

**STATE BOARD OF EDUCATION**  
**Update**  
September 23, 2016

**SUBJECT:** K-12 Public Schools – Superintendent Jeff Eakins on behalf of the Florida Association of District School Superintendents

---

**PROPOSED BOARD ACTION**

N/A

**AUTHORITY FOR STATE BOARD ACTION**

N/A

**EXECUTIVE SUMMARY**

An update will be provided by Superintendent Eakins, Hillsborough County Public Schools on issues relating to K-12 education initiatives.

---

**Supporting Documentation Included:** N/A

**Facilitator/Presenter:** Superintendent Eakins, Hillsborough County Public Schools

# FLORIDA ASSOCIATION OF DISTRICT SCHOOL SUPERINTENDENTS

## COMMENTS

**State Board of Education  
Tampa Airport Marriott  
4200 George J. Bean Parkway  
Duval Conference Room  
Tampa, FL 33607  
September 23, 2016  
9:00 a.m.**

### **Opening Comments**

Thank you for the opportunity to speak before the State Board today.

Achievements/Statistics of Hillsborough County Public Schools

### **Budget**

Recent fiscal news indicates a tight budget for the 2017-2018 fiscal year. A very small surplus is projected which means a substantial budget gap will need to be addressed.

School districts continue to make every effort to spend resources efficiently, wisely, and focused on the classroom.

However, we cannot achieve or sustain a high quality education system without sufficient funding.

As we have reported before, we continue to face fiscal challenges and rising fixed costs.

All stakeholders must work together to ensure that Florida's students are afforded a high quality education system.

Operating dollars are one issue. Capital outlay needs are critical in many districts. Funding for local capital improvements including maintenance and repair of district operated public schools, school safety improvements, hardware and infrastructure and other capital needs is critical. Authority should be restored to school boards to levy a discretionary millage of up to .5 mills to address these capital needs.

In addition, any local discretionary capital improvement funds provided to charter school facilities and capital equipment must continue to have the consent of the local school board.

**Every Student Succeeds Act** - The passage of the federal Every Student Succeeds Act (ESSA) provides an opportunity to develop a bolder vision of an accountability system that will lead to increased student performance.

**Maintain Challenging State Academic Standards** - Superintendents strongly support the Florida State Standards in English Language Arts and Mathematics.

### **Academic Assessments**

- **Alternate Assessment** – ESSA authorizes a district to select and administer a nationally recognized high school assessment (e.g. SAT or ACT) that is approved by the state. Florida statutes should be amended to authorize this provision.
- **Paper/Pencil Test Administration** - Districts should have the discretion to administer tests using paper and pencil until the technology is available to minimize assessment time. In addition, testing windows should run concurrently in order to minimize the time used for testing and the disruption in student instruction.
- **English Learners** –ESSA authorizes a district to extend for two years (total of 5) the assessment in another language or form as determined on a case-by-case basis. Districts should have this flexibility.
- **Exception for Recently arrived English Learners** - It is recommended that students enrolled in school for less than 12 months be assessed but the results be excluded for the first year. It is also recommended that a measure of student growth in the second year of enrollment and proficiency in the 3<sup>rd</sup> year be included.
- **Middle School Acceleration** – “Banking” of middle school Algebra I scores for high school accountability purposes should be reinstated and requires statutory change.

### **Statewide Accountability System**

- Student growth should be an indicator.
- English Learners are still acquiring English proficiency and are not yet able to demonstrate their knowledge on content tests in English. Weighted indicators could be used to take into account English proficiency. Increasing from two to four the number of years that the state may include results of English Learner subgroup after a student ceases to be identified as an English Learner is supported.
- For students with disabilities, we recommend setting the goals for the ESE subgroups to be based on achieving learning gains as opposed to reaching proficiency on the content state assessments.
- ESSA authorizes the use of the four-year cohort graduation rate and, at the state’s discretion, the extended year adjusted cohort graduation rate. Florida should take advantage of this

flexibility. In addition, the four-year rate should include students graduating in the summer after the “normal” cohort graduation date.

- Districts need a clear definition of the additional indicator that is selected as well as how to measure it.

### **School Support and Improvement**

This is an area where meaningful dialogue is needed with the Department of Education. A clear process to identify these low performing schools pursuant to ESSA’s criteria needs to be developed along with exit criteria. The existing program for students in the 300 lowest performing elementary schools should be integrated into ESSA.

### **Direct Student Services**

ESSA authorizes the state, after meaningful consultation with geographically diverse districts, to reserve not more than three percent of the federal allocation for direct student services. This program is similar to the old Supplemental Educational Services Program that was eliminated due to ineffectiveness and waste. Any effort to reinstate this program is opposed.

### **Thank you**