

# FLORIDA DEPARTMENT OF EDUCATION



## Differentiated Accountability Strategies and Support

Form DA-3

Proposed for 2010-2011

**2010-2011 Strategies and Support for Differentiated Accountability-Form DA-3**

<b>SCHOOL IMPROVEMENT PLANNING</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
The district must create a district-based leadership team that includes the superintendent, associate superintendent(s) of curriculum, general and special education leaders, curriculum specialists, behavior specialists, student services personnel, human resources and professional development leaders, and specialists in other areas relevant to the school's circumstances, such as assessment, English Language Learners, and gifted learners. The team shall develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school principal, and establish systems for Problem Solving and Response to Instruction/Intervention (Rtl) through district-wide consensus building, infrastructure development, and implementation.	X	X	X	X	X
In conjunction with the district-based leadership team, the School Advisory Council (SAC) shall assist the school leadership team in the development of the School Improvement Plan (SIP). The district-based leadership team is responsible for ensuring that the SIP is implemented.	X *	X *	X *	X *	X
* Non-Title I and Title I A, B, or C schools may receive a waiver from FDOE if the district/school can demonstrate that their existing template provides strategies for subgroups that did not meet AYP in the area of data analysis, Rtl, and increasing student achievement. Note that <u>all</u> schools must comply with Florida Statutes regarding SIP components including: postsecondary readiness, dropout prevention and academic intervention, and professional development as stated in Sections 1008.37(4), 1003.53(2)(b), 1003.413, and 1001.42(18), F.S.					
The SAC shall review school performance data and determine the causes of low performance. The SAC shall advise the school on its SIP.	X	X	X	X	X
The SIP shall be approved by the district through peer review.	X	X	X	X	X
The district-based leadership team shall monitor the implementation of the SIP.	X	X	X	X	X

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	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
The Department will review, approve, and monitor SIPs.		(Lowest 5%)		(F and Lowest 5%)	X (Lowest 5%)
The district shall recruit representatives of the community to establish a Community Assessment Team (CAT) to review school performance data, determine the cause for low performance for each school with a grade of F and each school in the Intervene category, and advise the district on its District Improvement and Assistance Plan. The Department's Regional Executive Directors shall participate in CAT meetings.				(F only)	X
The district shall develop and implement a District Improvement and Assistance Plan.	X	X	X	X	X
The Department will review budget allocations and make recommendations to align resources.		(Lowest 5%)		(F and Lowest 5%)	X (Lowest 5%)
The school shall complete a mid-year narrative report to analyze progress from the baseline to mid-year assessment that is reported to the Department to identify strategies for student interventions.	X *	X *	X *	X *	X
* Non-Title I and Title I A, B, and C schools are required to complete the report only for subgroups not making AYP.					
The school shall establish a Literacy Leadership Team consistent with the K-12 Comprehensive Research-Based Reading Plan.	X	X	X	X	X
The school must offer a flexible number of meetings to inform parents of their child's performance at school. These meetings shall be held at convenient times for the teacher and parent.		(Lowest 5%)		(Lowest 5%)	X (Lowest 5%)

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<b>LEADERSHIP</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
The school's principal and assistant principals shall have a record of increasing student achievement. The principal must have a record of turning around a similar school.		(Lowest 5%)	(D)	(D, F, and Lowest 5%)	X (Lowest 5%)
The district shall review members of the school leadership team, and replace them as necessary based upon overall school performance. The review and replacement process must be fair, consistent, transparent, and reliable.	X	X	(D)	(A, B, C, and D)	
The district, with the Department's assistance, will review the school leadership team. The Department will make recommendations to the district with respect to replacing members of the leadership team.* The review and replacement process must be fair, consistent, transparent, and reliable.		(Lowest 5%)		(F and Lowest 5%)	X (Lowest 5%)
<p>*The following guidelines should be considered when determining if a change in leadership is necessary:</p> <ul style="list-style-type: none"> <li>• The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years: The principal should be replaced.</li> <li>• The school grade declines under the same leadership for 1 year and the percentage of Annual Yearly Progress (AYP) Criteria Met decreases: The principal should be replaced.</li> <li>• The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics decline: The principal should be replaced.</li> <li>• The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase: The principal has one more year to show growth.</li> <li>• The school grade declines under the same leadership for 1 year and the percentage of AYP Criteria Met increases: The principal has one more year to show growth.</li> </ul>					
The district shall provide school-based administrators and instructional coaches with performance pay for raising student achievement. The performance pay process must be fair, consistent, transparent, and reliable.		(Lowest 5%)		(D, F, and Lowest 5%)	X (Lowest 5%)
The district shall include student achievement in the evaluation process of district administrators who supervise schools in the Lowest 5% and provide performance pay for raising student achievement. The performance pay process must be fair, consistent, transparent, and reliable.		(Lowest 5%)		(Lowest 5%)	X (Lowest 5%)

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<b>EDUCATOR QUALITY</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
Teachers assigned to subgroups not making AYP must be highly qualified and certified in-field.	X	X	X	X	X
All paraprofessionals must be highly qualified.	X *	X *	X *	X *	X *
* By the 2011-2012 school year, non-Title I and Title I schools are required to have highly-qualified paraprofessionals, as defined by No Child Left Behind (NCLB), who instruct subgroups who did not make AYP.					
The district shall not employ teachers for the school who are designated less than satisfactory by the teacher evaluation instrument.		(Lowest 5%)	(D)	(D, F, and Lowest 5%)	X (Lowest 5%)
The school must be fully staffed by the first day of school.		(Lowest 5%)	(D)	(D, F, and Lowest 5%)	X (Lowest 5%)
The district must develop a plan to encourage teachers and instructional coaches to remain or transfer to lower-performing schools based on increasing learning gains* by 65% or greater in reading and mathematics. The plan must be fair, consistent, transparent, and reliable.		(Lowest 5%)		(Lowest 5%)	X (Lowest 5%)
Learning gains can be based on a three year average of FCAT data, as determined by the following methods: (1) Improving an achievement level, e.g., from Achievement Level 1 to Achievement Level 2. (2) Maintaining an Achievement Level 3, 4, or 5. (3) Showing adequate Developmental Scale Score (DSS) change if students stay in Achievement Levels 1 or 2.					
The district must provide a reading coach, mathematics coach, and science coach to develop and model effective lessons, to lead Lesson Study, to analyze data, and provide professional development on the Common Core/Next Generation Sunshine State Standards.		(Lowest 5%)		(*D, F, and Lowest 5%)	X (Lowest 5%)
* The district may receive a waiver from the Department if the district can demonstrate how sustained and direct support will be provided to teachers at Correct II D and F schools (excluding those in the Lowest 5%).					
Instructional coaches must maintain a daily log of activities and the school and district leadership teams must monitor these logs. The district must ensure that coaches do not provide pull-out instruction outside the context of providing professional development for teachers and do not teach more than one class.		(Lowest 5%)		(D, F, and Lowest 5%)	X (Lowest 5%)

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<b>EDUCATOR QUALITY</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
The district must ensure that performance appraisals of instructional personnel are primarily based on student achievement. The appraisals must be fair, consistent, transparent, and reliable.	X	X	X	X	X
The district must ensure that performance appraisals of the administrative team include student achievement, as measured by the FCAT, as well as goals related to targeted subgroups and school-wide improvement.	X	X	X	X	X
The district must train staff on performance appraisal instruments and ensure that the performance appraisal process is implemented.	X	X	X	X	X
The district must provide teachers with performance pay for raising student achievement. The performance pay system must be fair, consistent, transparent, and reliable.		(Lowest 5%)		(D, F, and Lowest 5%)	X (Lowest 5%)
The district, with assistance from the Department, must review and replace teachers who have not contributed to increased Learning Gains* of 65% or greater in reading and mathematics or those teachers who did not contribute to improving the school's performance. The review and replacement process must be fair, consistent, transparent, and reliable.		(Lowest 5%)		(F and Lowest 5%)	X (Lowest 5%)
Learning gains can be based on a three year average of FCAT data, as determined by the following methods: (1) Improving an achievement level, e.g., from Achievement Level 1 to Achievement Level 2. (2) Maintaining an Achievement Level 3, 4, or 5. (3) Showing adequate Developmental Scale Score (DSS) change if students stay in Achievement Levels 1 or 2.					
The Department reviews the staffing of the school prior to the start of school.		(Lowest 5%)		(F and Lowest 5%)	X (Lowest 5%)

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<p>The district must implement a differentiated pay policy that includes differentiation based on district determined factors, including, but not limited to: additional job responsibilities, school demographics, critical shortage areas, and level of job performance difficulties. The policy must be fair, consistent, transparent, and reliable.</p>		(Lowest 5%)		(D, F, and Lowest 5%)	X (Lowest 5%)
<p>The district must ensure that mid-year vacancies are filled.</p>	X	X	X	X	X

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<b>PROFESSIONAL DEVELOPMENT</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
The school must ensure that Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include professional development targeting the needs of subgroups that did not meet AYP.	X	X			
The district ensures that IPDPs for teachers of targeted subgroups include professional development that targets the needs of subgroups not making AYP.			X	X	X
The district must participate in a sample of IPDP meetings.			X	X	X
The district must ensure that leadership professional development includes professional development that targets the needs of subgroups that did not meet AYP.	X	X	X	X	X
The district must ensure that appropriate resources are provided to redesign the master schedule to allow for common planning time for data-based decision making within the problem-solving process, job-embedded professional development on the Common Core/Next Generation Sunshine State Standards, and Lesson Study.		(Lowest 5%)		(F and Lowest 5%)	X (Lowest 5%)
The district must provide principals and assistant principals with professional development on monitoring classroom instruction and guiding/supporting/monitoring the activities of instructional coaches.	X	X	X	X	X
The district must provide professional development on Florida's Continuous Improvement Model, Common Core/Next Generation Sunshine State Standards, Response to Intervention, Lesson Study, and School Grade and AYP Calculations.	X	X	X	X	X
The district must create and maintain a pool of highly-qualified reading, mathematics, and science teachers and instructional coaches to serve in Differentiated Accountability schools.		(Lowest 5%)		(Lowest 5%)	X (Lowest 5%)

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The district must offer a summer professional development academy that is developed in conjunction with the Department to school administrators, teachers, and instructional coaches.		(Lowest 5%)		(Lowest 5%)	X (Lowest 5%)
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<b>CURRICULUM ALIGNED AND PACED</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
District or school develops instructional pacing guides that are aligned to the Common Core/Next Generation Sunshine State Standards in reading, writing, mathematics, and science.	X	X	X	X	X
The Department will review the instructional pacing guide aligned to the Common Core/Next Generation Sunshine State Standards.		(Lowest 5%)		(F and Lowest 5%)	X (Lowest 5%)
The school shall ensure that students are properly placed in rigorous coursework.	X	X	X	X	X
The school must implement the district K-12 Reading Plan.	X	X	X	X	X
The district must implement the K-12 Reading Plan.	X	X	X	X	X
The district shall review data to determine the effectiveness of all instructional programs and class offerings.	X	X	X	X	X
The Department will review data to determine the effectiveness of all instructional programs and class offerings.		(Lowest 5%)		(F and Lowest 5%)	X (Lowest 5%)
The district must extend the learning day.		(Lowest 5%)		(Lowest 5%)	(Lowest 5%)

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<b>FLORIDA'S CONTINUOUS IMPROVEMENT MODEL</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
The school must implement Florida's Response to Intervention model set forth in the Statewide RtI Implementation Plan.	X	X	X	X	X
The school must implement Florida's Continuous Improvement Model (FCIM).	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented school-wide)	X (FCIM implemented school-wide)	X (FCIM implemented school-wide)
The district must monitor implementation of Florida's Continuous Improvement Model (FCIM).	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented school-wide)	X (FCIM implemented school-wide)	X (FCIM implemented school-wide)
The district must ensure real-time access to student achievement data.	X	X	X	X	X
The district must prescribe interim (Benchmark baseline, mid-year, and mini) assessments in reading, writing, mathematics, and science for Level 1-3 students.	X (Only subgroups not making AYP)	X (Only subgroups not making AYP)	X (School-wide)	X (School-wide)	X (School-wide)
The district must monitor and analyze progress monitoring data in reading, writing, mathematics, and science through interim assessments. In the area of reading, this requirement may be fulfilled through the use of the Florida Assessments for Instruction in Reading (FAIR).			X	X	X
The district must participate in the Florida Assessments for Instruction in Reading (FAIR) for Levels 1-3* students.				X *	X *
* The district may receive a waiver for Level 3 students from the Department if the district can demonstrate that the current reading assessment used in Correct II and Intervene schools is reliable, aligned to the NGSSS Benchmarks, and predicts FCAT performance.					

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<b>FLORIDA'S CONTINUOUS IMPROVEMENT MODEL</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
The district administration must ensure that data chats are conducted between district administration and school administration, school administration and teachers, and teachers and students following baseline, mini-, and mid-year assessments.	X	X	X	X	X

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<b>MONITORING PROCESSES AND PLANS</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
The school must provide quarterly updates on the implementation of the School Improvement Plan to the School Advisory Council and make updates to the School Improvement Plan.	X	X	X	X	X
The school leadership team must monitor implementation of the School Improvement Plan.	X	X	X	X	
The school must participate in a comprehensive instructional monitoring process.	X	X	X	X	X
The district must develop a comprehensive instructional monitoring process and follow-up that includes classroom, school leadership team, and school-wide monitoring.	X	X	X	X	X
The district must ensure that schools demonstrating the greatest need, based on data analysis, receive the highest percentage of resources.			X	X	X
The Department will report progress bi-monthly to the State Board of Education.		(Lowest 5%)		(F and Lowest 5%)	X (Lowest 5%)
Monthly district meetings with the Regional Executive Director (RED) and district department leaders are held to coordinate strategies and resources to assist lowest-performing schools.		(Lowest 5%)		(Lowest 5%)	X (Lowest 5%)
The district must establish a position to lead the turnaround effort at the district level. The selected employee will report directly to the superintendent and directly supervise principals at the lowest-performing schools.		(Lowest 5%)		(Lowest 5%)	X (Lowest 5%)