johns River State College	\$31,884	\$35,888	\$34,608	\$34,988	\$38,416
St. Petersburg College	\$42,376	\$45,220	\$43,300	\$42,604	\$42,240

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College Name	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
	(2013-14 completers)	(2014-15 completers)	(2015-16 completers)	(2016-17 completers)	(2017-18 completers)
State College of Florida, Manatee-Sarasota	\$35,404	\$38,184	\$37,364	\$39,016	\$40,308
Tallahassee Community College	\$30,908	\$33,372	\$30,248	\$32,932	\$34,376
The College of the Florida Keys	\$33,800	\$37,900	\$40,800	\$40,200	\$45,764
Valencia College	\$30,996	\$33,812	\$33,492	\$33,900	\$34,468



District Name	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
	(2013-14 completers)	(2014-15 completers)	(2015-16 completers)	(2016-17 completers)	(2017-18 completers)
Total	\$25,288	\$28,464	\$27,772	\$29,776	
BAKER			\$15,076	\$19,084	
BAY	\$21,964	\$21,356	\$22,332	\$21,416	
BRADFORD	\$24,896	\$20,048	\$32,544	\$23,612	
BROWARD	\$26,904	\$30,224	\$27,804	\$31,972	
CHARLOTTE	\$24,748	\$24,896	\$26,192	\$24,512	
CITRUS	\$27,588	\$28,744	\$26,772	\$33,912	
CLAY				\$--,---	
COLLIER	\$24,972	\$25,932	\$26,464	\$26,484	
DADE	\$26,364	\$30,160	\$29,972	\$29,860	
DESOTO	\$16,724	\$23,176	\$25,452	\$30,676	
ESCAMBIA	\$26,492	\$26,548	\$30,076	\$31,720	
FLAGLER	\$20,924	\$20,976	\$23,528	\$25,632	
GADSDEN	\$3,756	\$25,680	\$22,956	\$21,920	
HENDRY	\$15,512	\$40,608	\$23,276	\$34,608	
HERNANDO	\$11,752	\$26,984	\$41,692	\$22,920	
HILLSBOROUGH	\$26,208	\$31,068	\$31,200	\$32,496	
INDIAN RIVER	\$19,160	\$21,160	\$19,836	\$22,376	
LAKE	\$24,912	\$25,720	\$25,912	\$29,088	
LEE	\$29,580	\$32,972	\$34,876	\$35,804	
LEON	\$19,000	\$22,896	\$20,808	\$25,736	
MANATEE	\$23,760	\$27,572	\$26,372	\$28,132	
MARION	\$26,136	\$27,860	\$26,668	\$27,416	
MONROE	\$41,748				
NASSAU				\$20,816	

PR/Award # S371C200011

District Name	Baseline 2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19
	(2013-14 completers)	(2014-15 completers)	(2015-16 completers)	(2016-17 completers)	(2017-18 completers)
OKALOOSA	\$21,576	\$24,180	\$24,404	\$28,296	
ORANGE	\$21,484	\$27,332	\$26,148	\$27,700	
OSCEOLA	\$22,304	\$25,184	\$23,632	\$26,612	
PALM BEACH				\$20,440	
PASCO	\$17,168	\$20,704	\$18,188	\$20,424	
PINELLAS	\$26,156	\$29,168	\$29,808	\$32,864	
POLK	\$23,552	\$31,432	\$24,476	\$26,192	
SANTA ROSA	\$21,592	\$21,300	\$25,040	\$26,352	
SARASOTA	\$26,796	\$30,360	\$31,520	\$31,376	
ST. JOHNS	\$26,172	\$28,208	\$23,916	\$26,064	
SUMTER	\$11,808	\$20,740	\$19,772	\$15,840	
SUWANNEE	\$19,356	\$22,168	\$18,976	\$24,104	
TAYLOR	\$48,896	\$25,004	\$30,764	\$31,616	
WAKULLA	\$16,096	\$19,092	\$33,692	\$11,336	
WALTON	\$22,940	\$24,588	\$27,820	\$27,708	
WASHINGTON	\$27,756	\$26,108	\$25,860	\$27,500	

**Goal 3 Skilled Workforce and Economic Development**

**Measure 3 – Increasing Participation and Performance in Meaningful Accelerated Pathways** – Number and percent of students participating in and succeeding in the following acceleration areas:

Acceleration Mechanism	Subgroup	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2024 Target	2024 Target	2024 Target
Percent of Graduates who passed at least one AP Exam	All Graduates	26%	26%	27%	28%	28%	28%	27%	29%	33%	
Percent of Graduates who passed at least one IB Exam	All Graduates	3%	3%	3%	3%	3%	3%	3%	9%	15%	
Percent of Graduates who passed at least one AICE Exam	All Graduates	2%	2%	3%	5%	6%	7%	8%	15%	20%	
Percent of Graduates who passed at least one Dual Enrollment Course	All Graduates	21%	22%	23%	22%	22%	24%	25%	29%	31%	
Percent of Graduates who passed at least one Industry Certification Exam	All Graduates	16%	19%	23%	24%	25%	29%	31%	46%	61%	
# Graduates who passed at least one AP Exam	All Graduates	36,626	38,876	40,516	42,825	44,515	46,819	49,378			
# Graduates who passed at least one IB Exam	All Graduates	4,332	4,607	5,006	5,007	5,019	5,262	5,390			
# Graduates who passed at least one AICE Exam	All Graduates	2,267	3,297	4,587	7,361	8,925	12,512	14,722			
# Graduates who passed at least one Dual Enrollment Course	All Graduates	29,485	32,849	34,062	34,847	35,391	40,092	44,903			
# Graduates who passed at least one Industry Certification Exam	All Graduates	22,081	28,475	34,454	36,891	40,377	47,963	55,330			
<b>Total Graduates</b>	<b>All Graduates</b>	<b>141,954</b>	<b>149,430</b>	<b>149,397</b>	<b>155,714</b>	<b>159,672</b>	<b>168,042</b>	<b>180,411</b>			

Red Target: Historical Growth Rate (based on growth from 2014-15 to 2018-19). If negative historical growth, assume a 1% increase; Yellow Target: Double Historical Growth Rate, rounded to the nearest whole number

**Goal 3 Skilled Workforce and Economic Development**  
**Measure 4 – (K-12 Computer Science) Access in Computer Science**

Uses the list of computer science identified per s. 1007.2616, F.S. <http://www.fldoe.org/core/fileparse.php/7746/urlt/1819CompSci.pdf>  
The counts in the tables below are duplicated counts; the counts reflect course enrollments.

Middle Grades Computer Science (includes Career and Technical Education 6-8)

	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19
# of Students Enrolled	0	0	0	0	7,326
# of Female Students Enrolled	0	0	0	0	3,007
# of Male Students Enrolled	0	0	0	0	4,319
White	0	0	0	0	3,770
Black or African American	0	0	0	0	1,135
Hispanic/Latino	0	0	0	0	1,841
Asian	0	0	0	0	308
American Indian or Alaska Native	0	0	0	0	9
Native Hawaiian or Other Pacific Islander	0	0	0	0	13
Two or More Races	0	0	0	0	250
# of FRL Enrolled	0	0	0	0	2,877
# of Non-FRL Enrolled	0	0	0	0	4,449
# of ELL Enrolled	0	0	0	0	416
# of Non-ELL Enrolled	0	0	0	0	6,910
# of SWD Enrolled	0	0	0	0	687
# of Non-SWD Enrolled	0	0	0	0	6,639

High School Grades Computer Science  
(Includes Career and Technical Education, 9-12)

	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19
# of Students Enrolled	15,362	16,595	21,279	26,037	31,192
# of Female Students Enrolled	4,206	4,533	5,487	7,096	8,917
# of Male Students Enrolled	11,156	12,062	15,792	18,941	22,275
White	8,195	8,272	10,269	11,642	13,125
Black or African American	2,347	2,618	2,942	4,118	4,938
Hispanic/Latino	3,374	4,055	5,745	7,312	9,417
Asian	839	1,028	1,518	1,975	2,464
American Indian or Alaska Native	55	80	63	103	112
Native Hawaiian or Other Pacific Islander	16	16	39	43	50
Two or More Races	536	526	703	844	1,086
# of FRL Enrolled	5,618	6,407	8,049	10,278	11,990
# of Non-FRL Enrolled	9,744	10,188	13,230	15,759	19,202
# of ELL Enrolled	468	548	835	1,075	1,446
# of Non-ELL Enrolled	14,894	16,047	20,444	24,962	29,746
# of SWD Enrolled	977	1,071	1,239	1,491	1,870
# of Non-SWD Enrolled	14,385	15,524	20,040	24,546	29,322

**Goal 3 Skilled Workforce and Economic Development**

**Possible Future Measures (under development)**

- **Increasing Participation and Performance in Meaningful Career and Technical Education Pathways (to be defined by the CTE Audit)** – Number and percent of students participating in and succeeding in the following areas, by subgroup:
  - Industry Certifications
  - College-Credit Career Dual Enrollment
  - Clock-Hour Career Dual Enrollment
  - Pre-apprenticeship and Apprenticeship Programs
- **Performance of Adult Education Programs** – as measured by:
  - learning gains (TABE or CASAS)
  - progression of those exiting with HS diploma or GED are they continuing education, entering workforce

**Goal 4 Quality Efficient Services**  
**Measure – Florida’s National Ranking on Various Educational Outcomes**

See attached document.

## ***Assurances***

*\*Note: Assurances are threaded throughout the Application Narrative, however, here are the assurances to confirm.*

FDOE assures that it has not had an active discretionary grant under the SRCL or CLSD program, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date, June 2, 2020, for submission of applications under this program.

FDOE assures that it will subgrant not less than 95 percent of grant funds to eligible entities (as defined in the NIA), based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement (a).

FDOE assures it will use grant funds described in section 2222(f)(1) of the ESEA for comprehensive literacy instruction programs as follows:

1. Not less than 15 percent of such grant funds must be used for State and local programs and activities pertaining to children from birth through kindergarten entry.
2. Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.
3. Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

FDOE assures that it will give priority in awarding subgrants to eligible entities that -- (i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in the NIA); or (ii) Are LEAs serving a high number or percentage of *high-need schools*.

FDOE assures that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.



## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

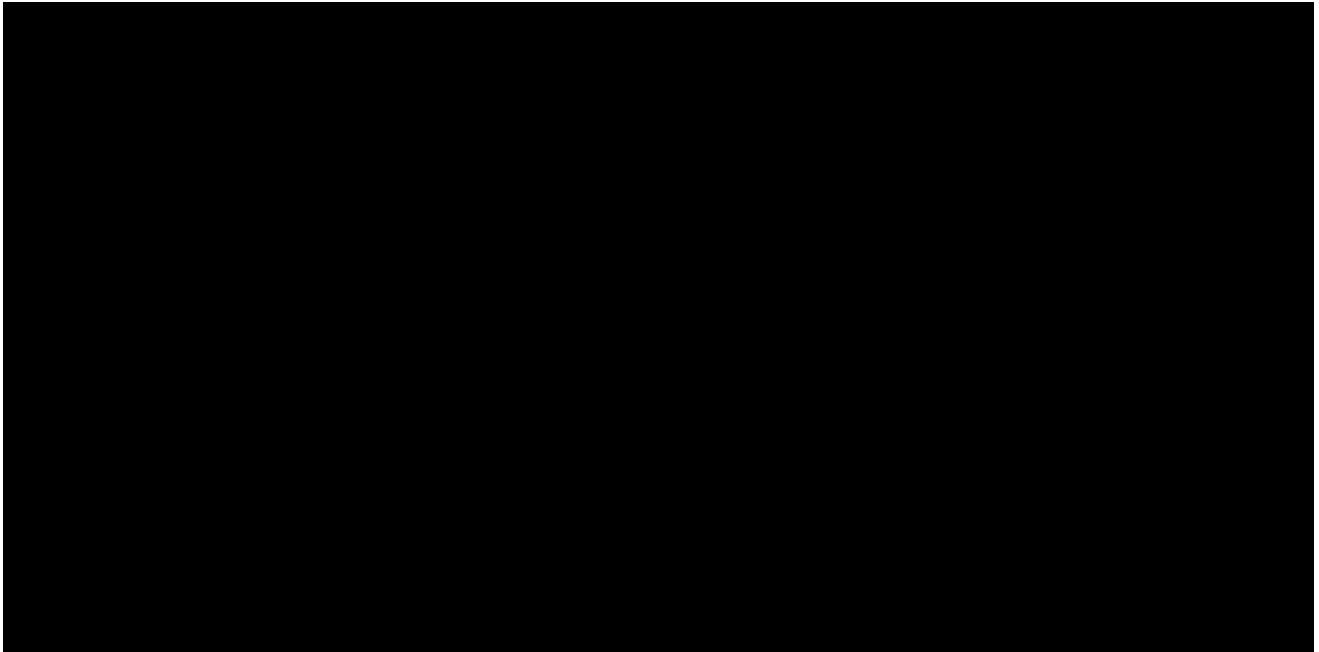
### ***Budget Narrative***

3. **Travel** is needed for five essential personnel from Just Read, Florida! and the Office of Early Learning (JRF! and OEL) to conduct site visits and provide ongoing statewide training. The travel is necessary for both the facilitation of training and site visits to monitor implementation. Each year, four statewide trips consisting of 8 days each (spread over 2 weeks) for five people starting in Tallahassee and traveling throughout the state are built into the grant request. Trips are planned in order to allow for the maximum number of participants within the shortest period of time. The amount is based on standard Florida state rates.

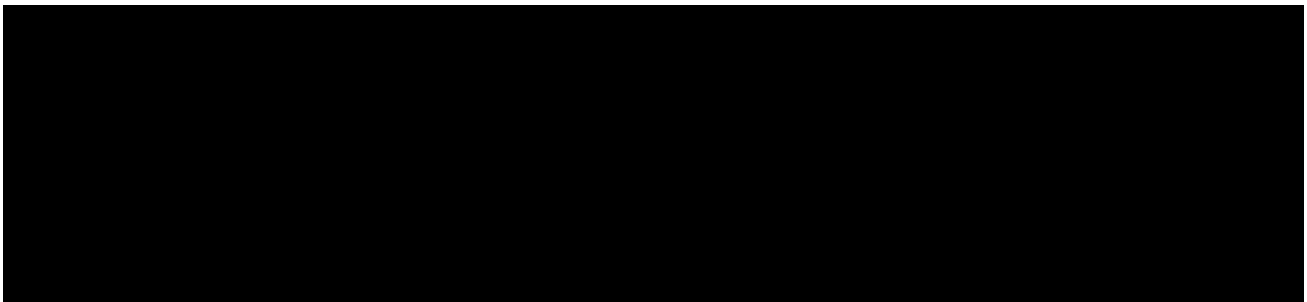
4. **Equipment** - JRF! recently acquired one license for the Articulate 360 platform to create professional learning/training and materials. Within the department, there are no extra computers and as a result, even though the entire team has both the content knowledge and required training to create and facilitate effective trainings, JRF! is unable to utilize this platform's maximum potential. The purchase of a dedicated laptop, docking station, and storage drive will allow JRF! staff to maximize the use of the current subscription while allowing for multiple content creators and editors. The estimated purchase price is based on published prices for the type of laptop that is required by the Florida Department of Education (FDOE) Information Technology Department.

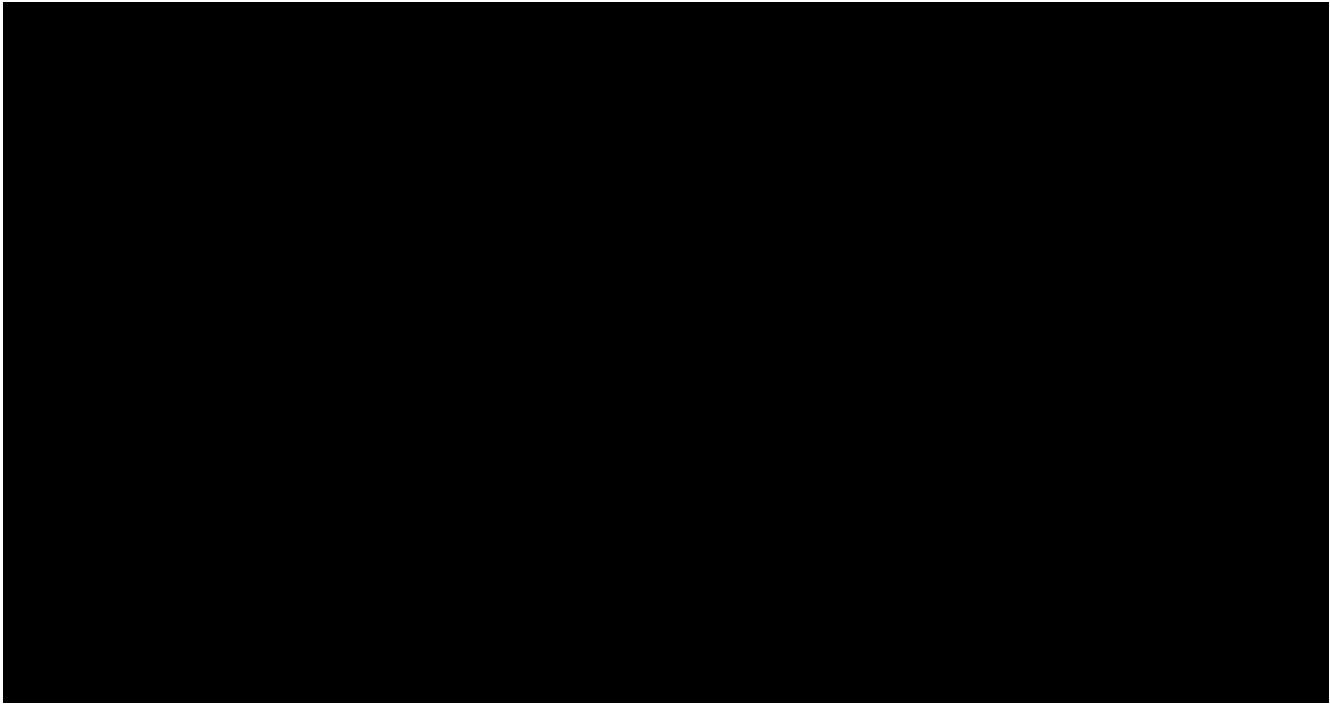
With the recent creation and adoption of Florida's B.E.S.T. Standards, as well as a renewed emphasis on JRF!'s existing progress monitor materials, there is an increased need for creating bound training materials. Using off-site binding has proven to be cost-prohibitive. The purchase of a new binding machine to create training materials will substantially assist in keeping printing costs down. The indicated price is based on an average of the three best rated models which contains the features needed including a 3-year warranty.

With an increased need for trainings throughout the state, JRF! and OEL will require presentation equipment as enumerated in the chart below. In the past, both Departments have used the AV services provided at either a hotel or conference facility at a considerable cost. By creating a travel presentation kit, JRF! and OEL will be able to utilize school and university sites at a significant discount. The price given is an average of the best-rated equipment with the appropriate features. We have made durability a priority. All equipment purchases will be made in the first year of the grant.



5. **Supplies** - All supplies listed below are to be used during district collaborative planning and/or trainings and have been calculated using expenses generated for past events of a similar nature within the past year, specifically standard-writing workgroups.

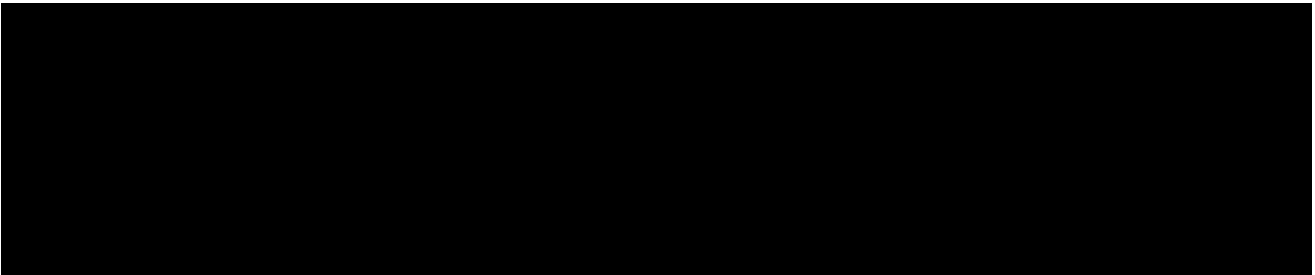


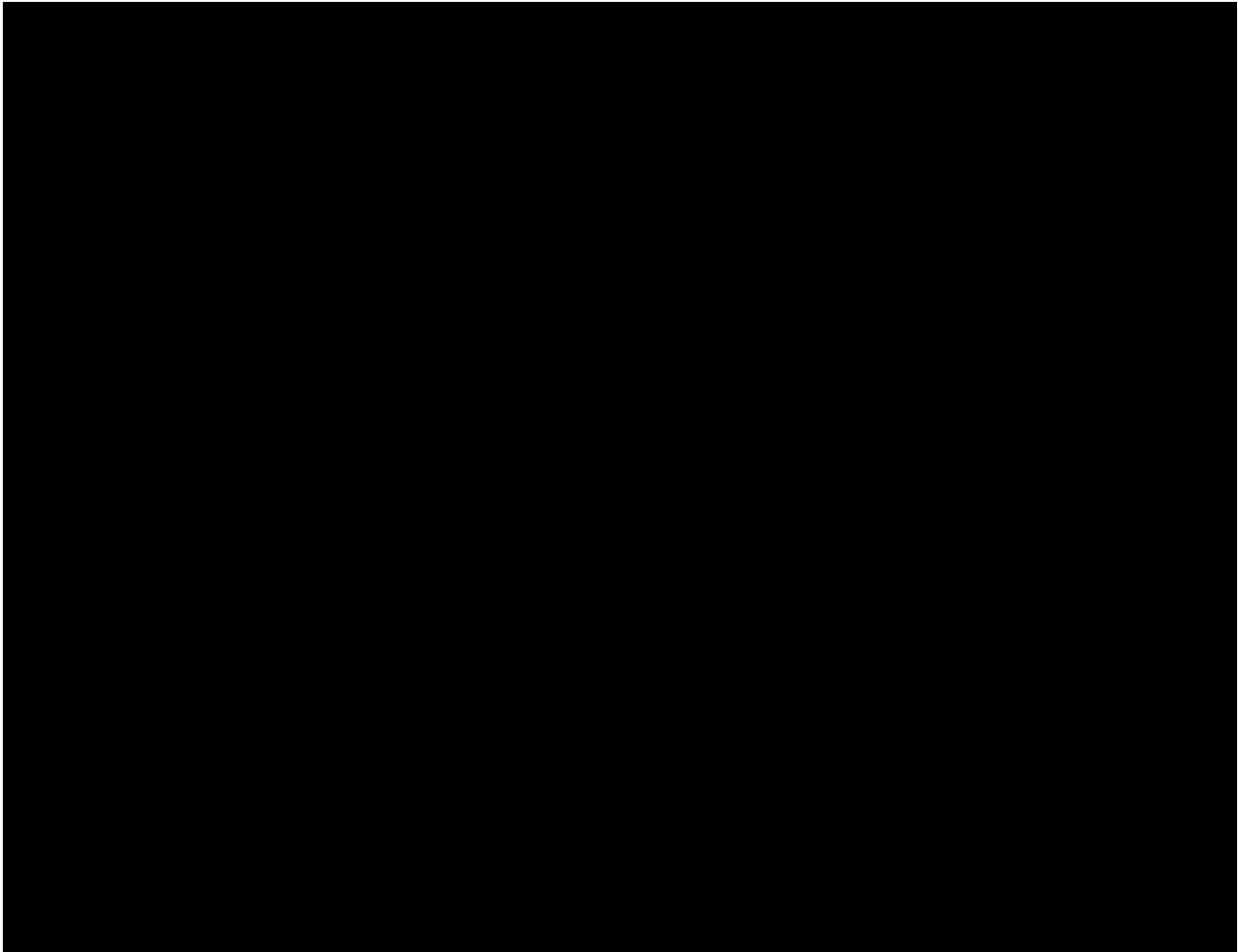
- 
6. **Contractual** - Articulate 360 is a license which JRF! is currently able to utilize on a limited basis. At this time, JRF! only has one license. The plan under the grant is to expand its use and purchase three additional licenses. Articulate was chosen because of its versatility across platforms and available support. The estimated price is based on FDOE's current invoice.

To maximize the ability of JRF! to monitor progress of implementation and offer training without travel, JRF! will be acquiring a ZOOM package. The price is based on an online quote. Zoom was chosen because of ease of use and the numbers of allowable participants.

The Hilton has been a long-standing partner of JRF! in providing centralized meeting space and technology support for AV for many past Summer Literacy Institutes. This vendor was selected because of JRF!'s previous success in hosting events there and its centralized location.

JRF! and OEL have a long history of working with the Florida Center for Reading Research (FCRR). FCRR is recognized as a national leader in literacy research and training. FCRR has provided estimated costs for the services listed below.





7. **Construction** – NA

8. **Other** – NA

9. **Total Direct Cost** – [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

11. **Training Stipend** – NA

[REDACTED]