



Differentiated Accountability

PAEC

Chipley, Florida

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Introduction to Differentiated Accountability

- Florida selected by the US Department of Education on July 1, 2008 for participation in the Differentiated Accountability Pilot Program.
- Six states are participating in the Pilot.
- Participation allows flexibility in implementing NCLB to target interventions in the neediest schools.

Why Differentiated Accountability?

- Streamlines two accountability systems: School Grades and NCLB.
- Lengthens and minimizes the Restructuring process for higher performing schools.
- Challenges “one size fits all” approach under NCLB by organizing and differentiating federal and state interventions based on school performance.
- Specifically identifies which interventions should be applied and who is responsible for implementation, support, and monitoring.
- Provides targeted and high-quality assistance to the State’s lowest performing schools through the Region support system. Department now an active participant in the school improvement process.
- Requires districts to provide students from chronically low-performing schools with new learning environments if improvement is not made.

What's new for 2009-2010?

- Legislature recently approved HB 991, SB 1682, and Governor signed into law. DA will now be the State's official accountability system.
- Non-Title I A, B, and C schools not making AYP for two consecutive years will be included in DA.
- SINI status will not be used to determine placement of schools in the DA matrix.
- Department will now provide targeted assistance to Exiting Intervene and D former F schools in 2007-08.
- Former FLaRE Coordinators will be under the direction of region offices.
- Coaches only required for Intervene, Exiting Intervene, Correct II D and F schools, and D former F schools in 2007-08.
- Performance and Differentiated Pay only required for Intervene, Exiting Intervene, Correct II D and F schools, and D former F schools in 2007-08.
- Eliminated requirement for "outside expert" and extended learning day.
- Community Assistance Team (CAT) is required for F and Intervene schools—only one team is required per district, not per school.
- FAIR required for Correct II, Intervene, and D former F schools in 2007-08 for Level 1-3 students and State's SIP template required for all DA schools.
- Waiver can be obtained for coaches, use of FAIR, and use of State's SIP template for non-Title I A, B, and C schools.
- Specific language relating to RtI process added to the crosswalk.
- Role of the Department is clearly defined in the lowest-performing schools within crosswalk (i.e. Intervene, F, Exiting Intervene, and D former F schools in 2007-08)
- Instructional Focus Calendars and mini-assessments are required in reading, mathematics, and science.
- Florida's Continuous Improvement Model required.
- Data chats required after assessments.
- Districts must establish a monitoring system to ensure school improvement.

Points of Clarification

- Non-Title I schools are not required to provide SES services, choice with transportation, or go through the corrective action and/or restructuring process!
- DA Bill did not change school grading process!
- If non-Title I A, B, and C schools choose not to use State template (waiver), the district template must address the areas of data analysis, Rtl, and instructional strategies for subgroups not making AYP. It must also address state statute requirements.

An A, B, C, or ungraded school enters Differentiated Accountability (DA) after missing Adequate Yearly Progress (AYP) for two consecutive years. A school must make AYP two consecutive years to exit DA. If a school in DA makes AYP one year, the school's count of "years missing AYP" freezes. However, if that school then misses AYP in the following year, the school's count of "years missing AYP" resumes. Reaching AYP for two consecutive years restarts the "years missing AYP" count at zero. To re-enter DA, a school would need to miss AYP for two consecutive years.

DRAFT DIFFERENTIATED ACCOUNTABILITY CATEGORIES

CATEGORY I	CATEGORY II
<p align="center">PREVENT I</p> <ul style="list-style-type: none"> ● "A", "B", "C", or ungraded schools that have missed AYP for two consecutive years or a subsequent third year and have met at least 80% of AYP criteria. <p align="center">*****</p> <ul style="list-style-type: none"> ⊕ SCHOOL IMPLEMENTS INTERVENTIONS ⊕ FOCUSED SUPPORT AND INTERVENTIONS FOR SUBGROUPS NOT MAKING AYP ⊕ DISTRICT MONITORS PROGRESS AND SUPPORTS SCHOOLS 	<p align="center">PREVENT II</p> <ul style="list-style-type: none"> ● "D" schools that have missed AYP fewer than two consecutive years. ● "D" schools that have missed AYP for two consecutive years or a subsequent third year. ● "A", "B", "C", or ungraded schools that have missed AYP for two consecutive years or a subsequent third year and have met less than 80% of AYP criteria. <p align="center">*****</p> <ul style="list-style-type: none"> ⊕ DISTRICT DIRECTS WHOLE SCHOOL INTERVENTIONS ⊕ SCHOOL IMPLEMENTS INTERVENTIONS ⊕ DISTRICT MONITORS PROGRESS AND SUPPORTS SCHOOLS ⊕ STATE MONITORS DISTRICT'S SUPPORT OF SCHOOLS
<p align="center">CORRECT I</p> <ul style="list-style-type: none"> ● "A", "B", "C", or ungraded schools that have missed AYP for four or more years and have met at least 80% of AYP criteria. <p align="center">*****</p> <ul style="list-style-type: none"> ⊕ DISTRICT DIRECTS INTERVENTIONS ⊕ FOCUSED SUPPORT AND INTERVENTIONS FOR SUBGROUPS NOT MAKING AYP ⊕ SCHOOL IMPLEMENTS INTERVENTIONS ⊕ DISTRICT MONITORS PROGRESS AND SUPPORTS SCHOOLS 	<p align="center">CORRECT II</p> <ul style="list-style-type: none"> ● All "F" schools regardless of AYP status. ● "D" schools that have missed AYP for four or more years. ● "A", "B", "C", or ungraded schools that have missed AYP for four or more years and have met less than 80% of AYP criteria. <p align="center">*****</p> <ul style="list-style-type: none"> ⊕ DISTRICT DIRECTS WHOLE SCHOOL INTERVENTIONS ⊕ SCHOOL IMPLEMENTS INTERVENTIONS ⊕ DISTRICT AND STATE MONITOR PROGRESS AND SUPPORT SCHOOLS ⊕ INTENSIVE ONSITE SUPPORT IS PROVIDED BY DISTRICT AND STATE FOR "F" AND "D Former F (2007-2008)" SCHOOLS
<p align="center">SCHOOLS NOT IN DA</p> <ul style="list-style-type: none"> ● Schools that have met 100% of AYP criteria for two or more <u>consecutive</u> years. ● "A", "B", "C", and ungraded schools that have not missed AYP for two consecutive years. 	<p align="center">INTERVENE</p> <ul style="list-style-type: none"> ● Current "F" schools that have earned at least four "F" grades in the last six school years. ● "D" or "F" schools that meet three of the four following conditions: <ul style="list-style-type: none"> ○ The percentage of non-proficient students in reading has increased over the past five years. ○ The percentage of non-proficient students in math has increased over the past five years. ○ 65 % or more of the school's students are not proficient in reading. ○ 65 % or more of the school's students are not proficient in math. <p align="center">*****</p> <ul style="list-style-type: none"> ⊕ STATE DIRECTS DISTRICT TO CHOSE ONE OF FOUR SPECIFIC RECONSTITUTION OPTIONS ⊕ SCHOOL IMPLEMENTS INTERVENTIONS ⊕ DISTRICT AND STATE MONITOR ONSITE ⊕ INTENSIVE ONSITE SUPPORT IS PROVIDED BY DISTRICT AND STATE

Examples of AYP History

2002-2003 AYP	2003-2004 AYP	2004-2005 AYP	2005-2006 AYP	2006-2007 AYP	2007-2008 AYP	2008-2009 AYP
School A N	Y	N	Y	N	Y	N
School A: Not in DA for 09-10						
School B						N
School B (New School): Not in DA for 09-10						
School C N	N	Y	N	Y	Y	N
School C: Not in DA for 09-10						
School D N	Y	N	N	Y	N	Y
School D: 3 Years not making AYP						
School E N	N	Y	Y	N	N	N
School E 3 Years not making AYP						
School F N	N	Y	N	N	N	N
School F: 6 Years not making AYP						
School G N	N	N	N	N	N	N
School G: 7 Years not making AYP						

First Year Insights..

■ Keys to Success

- 1) Instructional Leadership of Principal
- 2) Data Analysis-Differentiated Instruction
- 3) Effective use of Coaches
- 4) Strong reading instruction—fidelity to the core
- 5) Use of common planning time

■ Areas in need of Improvement

- 1) Review of low-performing principals and teachers
- 2) Creating a culture of data analysis
- 3) District monitoring and support
- 4) Use of Coaches
- 5) Supporting schools to attract and retain the best teachers
- 6) Use of purchased resources and programs
- 7) Higher order questioning
- 8) Too many worksheets
- 9) Deep teaching of the benchmarks
- 10) Fidelity to secondary reading programs



Questions....