Analysis of initial stakeholder input for the development of Florida's State Plan

To implement the Every Student Succeeds Act (ESSA)

Submitted to:

The Florida Department of Education

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EXECUTIVE SUMMARY

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, amending the Elementary and Secondary Education Act (ESEA) of 1965. ESSA replaces No Child Left Behind (NCLB) and takes effect in 2017-2018. In June 2016, the Florida Department of Education (FDOE) began taking online public comment on what should be included in the state plan, as required in ESSA. FDOE will review the feedback received and develop a draft state plan. Depending on the feedback received and the content of the state plan, it will be determined whether changes are necessary in the future to State Board of Education rule or legislation. The plan is then subject to approval by the United States Department of Education (U.S. DOE).

In this report, we analyze the survey data for content, categorizing comments and presenting the results in both graphic and written form. A web-based survey was developed by staff at FDOE using Survey Monkey software. Substantive items were organized into nine topics in the ESSA legislation. Within each topic, respondents were asked to review ESSA language and respond to a specific question or offer general comments in text boxes; there were no fixed choice (precoded) items. The nine sections of ESSA in the survey based on topics in the legislation were:

1. Challenging State Academic Standards
2. Academic Assessments
3. State Assessment Grants
4. Statewide Accountability System
5. School Improvement
6. School Support and Improvement Activities
7. Direct Student Services
8. General Comments by Title of the Act
9. U.S. DOE Draft Regulations

Many of the responses contained multiple ideas, and many of the responses overlapped, so often there was a choice of code that could be applied. The coding system allowed multiple codes per response, so there are many more comments (ideas) than responses. Coders originally amassed over 100 distinct concepts. In order to present these in a meaningful and readable way, we condensed the codes to fewer than twenty. The reader should be cautious not to rely too much on the comparison of numbers of comments addressing one idea versus another.

There were 912 unique individuals who responded to the survey. The largest groups represented were teachers (309), parents and families (213), the public (77), school district administrators (73), community-based organizations (63), and educator organizations (35).

These stakeholders offered a total of 3176 responses, containing 5915 separate comments (concepts or ideas). The largest numbers of comments were from parents and families (1646) and teachers (1519). Brevard County had 575 responses, followed by Duval, St. Johns, and Bay, with over 400 comments from each. Organizations most represented were school districts. Schools and community and professional organizations were also well represented.

The main goal of conducting the ESSA survey was to collect stakeholders' opinions about how to proceed with the development of a state plan. FDOE reached out to at least 130 stakeholder groups directly and asked them to share with their contacts as well (See Appendix). FDOE succeeded in attracting a broad array of persons across the state from different fields, associations, and interests.

Most respondents were in favor of ESSA, pointing to potential improvements in assessment, curricula, funding, reaching students with learning challenges, as well as supporting English Language Learners. Most urged the use of school and community resources, continuing Florida practices, and providing accommodations in testing (See figure below).

There were differences on methods of district funding: most respondents were in favor of proportional distribution of district funds, rather than a competitive grant-based system. They differed on the use of state and locally developed tests compared to using national assessments. They also differed on issues surrounding accountability and high-stakes testing.

FIGURE 1
Comments from ESSA stakeholders by theme
(n=5915)
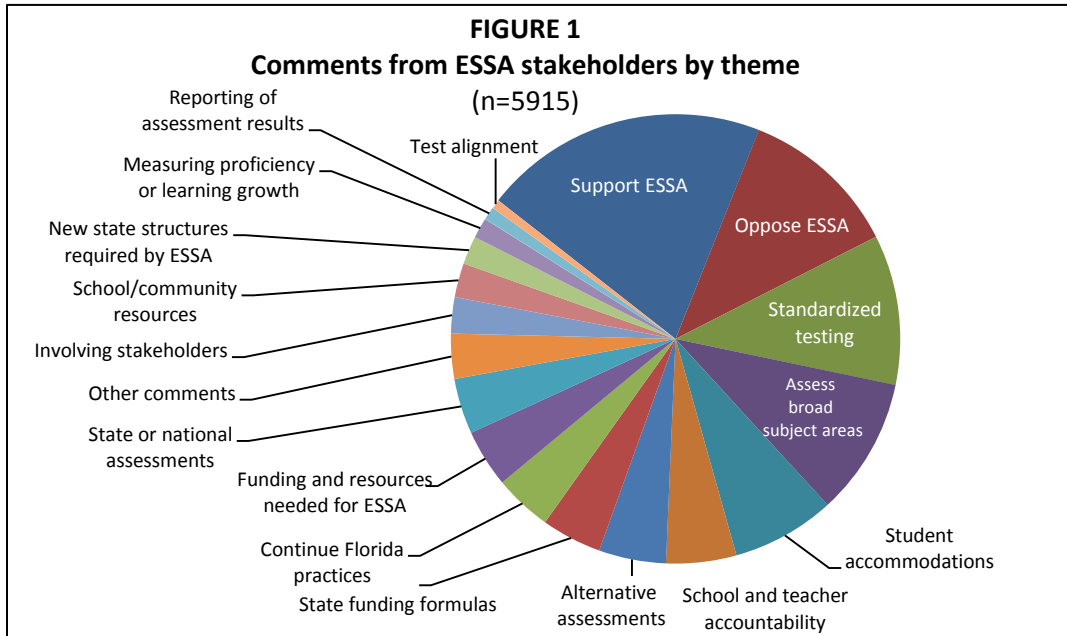
Final Report

1. Background

   The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, amending the Elementary and Secondary Education Act (ESEA) of 1965. ESSA replaces No Child Left Behind (NCLB) and most provisions take effect in 2017-2018. It increases state authority on standards, assessments, and interventions, and adds specific restrictions to the United States Secretary of Education involvement in state decisions. Over the next year, the United States Department of Education (U.S. DOE) will provide guidance through a negotiated rulemaking process and other means. States will be making decisions and exercising flexibility accordingly.[1]

2. Florida's first public input opportunity for stakeholders

   In June 2016, the Florida Department of Education (FDOE) began taking online public comment on what should be included in the state plan, as required in ESSA. Florida opened a website that included information about ESSA, as well as a survey for interested stakeholders. The input gathered from stakeholders (educators, teachers, superintendents, school boards, business organizations, advocacy groups, and the public) addresses components of ESSA.

   FDOE will review the feedback received and develop a draft state plan, which will be posted online. FDOE will offer additional opportunities for input from education stakeholders. Depending on the feedback received and the content of the state plan, it will be determined whether changes are necessary in the future to State Board of Education rule or legislation. The plan is then subject to approval by the U.S. DOE.

   In this report, we analyze the survey data for content, categorizing comments and presenting the results in both graphic and written form.

3. Methodology

   A web-based survey was developed by staff at FDOE using Survey Monkey software. Background items included respondent name, email address, stakeholder group, professional role, and organization represented. Substantive items were first organized according to nine sections of the ESSA legislation. Within each section, respondents were asked to offer open-ended comments (in text boxes); there were no fixed choice (precoded) items. The nine sections of ESSA in the survey based on topics in the legislation were:

   1. Challenging State Academic Standards
   2. Academic Assessments
   3. State Assessment Grants
   4. Statewide Accountability System
   5. School Improvement
   6. School Support and Improvement Activities
   7. Direct Student Services
   8. General Comments by Title of the Act
   9. U.S. DOE Draft Regulations

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[1] Source: Florida Department of Education website http://www.fldoe.org/academics/essa.stml

Because of the technical nature of the material, it was important to have persons reading the surveys for content who were familiar with current issues in educational policy, both in Florida and nationally. Thus, two coders were chosen who both have advanced degrees in education.

The coders decided to read the questionnaires together both to work out and execute a coding scheme, as well as to increase reliability. Many of the responses contained multiple ideas, and many of the responses overlapped, so often there was often a choice of code that could be applied. The coding system allowed multiple codes per response, so there are many more comments (ideas) than responses.

Several respondents copied and pasted the same answer in multiple columns, some across the whole questionnaire. We decided to count all of those, but tried to minimize their recurrence in the attached data tables. Similarly, groups of individuals offered identical responses to surveys. We counted all those too.

4. Concise definition and discussion of final codes

The concepts and ideas running through the responses are the main findings of this report. It is interesting to note that some of the responses were extremely well-developed and detailed, but not all were responsive to specific survey questions. Coders originally amassed over 100 distinct concepts. In order to present these a meaningful and readable way, we condensed the codes to fewer than 20.

The concepts are presented in Table 1, ordered by frequency. In compressing the codes, we did not retain pros and cons per se. Rather we grouped all discussions under the same code. However, we do discuss the predominance of respondents' opinions in the table.

5. Analysis and findings

The unit of analysis is the individual idea (comment) that was contained in a response. The reader should be cautious not to rely too much on the comparison of numbers of comments addressing one idea versus another. The methodology did not allow for the data to be treated like an election: there were many multiple answers which were counted – both across the responses for one respondent and across respondents as well. The numbers provide a good sense of the salient issues across the spectrum of respondents, but should not be used to compare one comment against another.

We use the following terminology:

- Individuals: Unique individuals who answered the survey
- Respondents: Persons who answered given items (an individual may have answered several items)
- Responses: Answers to a given question
- Comments: Concepts or ideas expressed with in a response
- Codes: Codes are numbers assigned to common ideas contained in comments. (These are used for research purposes only, and should be transparent to the reader. However, codes and coders are mentioned throughout the document.)

There were 912 unique individuals who responded to the survey. The largest groups represented were teachers (309), parents and families (213), the public (77), school district administrators (73), community-based organizations (63), and educator organizations (35).

These stakeholders offered a total of 3176 responses, containing 5915 separate comments (concepts or ideas). The largest numbers of comments were from parents and families (1646) and teachers (1519). Brevard County had 575 responses, followed by Duval, St. Johns, and Bay, with over 400 comments from each. Organizations most represented were school districts. Schools and community and professional organizations were also well represented (See Tables 2 to 5 and Figure 1).

The "dashboard" color view in the crosstabs tables below provides a quick way to see which comments were most mentioned by different types of respondents, representatives of different organizations, and by county.

For example, teachers most often mentioned student accommodation and assessing broad subject areas, different from school administrators, who most often mentioned continuing existing practices and state funding formulas. And even though certain groups have more respondents to begin with, the dashboard view offers a quick visual means of comparison.

6. Discussion

The main goal of conducting the ESSA survey was to collect stakeholders' opinions about how to proceed with the development of a state plan. FDOE succeeded in attracting a broad array of persons across the state from different fields, associations, and interests.

Most respondents were in favor of ESSA, pointing to potential improvements in assessment, curricula, funding, reaching students with learning challenges, as well as supporting English Language Learners. Most urged the use of school and community resources, continuing Florida practices, and accommodations in testing.

There were differences on methods of district funding: most respondents were in favor of proportional distribution of district funds, rather than a competitive grant-based system. They differed on the use of state and locally developed tests compared to using national assessments. They also differed on issues surrounding accountability and high-stakes testing.

	TABLE 1
	List of codes applied to ESSA comments (with summary examples)
1	**Support, clarify, or expand ESSA recommendations.**(1212 comments) Some respondents weighed in in favor of ESSA provisions. Some recommended expansions of the language when implementing the statute in Florida. Some respondents cited various areas in the language of ESSA that were either unclear or too general. These respondents were generally in favor of the statute, but pointed out areas that needed to be clarified before being operationalized.
2	**Opposed to all or part of ESSA.**(677 comments) Some respondents commented that the federal government should stay out of state and local education. Respondents felt that the role of the federal government does not include influencing state and local education. Many backed up this opinion by citing the Reserve Clause in the U.S. Constitution, which specifies that areas of control not enumerated in the Constitution are reserved for the states. Some respondents said that testing and assessment in Florida benefit private companies.
3	**Issues about standardized testing.**(639 comments) Many respondents felt there is too much testing in Florida schools. Similarly, almost all respondents objected to dual or multiple assessments, such as both End-of-Course (EOC) exams and the Florida Standards Assessments (FSA). Some respondents also felt that relying on one high-stakes test that decides promotion, graduation, teacher effectiveness, and school effectiveness does not reflect the true achievement of students.
4	**Assess other subject areas not specified by ESSA.**(586 comments) Some respondents advocated for subject areas to be included beyond those required by ESSA. These ran the gamut from history and social sciences to the expressive arts, music, foreign language study, physical and health education and others.
5	**Make student accommodations during assessments.**(439 comments) Respondents supported accommodations for students with special needs and different learning styles, including English Language Learners, gifted students, students with disabilities and others, to include expanding the "Good Cause Exemptions" and other waivers. Respondents also insisted that new curricula and new assessments introduced as a result of ESSA be developmentally appropriate for children. Respondents objected to provisions in ESSA that exempted certain students from standardized testing: students should not be accommodated at the cost of a lesser education and expectations. Other respondents felt that districts should assess certain students on a case-by-case basis, especially Exceptional Student Education (ESE) and English Language Learner (ELL) students. Others felt that flexibility in assessment should be provided for all students.
6	**School and teacher accountability.**(299 comments) Some respondents felt that particular groups of students, who were traditionally overlooked in the accountability process, should be assessed, regardless of special need (ESE, ELL, etc.). Other respondents reiterated the policy that all students be included in the evaluation of teachers and schools. Respondents cited several difficulties with the current accountability system. Some felt that tying student achievement to teacher and school performance is invalid due to technical problems. Respondents felt that certain assessments should be produced by local education professionals better to reflect the content of the curriculum.
7	**Consider alternative assessments/alternative curricula.**(286 comments) Respondents recommended the use of alternative existing curricula and assessments. Respondents also recommended the creation of new curricula and assessments where needed.
8	**Changing state funding formulas.**(256 comments) Respondents were split on whether to fund districts with entitlement formulas versus competitive grant funding, as allowed in ESSA. Respondents also felt that students and districts receiving special services be expanded beyond the lowest one percent of achievers to include other low-achieving students not eligible for special services ("gap" students). They also called for addressing the needs of low-socioeconomic and rural schools. They also recommended the creation of an ombudsman position to ensure fairness of funding allocations to districts.

	TABLE 1 (cont.) List of codes applied to ESSA comments (cont.)
9	**Support current Florida statute or practices.**(246 comments) Respondents pointed out which provisions of ESSA they believe are already instituted in Florida statute and practices, including those addressing accountability. They felt that resources could be saved by better using existing resource material (e.g., Multi-Tiered System of Supports, Continuous Improvement Management System, and Differentiated Accountability Teams).
10	**Funding and resources needed to implement ESSA.**(245 comments) Respondents felt that funding was needed in various areas to comply with ESSA requirements. These included teacher training, PK-2, ESE, ELL, the cost of developing new curricula and assessments, facilities, and others. Many respondents were concerned about changes in state funding formulas that are allowed by ESSA.
11	**Should Florida use national assessments or state/locally developed ones?**(236 comments) Some respondents felt that the state should continue to use the existing achievement tests that have been already developed for the Florida Standards since they are already aligned with state standards. The assessments that the respondents wanted to continue using or to revise include the FSA and EOC exams. Other respondents felt that the state should use assessments that have been normed nationally, such as the ACT and SAT.
12	**Include stakeholders in the development of state plan.**(154 comments) Respondents felt that educational stakeholders should be included in all steps of the plan-development process. They cited parents, teachers, administrators, community organizations, social services professionals, and others as stakeholders. Some representatives from non-public schools requested to be included in the district allocation process. Respondents were concerned that new funding formulas might underfund non-public schools if they are left out of the district decisions on the funding process.
13	**Draw on existing school and community-based resources.**(145 comments) Respondents wanted to include school counselors, nurses, media specialists, reading specialists in the schools and health, safety, vocational and other assets offered in the community.
14	**State should set up structures for implementing ESSA.**(121 comments) Some respondents suggested a Clearinghouse that would contain information on effective curricula, innovative assessments, and best practices. Some respondents suggested that the state build an up-to-date data management system to assist districts with obtaining information needed to apply for grants and to provide guidance on writing and submitting grants. Some suggested redesigning the website explaining School Improvement Grant 1003. Some recommend clarifying graduation rate definition and reviewing dropout and withdrawal codes.
15	**Testing proficiency or testing learning growth.**(87 comments) Respondents discussed the validity of measuring proficiency versus learning growth. There were advocates for both types of measurement, and some who thought that the state should use a combination of the two, depending on student needs.
16	**Better reporting of assessment results.**(56 comments) Some respondents recommended that the state develop new systems for reporting and interpreting test results to parents, teachers, schools and districts. Some teachers requested that items on the FSA or EOC exams be provided so they could identify areas of underperformance.
17	**Align tests with curriculum content and progress.**(39 comments) Respondents voiced concern about various sections of ESSA that could lead to students being tested in years following the completion of a given curriculum. Others cited examples of existing tests that need to be better aligned with curricula.

TABLE 2 Comments from ESSA stakeholders by theme Numbers of separate responses and distinct comments		
	Responses	Comments
Support ESSA	529	1212
Oppose ESSA	355	677
Standardized testing	274	639
Assess broad subject areas	305	586
Student accommodations	277	439
School and teacher accountability	129	299
Alternative assessments/alternative curricula	145	286
State funding formulas	210	256
Continue Florida practices	118	246
Funding and resources needed for ESSA	153	245
State or national assessments	159	236
Other comments	115	192
Including stakeholders	86	154
School/community resources	92	145
New state structures required by ESSA	75	121
Measuring proficiency or learning growth	72	87
Reporting of assessment results	48	56
Test alignment	34	39
TOTALS	**3176**	**5915**

FIGURE 1
Comments from ESSA stakeholders by theme
(n=5915)
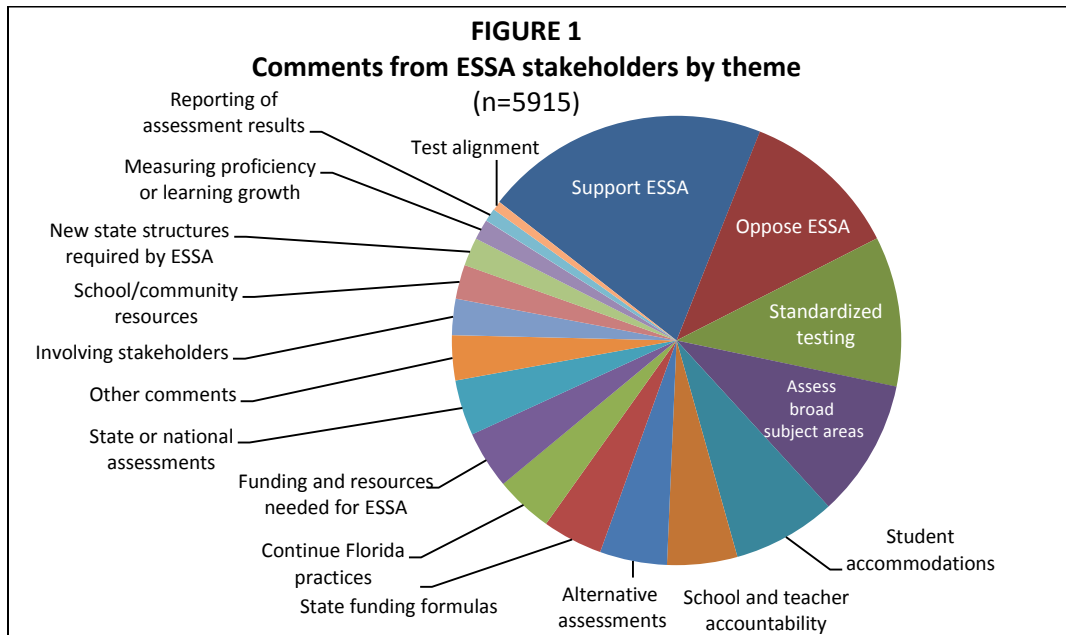
TABLE 3 Comments from ESSA stakeholders by theme Numbers of comments by stakeholder type								Number of respondents			
								9-19	20-49	50-99	100+

Stakeholder type	Parents and Families	Teachers	The Public	School District Administrators	School Administrators	Educator Organizations	Community-Based Organizations	Students	Specialized Instructional Support Personnel	Students with Disabilities Advocates	Civil Rights Organizations
Support ESSA	291	321	141	128	118	53	69	17	21	10	7
Oppose ESSA	301	189	35	43	45	17	15	7	10	4	1
Standardized testing	274	99	115	24	21	13	6	76	6	1	2
Assess broad subject areas	58	270	69	37	8	41	56	7	3	3	
Student accommodations	130	138	19	52	16	16	12	28	3	12	5
School and teacher accountability	121	53	81	9	11	8	3	8	2		1
Alternative assessments/ alternative curricula	37	109	5	24	12	35	9	41		4	1
State funding formulas	52	62	9	55	43	18	2	1	7	2	1
Continue Florida practices	41	31	7	54	86	12	5		5		
Funding /resources needed for ESSA	37	56	75	30	18	8	8	1	5	3	2
State or national assessments	85	67	19	24	17	4	5	3	5	3	2
Including stakeholders	16	14	3	40	34	31	11	1	2		2
School/community resources	23	26	9	17	7	27	14	4	12	1	1
New state structures	18	8	7	35	28	15	4	2			3
Measuring proficiency or learning growth	31	17	9	7	7	8	4				1
Reporting of assessment results	9	15	2	13	6	1	5		2	1	2
Test alignment	9	12		7	5	4		2			
Other comments	113	32	9	13	3	6	11	1		1	
TOTALS	**1646**	**1519**	**614**	**612**	**485**	**317**	**239**	**199**	**83**	**45**	**31**

				TABLE 3 (cont.) **Comments from ESSA stakeholders by theme** Numbers of comments by stakeholder type				Number of respondents			
								10-19	20-49	50-99	100+
Group	Native American Tribes	Institutions of Higher Education	Legislators	Paraprofessionals	English Language Learners Advocates	Employers	Charter School Leaders	Service Provider	Unspecified	Civil Rights Organization	TOTALS
Support ESSA		9	8	9	1	6	2				1211
Oppose ESSA		4	2		1	3					677
Standardized testing			1		1						639
Assess broad subject areas	27	5		1		1			1		587
Student accommodations		2		3	2				1	5	439
School and teacher accountability		1		1						1	299
Alternative assessments/ alternative curricula			1	1	4		1	1	1	1	286
State funding formulas					2		2			1	256
Continue Florida practices			4				1				246
Funding /resources needed for ESSA				1			1			2	245
State or national assessments			2							2	236
Including stakeholders										2	154
School/community resources				1			1	2		1	145
New state structures			1							3	121
Measuring proficiency or learning growth		1		1					1	1	87
Reporting of assessment results										2	56
Test alignment											39
Other comments			1		2						192
TOTALS	**27**	**22**	**20**	**18**	**13**	**10**	**8**	**3**	**4**	**21**	**5915**

TABLE 4
Comments from ESSA stakeholders by theme
Numbers of comments by county of residence

Number of respondents			
9-19	20-49	50-99	100+

County:	Alachua	Bay	Bradford	Brevard	Broward	Calhoun	Charlotte	Citrus	Clay	Collier	Columbia	DeSoto	Duval	Escambia	Flagler	FSDB	FLVS	Gadsden	Gilchrist	Hamilton	Hardee	Hendry	Hernando	Highlands	Hillsborough	Holmes	Indian River	Jackson	Lake	Lee	Leon	Levy
Funding and resources needed for ESSA	11	4		7	10			1	2	7	2		68	1	2			2					1		8		3	2	4	1	4	
School and teacher accountability	8	21		37	2		1	5	1	1	1	1	91	1	3										1				2	2	3	
Reporting of assessment results		1		8	1					4		1	1										1		7						2	
Test alignment	1	1		3	2					2	1		1			2			1													2
Involving stakeholders	29	3	1	6	4			1		3				2	1										6						27	
State or national assessments	5	21		21	7			3	4	5	1	2	16	1	2		3	1			1		1		6		2		6	5	3	
Alternative assessments/ alternative curricula	3	8		9	11			2	3	7			11					1							6				3	7	1	
Support ESSA	37	84	5	178	34		1	7	8	28	2	2	77	3	13		2	5	2	1			7	7	72		14		18	17	22	
Student accommodations	11	41	2	37	24		3	1	5	18	1		8	1	5			2	1				4		16		1	2	5	7	5	
Assess broad subject areas	3	8		58	40		1	1	7	7	6	1	19	8	7								1	1	38	1	5	1	17	10	11	1
Continue Florida practices	5	18		6	16		1			5		1	2					2						1	6		6		1		4	
State funding formulas	15	17		7	13		1	2		11			7		1			1					1	2	8				3	2	4	
Oppose ESSA	25	54	2	101	22	1	2	7	7	15	2	3	8	2	90			3			1	1	2	3	16		7		11	9	8	
School/ community resources	13	6		1	15			1	6	5	1		1	2	1										2		4			4	10	
Measuring proficiency or learning growth	3	7		12	3					2			6		1										1				1	1	2	
New state structures required by ESSA	11	1		2	1					7			7					3						2	5		1		2		6	
Standardized testing.	17	119		60	5	1		10	4	22	5	1	124	2	1										1		7	3	7	1	11	
Other comments	3	2		22	11			6		8	1		8	2				1		1			3		8				6	1		1
TOTALS	200	416	10	575	221	2	10	41	53	157	23	12	455	26	127	2	5	21	2	3	5	1	21	16	213	1	46	5	86	69	123	2

TABLE 4 (cont.)
Comments from ESSA stakeholders by theme
Numbers of comments by county of residence

Number of respondents: 9-19 | 20-49 | 50-99 | 100+

County:	Liberty	Madison	Manatee	Marion	Martin	Miami-Dade	Monroe	Nassau	Not specified	Okaloosa	Okeechobee	Orange	Osceola	Palm Beach	Pasco	Pinellas	Polk	Santa Rosa	Sarasota	Seminole	St. Johns	St. Lucie	Sumter	Suwannee	Volusia	Wakulla	Walton	Washington	TOTALS
Funding and resources needed for ESSA			1	1	10	4			8	1	11	8	3	15	14	7	1		6	1	3	4		4	2		1		**245**
School and teacher accountability			3		4	11	46		6	2		11	1	3	5	6	3		3	2	9	1			2				**299**
Reporting of assessment results				2	1				6		2	1		2	1	1	1			7	5		1						**56**
Test alignment			1		2				6					2		2	1		1	1	6			1					**39**
Involving stakeholders						1	1		8		2	4	1	4	3	2	3		2	3	34			3					**154**
State or national assessments			4	1	6	11	8		12		1	15	5	9	6	14	7			3	9	1	1	1	4		1	1	**236**
Alternative assessments/ alternative curricula		1	1		8	15	3		105		4	10	5	5	10	21	5		5	6	4			3	2		1		**286**
Support ESSA	3		10	3	16	7	4	3	71	9	5	65	15	52	38	35	21	16	16	35	99	8	1	26	6		2		**1212**
Student accommodations			5	2	18	4	1		15	1	4	27	5	32	40	19	7	2	6	17	20			7	6			1	**439**
Assess broad subject areas		2	6	14	11	31	3		12		2	21	20	33	4	20	17	3	36	19	61	1	2		16				**586**
Continue Florida practices	2		1		3			3	22	1	1	3	1	10	4	5	8	2	5	3	85	5	1	5	1				**246**
State funding formulas	3		1		5	4			17		41	13	3	7	6	5	8		7	7	30	1		2					**256**
Oppose ESSA	2	3	16	1	15	13	1		15		4	31		51	33	17	5	1	11	17	25	3		5	5		1		**677**
School/ community resources					2				14	6		8	4	8	3	13	4		1	2	6				2				**145**
Measuring proficiency or learning growth			3		4	1	1		12			3	2	1	6	2	1		2	2	7			1					**87**
New state structures required by ESSA			1					1	16			1	1	4		5	2			4	31	1		5	1				**121**
Standardized testing.	1		9	1	8	15	51		13	1	4	30	6	8	21	24	11	1	6	7	13	1			6		1		**639**
Other comments	1		4		7	13	45		1		1	8		3	6	9	1		4	2				1	1	1			**192**
TOTALS	12	6	65	24	119	133	164	7	359	21	82	259	72	249	200	207	106	25	111	138	447	27	6	63	54	1	7	2	**5915**

	School districts	Schools	Associations	Community organizations	Universities/ Colleges	**TOTALS**
TABLE 5 — Comments from ESSA stakeholders by theme — Numbers of comments by organization type						
Number of respondents: 9-19 / 20-49 / 50-99 / 100+						
Funding and resources needed for ESSA	44	17	31	7	4	**103**
School and teacher accountability	20	12	22	6	1	**61**
Reporting of assessment results	16	6	6	2	2	**32**
Test alignment	6	7	5	5		**23**
Including stakeholders	18	7	41	7		**73**
State or national assessments	42	29	14	8		**93**
Alternative assessments/alternative curricula	46	20	20	124		**210**
Support ESSA	246	121	124	55	17	**563**
Student accommodations	105	33	32	44	2	**216**
Assess broad subject areas	81	50	83	115	6	**335**
Continue Florida practices	74	59	36	6	1	**176**
State funding formulas	83	36	24	10	1	**154**
Oppose ESSA	109	136	35	23	3	**306**
School/community resources	30	2	23	16	2	**73**
Measuring proficiency or learning growth	17	10	14	3	1	**45**
Other comments	22	7	6	13		**48**
New state structures required by ESSA	31	20	22	6		**79**
Standardized testing	43	19	38	13	1	**114**
TOTALS	**1033**	**591**	**576**	**463**	**41**	**2704**

APPENDIX

List of Stakeholder Groups Contacted by FDOE Staff for ESSA First Round of Public Input

	Stakeholder Groups Contacted by FDOE Staff for ESSA First Round of Public Input
1	21st Century Community Learning Centers Community-based Subgrant Recipients
2	All Florida Parents ListServ
3	Assistant Superintendent ListServ
4	Associated Industries of Florida
5	Association of Practical Nurse Educators of Florida
6	Bureau of Exceptional Education and Student Services Discretionary Project Contacts
7	Career and Technical Student Organizations
8	CareerSource Florida
9	Central Florida Parent Center
10	Chairs of House Education Committees
11	Chairs of Senate Education Committees
12	Chancellor, State University System
13	Charter Schools
14	Child Development Education Alliance
15	Children's Week Teen Town Hall representatives
16	College of Education/Educator Preparation Institute Deans and Directors
17	Consortium of Education Foundations
18	Coordinated School Health Partnership Contacts
19	Council for Exceptional Children
20	Department of Economic Opportunity
21	Digital Media Alliance Florida
22	Disability Rights of Florida
23	Early Learning Coalitions
24	East Coast Technical Assistance Center
25	Education Works ListServ
26	Educator Certification Contacts
27	Enterprise Florida
28	Every Student Succeeds Act ListServ
29	Executive Office of the Governor
30	Family Café
31	Family Network on Disabilities
32	Florida Advisory Committee for English Language Learners
33	Florida After School Alliance
34	Florida After School Network
35	Florida Allied Dental Educators
36	Florida Association for Career and Technical Education
37	Florida Association for Industrial and Technical Educators
38	Florida Association for the Education of Young Children
39	Florida Association of Academic Non-Public Schools
40	Florida Association of Agriculture Educators
41	Florida Association of Bilingual/ESOL Supervisors
42	Florida Association of District School Superintendents
43	Florida Association of Emergency Medical Services Educators
44	Florida Association of Family and Consumer Sciences
45	Florida Association of Management Information System Directors

	Stakeholder Groups Contacted by FDOE Staff for ESSA First Round of Public Input (cont.)
46	Florida Association of School Administrators
47	Florida Association of School Personnel Administrators
48	Florida Association of Staff Development
49	Florida Association of State and Federal Education Program Administrators
50	Florida Association of Student Councils
51	Florida Association of Student Service Administrators
52	Florida Association of Technical and Industrial Education
53	Florida Business Technology Education Association
54	Florida Chamber of Commerce
55	Florida Chapter – League of United Latin American Citizens (LULAC)
56	Florida Charter School Alliance
57	Florida Children's Council
58	Florida College Access Network
59	Florida College System Presidents
60	Florida Consortium of Charter Schools
61	Florida Consortium of Public Charter Schools
62	Florida Council of 100
63	Florida Council of Administrators of Special Education
64	Florida Cultural Alliance
65	Florida Development Disabilities Council
66	Florida District Teachers of the Year (Teacher LEAD Network)
67	Florida Education Association
68	Florida Education Foundation
69	Florida Education Legislative Liaisons
70	Florida Educational Negotiators
71	Florida Faith-Based and Community-Based Advisory Council
72	Florida Future Educators of America
73	Florida Governor's Council on Indian Affairs, Inc.
74	Florida Grant Developers' Network
75	Florida Organization of Instructional Leaders
76	Florida Parent Teacher Association
77	Florida Philanthropic Network
78	Florida Public Service Association
79	Florida School Boards Association
80	Florida School Finance Officers Association
81	Florida State Conference - NAACP, Florida Chapter
82	Florida Technology and Engineering Educators Association
83	Florida Virtual School
84	Foundation for Excellence in Education
85	Governor's Commission on Volunteerism and Community Service
86	Health Occupation Educators Association of Florida
87	Heartland Educational Consortium
88	Just for Parents ListServ
89	Keep Florida Learning listserv
90	Master Statewide Principal List (*Principally Speaking*)

	Stakeholder Groups Contacted by FDOE Staff for ESSA First Round of Public Input (cont.)
91	Master Statewide Teacher List (Just for Teachers)
92	Media
93	Northeast Florida Educational Consortium
94	Panhandle Area Educational Consortium
95	Parent to Parent of Miami
96	President of the Florida Senate
97	Professional Educators Network of Florida
98	School Counselors
99	School District Family Engagement Specialists
100	School District Accountability Directors
101	School District Assessment Directors
102	School District Bullying Prevention Contacts
103	School District Career and Technical Education Directors
104	School District Curriculum Directors
105	School District Dropout Prevention Coordinators
106	School District Exceptional Student Education Directors
107	School District Federal Program Directors
108	School District Finance Officers
109	School District Management Information System Directors
110	School District Personel Evaluation Contacts
111	School District Personnel Directors
112	School District PreKindergarten Contacts
113	School District Professional Development Directors
114	School District Safe and Drug-Free Schools Contacts
115	School District School Improvement and Turnaround Leads
116	School District Staff Development Contacts
117	School District Student Services Directors
118	School District Superintendents
119	School District Technical Center Directors
120	School District Title II-A Directors/Coordinators
121	School District Virtual Education Contacts
122	School District Volunteer Coordinators
123	Speaker of the Florida House of Representatives
124	State Advisory Committee for the Education of Exceptional Students
125	State Board of Education
126	Tax Watch: Center for Educational Performance and Accountability
127	Title I Committee of Practitioners
128	Urban League
129	Voluntary PreKindergarten (VPK) Provider Organizations
130	Voluntary Public School Choice Partners