

Florida's Differentiated Accountability (DA)

FASPA Presentation

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DA 2009-2010

- Legislature recently approved HB 991 and SB 1682. DA will now be the State's official accountability system.
- DA now includes *all* schools that meet the criteria, not just Title I schools.
- # Years Missed AYP is used instead of SINI status to determine placement of schools in the DA matrix.

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.

Which Schools Are Included?

All schools in Florida that have missed AYP for ≥ 2 consecutive years *OR* earned a D or an F in the current year

<http://flbsi.org/DA/index.htm>

NOTE: If a school makes AYP for 2 consecutive years, the school is no longer in DA and the 'AYP counter' resets to 0.

	<u>Category I:</u> A, B, or C and met \geq 80% of AYP	<u>Category II:</u> D or F or met $<$ 80% of AYP
Schools that have missed AYP for \geq 2 consecutive years	PREVENT I	PREVENT II
Schools that have missed AYP for \geq 5 years	CORRECT I	CORRECT II
Correct II schools that meet certain conditions		INTERVENE

DA Categories

	<u>Category I:</u> A, B, or C and met \geq 80% of AYP	<u>Category II:</u> D or F or met $<$ 80% of AYP
Schools that have missed AYP for \geq 2 consecutive years	PREVENT I 41	PREVENT II 11
Schools that have missed AYP for \geq 5 years	CORRECT I 83	CORRECT II 53
Correct II schools that meet certain conditions		INTERVENE 2

HCPS Schools by DA Category



Category I:

A, B, or C and

met \geq 80% of

Category II:

D or F or

met $<$ 80% of

Schools that have missed AYP for \geq 2 consecutive years

AYP

PREVENT I

AYP

PREVENT II

Schools that have missed AYP for \geq 5 years

CORRECT I

CORRECT II

Correct II schools that meet certain conditions

INTERVENE

Schools not in DA

- “A”, “B”, “C”, and ungraded schools that have met 100% of AYP criteria for 2 or more consecutive years.
- “A”, “B”, “C”, and ungraded schools that have not missed AYP for 2 consecutive years.

PREVENT I

- “A”, “B”, “C”, or ungraded schools that have missed AYP for 2 consecutive years (or up to 2 additional years) and have met $\geq 80\%$ of AYP criteria.

- Focused support and interventions for subgroups not making AYP
- School implements interventions
- District monitors progress and supports schools

CORRECT I

- “A”, “B”, “C”, or ungraded schools that have missed AYP for ≥ 5 years and have met $\geq 80\%$ of AYP criteria.

- District directs interventions
- Focused support and interventions for subgroups not making AYP
- School implements interventions
- District monitors progress and supports schools

PREVENT II

- “D” schools that have missed AYP for < 5 years.
- “A”, “B”, “C”, or ungraded schools that have missed AYP for 2 consecutive years or a subsequent third year and have met <80% of AYP criteria.

- District directs whole school interventions
- School implements interventions
- District monitors progress and supports schools
- State monitors district’s support of schools



Category I:

A, B, or C and

met \geq 80% of

Category II:

D or F or

met $<$ 80% of

Schools that have missed AYP for \geq 2 consecutive years

AYP

PREVENT I

AYP

PREVENT II

Schools that have missed AYP for \geq 5 years

CORRECT I

CORRECT II

Correct II schools that meet certain conditions

INTERVENE

CORRECT II

- All “F” schools, regardless of AYP status.
- “D” schools that have missed AYP for ≥ 5 years.
- “A”, “B”, “C”, or ungraded schools that have missed AYP for ≥ 5 years and have met $< 80\%$ of AYP criteria.

- 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” schools



Category I:

A, B, or C and

met \geq 80% of

Category II:

D or F or

met $<$ 80% of

Schools that have missed AYP for \geq 2 consecutive years

AYP

PREVENT I

AYP

PREVENT II

Schools that have missed AYP for \geq 5 years

CORRECT I

CORRECT II

Correct II schools that meet certain conditions

INTERVENE

INTERVENE

- “F” schools that have earned ≥ 4 “F’s” in the last 6 years.
- “D” or “F” schools that meet ≥ 3 of the 4 conditions:
 - The % of non-proficient students in reading has increased over the past 5 years.
 - The % of non-proficient students in math has increased over the past 5 years.
 - ≥ 65 % of the school’s students are not proficient in reading.
 - ≥ 65 % of the school’s students are not proficient in math.

- State directs district to choose 1 of 4 reconstitution options
- School implements interventions
- District and state monitor onsite
- Intensive onsite support is provided by district and state



Category I:

A, B, or C and

met \geq 80% of

Category II:

D or F or

met $<$ 80% of

Schools that have missed AYP for \geq 2 consecutive years

AYP

PREVENT I

AYP

PREVENT II

Schools that have missed AYP for \geq 5 years

CORRECT I

CORRECT II

Correct II schools that meet certain conditions

INTERVENE

DA Crosswalk for Compliance

Seven Areas for Documentation:

- School Improvement Planning
- Leadership
- Educator Quality
- Professional Development
- Curriculum Aligned and Paced
- Florida's Continuous Improvement Model
- Monitoring Processes and Plans

District-based Requirements for ALL DA Categories

- **Leadership**

- District reviews/replaces members of the school leadership team, as necessary (the state may require this for F, D former F, and Intervene schools)

District-based Requirements for ALL DA Categories

Educator Quality

- District ensures that coaches do not provide pull out instruction outside of the context of providing professional development for teachers and do not teach more than one class.
- District ensures performance appraisals of instructional personnel are primarily based on student achievement.
- District ensures performance appraisals of administrative team include student achievement and rate of progress goals related to targeted subgroups and school improvement.
- District trains staff on performance appraisal instruments and performance appraisal process is implemented with fidelity.
- District ensures mid-year vacancies are filled.

Additional **District-based** Requirements for **Prevent II, Correct II, and Intervene Schools**

- **Leadership**
 - Leadership is experienced with a clear record of increasing student achievement and overall school performance. The principal must have a record of turning around a similar school (D and F and all Intervene)
- **Educator Quality**
 - District develops a plan to encourage teachers with demonstrated mastery in improving student performance to remain at or transfer to a D or F school.
 - District reviews/replaces staff who have not contributed to learning gains (state does this for F and intervene schools)
 - District may declare an emergency to renegotiate collective bargaining agreements

Additional **District**-based Requirements for **Correct I (Exited Intervene), Correct II (D & F only), and Intervene Schools**

- **Leadership**

- District provides administrators with performance pay for raising student achievement

- **Educator Quality**

- District provides a Reading Endorsed Reading coach, Math coach, and/or Science coach to model lessons, lead PLCs, and analyze data.
- District provides teachers with performance pay for raising student achievement.
- District implements a differentiated pay policy (based on additional job responsibilities, school demographics, critical shortage areas, and/or level of job performance difficulties)

School-based Requirements for ALL DA Categories

- **Educator Quality**

- Teachers assigned to subgroups not making AYP are highly qualified and certified in-field.
- All paraprofessionals are highly qualified.
(2 years given to meet this requirement)
- Reading coaches must maintain a daily log of activities on the PMRN and the school and district leadership teams must monitor these logs.




School-based Requirements for ALL DA Categories

Continuous Improvement Model

- School implements Florida's Response to Instruction/Intervention model as defined by the Statewide RtI Implementation Plan.
- School implements Florida's Continuous Improvement Model.
- School administers screening and diagnostics and provides remediation, acceleration, and enrichment.
- Data chats are conducted between school administration and teachers and between teachers and students



Additional School-based Requirements for Prevent II, Correct II, & Intervene

- **Educator Quality**

- School does not have a higher percentage of first-year out-of-field teachers than the district average. [D and F schools only]   
- School is fully staffed by the first day of school.
- School employs no teachers designated less than satisfactory on the teacher evaluation instrument. [D and F schools only]

- **Curriculum Aligned and Paced**

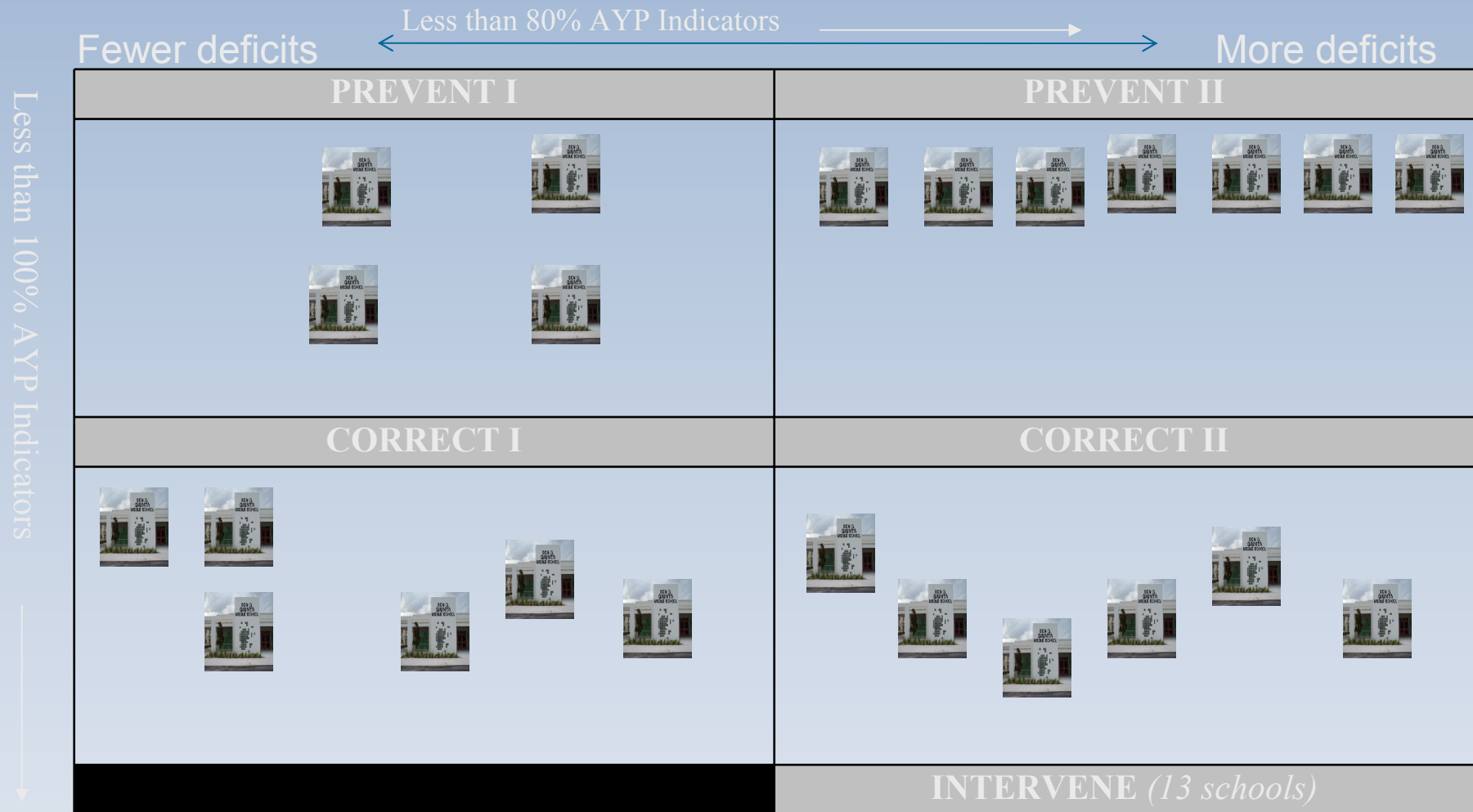
- School aligns curriculum to the Next Generation Sunshine State Standards by developing reading (which is aligned with the core program), mathematics, and science Instructional Focus Calendars.

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Schools that have missed AYP for \geq 5 years	CORRECT I	D & F Schools only 
Correct II schools that meet certain conditions		INTERVENTION II 

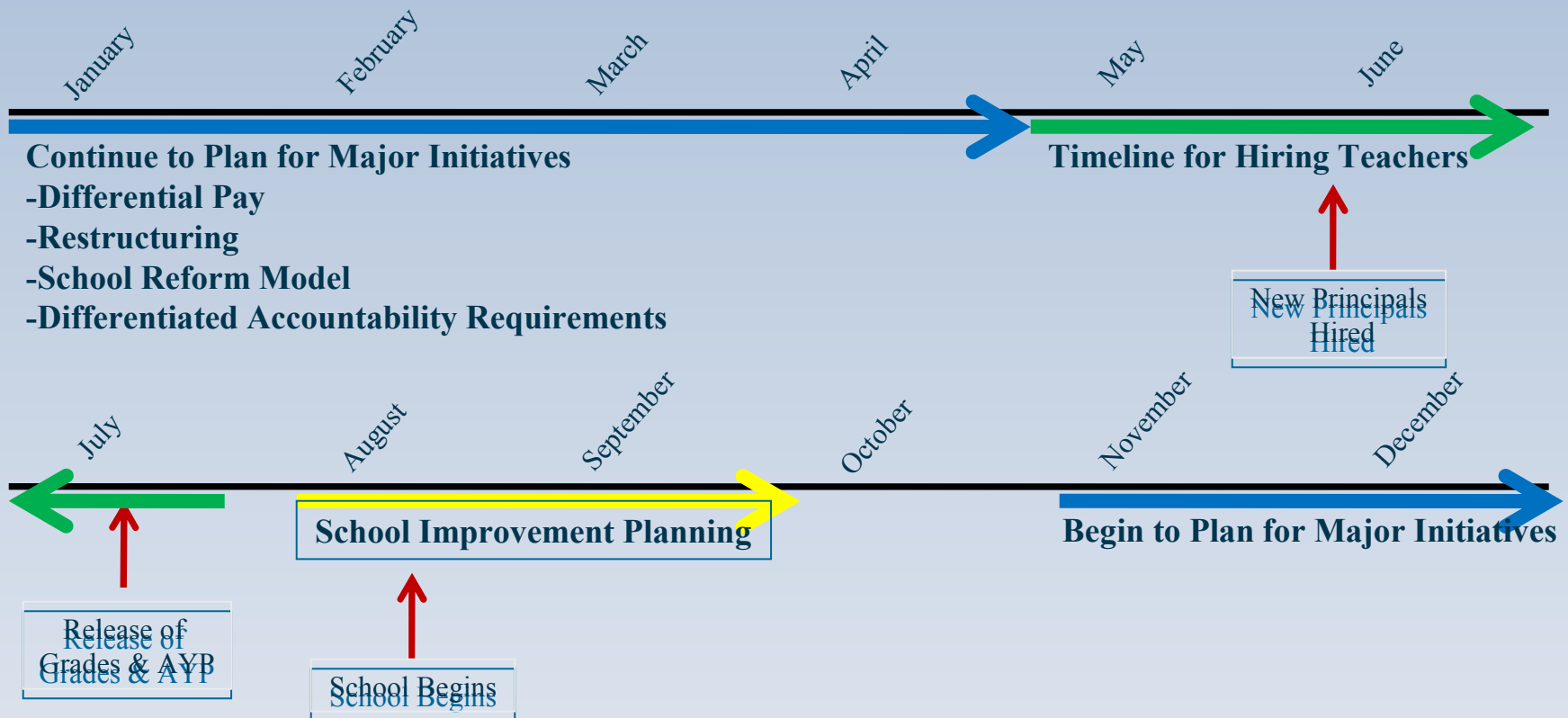
What schools will the Department of Education focus on for support?

Differentiated Accountability Categories

What Happens When the New Accountability Data Comes Out?



Timeline Considerations



Key Strategies

- Build a Capacity of Understanding Across Your District for DA
- Ongoing Data Analysis
- Know where your schools are currently placed and understand the scenarios for each
- Make sure Differentiated Accountability is a factor as you plan for major initiatives
- Build many of the requirements of the Differentiated Accountability Model into your district or school culture (best practices)
- Continue to work with the Department of Education to help build an understanding of all the issues