



Update on Differentiated
Accountability
November 18, 2009
Charter Conference



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 approved HB 991 and SB 1682. DA now the State's official Accountability System.
- Non-Title I A, B, and C schools not making AYP will be included in DA.
- SINI status will not be used to determine placement of schools in the DA matrix.
- Coaches only required for Intervene and Correct II D and F schools.
- Performance and Differentiated Pay only required for Intervene and Correct II D and F schools.
- Eliminated requirement for "outside expert" and extended learning day.
- Community Assessment Team (CAT) is required for F and Intervene schools—only one team is required per district, not per school.
- FAIR required for Correct II and Intervene schools and State's SIP template required of 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.

What's new for 2009-2010 continued....

- Specific language relating to Rtl process added to the crosswalk.
- Role of the Department is clearly defined in the lowest-performing schools within crosswalk.
- 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.
- Language around crosswalk interventions is more specific.
- Duplicative requirements in the crosswalk eliminated and organized for consistency/clarity.

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!

An “A”, “B”, “C”, or ungraded school enters Differentiated Accountability (DA) after missing Adequate Yearly Progress (AYP) for two consecutive years starting from 2002-2003. An “AYP Count” value is assigned to all schools. The AYP Count starts at 1 for a school that has missed AYP for two consecutive years. The count increases for each year that a school in DA misses AYP. A school must make AYP two consecutive years to exit DA. If a school in DA then makes AYP one year, the school’s AYP Count freezes. However, if that school then misses AYP in the following year, the school’s AYP Count resumes. Reaching AYP for two consecutive years resets the AYP Count at zero. To re-enter DA, a school would need to miss AYP for two consecutive years or be graded D or F.

DIFFERENTIATED ACCOUNTABILITY CATEGORIES

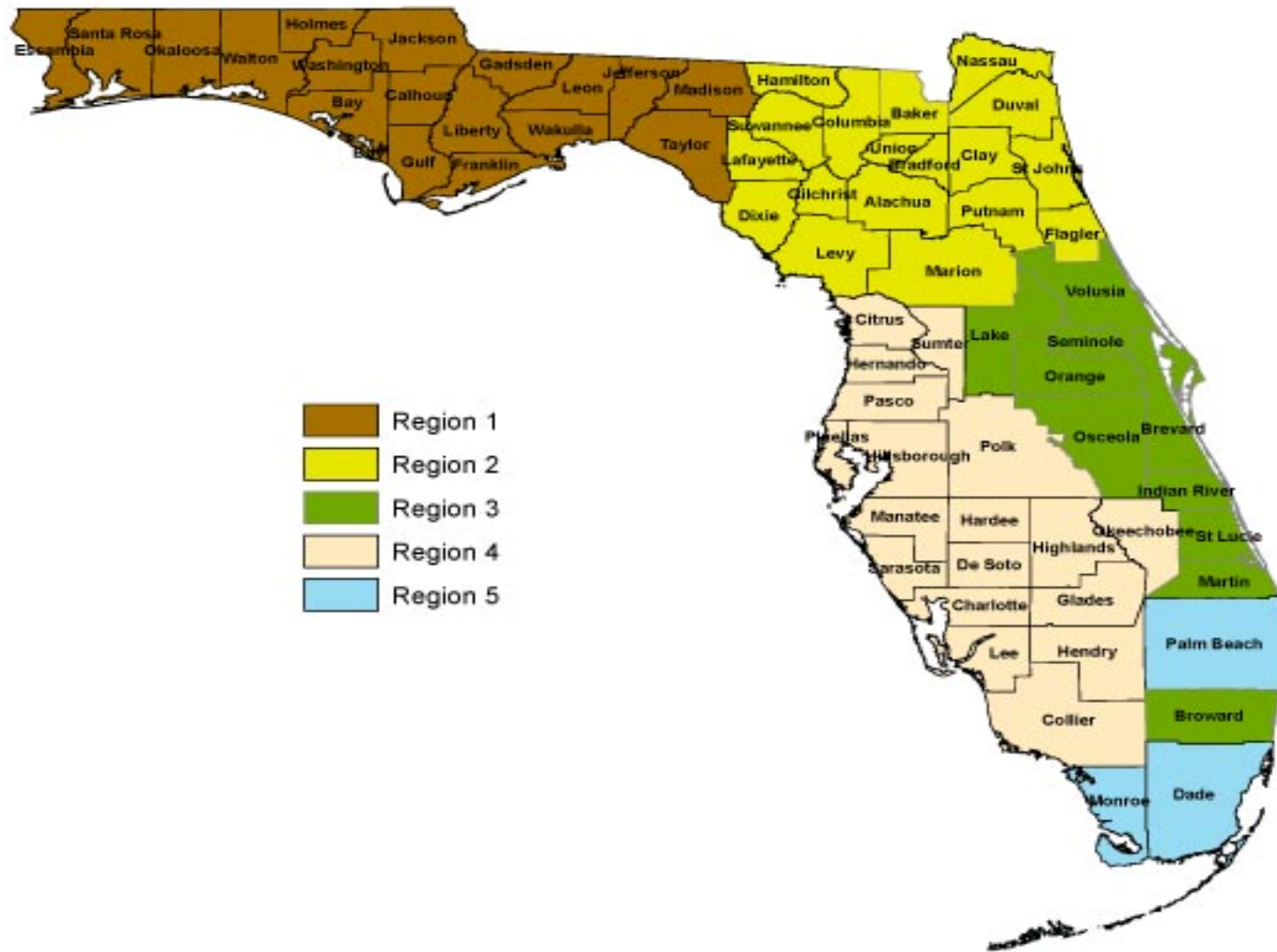
CATEGORY I	CATEGORY II
<p>PREVENT I</p> <p>●“A”, “B”, “C”, or ungraded schools that have missed AYP for two consecutive years or a subsequent third year and have met at least 80% of AYP criteria.</p> <p style="text-align: center;">*****</p> <p>⊕ SCHOOL IMPLEMENTS INTERVENTIONS</p> <p>⊕ FOCUSED SUPPORT AND INTERVENTIONS FOR SUBGROUPS NOT MAKING AYP</p> <p>⊕ DISTRICT MONITORS PROGRESS AND SUPPORTS SCHOOLS</p>	<p>PREVENT II</p> <p>●“D” schools that have missed AYP for fewer than two consecutive years.</p> <p>●“D” schools that have missed AYP for two consecutive years or a subsequent third year.</p> <p>●“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> <p style="text-align: center;">*****</p> <p>⊕ DISTRICT DIRECTS WHOLE SCHOOL INTERVENTIONS</p> <p>⊕ SCHOOL IMPLEMENTS INTERVENTIONS</p> <p>⊕ DISTRICT MONITORS PROGRESS AND SUPPORTS SCHOOLS</p> <p>⊕ STATE MONITORS DISTRICT’S SUPPORT OF SCHOOLS</p>
<p>CORRECT I</p> <p>●“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> <p style="text-align: center;">*****</p> <p>⊕ DISTRICT DIRECTS INTERVENTIONS</p> <p>⊕ SCHOOL IMPLEMENTS INTERVENTIONS</p> <p>⊕ FOCUSED SUPPORT AND INTERVENTIONS FOR SUBGROUPS NOT MAKING AYP</p> <p>⊕ DISTRICT MONITORS PROGRESS AND SUPPORTS SCHOOLS</p>	<p>CORRECT II</p> <p>●All “F” schools regardless of AYP status.</p> <p>●“D” schools that have missed AYP for four or more years.</p> <p>●“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> <p style="text-align: center;">*****</p> <p>⊕ DISTRICT DIRECTS WHOLE SCHOOL INTERVENTIONS</p> <p>⊕ SCHOOL IMPLEMENTS INTERVENTIONS</p> <p>⊕ DISTRICT AND STATE MONITOR PROGRESS AND SUPPORT SCHOOLS</p> <p>⊕ INTENSIVE ONSITE SUPPORT IS PROVIDED BY DISTRICT AND STATE FOR “F” AND “D FORMER F SCHOOLS IN 2007-2008”</p>
<p>SCHOOLS NOT IN DA</p> <p>●“A”, “B”, “C”, and ungraded schools that have met 100% of AYP criteria for two or more <u>consecutive</u> years.</p> <p>●“A”, “B”, “C”, and ungraded schools that have not missed AYP for two consecutive years.</p>	<p>INTERVENE</p> <p>●Current “F” schools that have earned at least four “F” grades in the last six school years.</p> <p>●“D” or “F” schools that meet three of the four following conditions:</p> <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 style="text-align: center;">*****</p> <p>⊕ STATE DIRECTS DISTRICT TO CHOOSE ONE OF FOUR SPECIFIC RECONSTITUTION OPTIONS</p> <p>⊕ SCHOOL IMPLEMENTS INTERVENTIONS</p> <p>⊕ DISTRICT AND STATE MONITOR ONSITE</p> <p>⊕ INTENSIVE ONSITE SUPPORT IS PROVIDED BY DISTRICT AND STATE</p>

Examples of AYP Count

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: AYP Count 2						
School E N	N	Y	Y	N	N	N
School E: AYP Count 2						
School F N	N	Y	N	N	N	N
School F: AYP Count 5						
School G N	N	N	N	N	N	N
School G: AYP Count 6						

DA Regions

Educational Policy Regions



DA Schools' Grades and AYP Status

- 79% of Intervene & F Schools Improved total AYP %
- 79% of Intervene & F Schools Improved School Grade by 1 or more letter grades
- 38% of Intervene & F Schools Improved School Grade by 2 or more letter grades
- 6 Elementary Schools increased from "F" to "A" and made 100% AYP
 - Dade – Liberty City Elementary School
 - Dade – Miami Community Charter School
 - Escambia – George S. Hallmark Elementary School
 - Escambia – Navy Point Elementary School
 - Orange – Mollie E. Ray Elementary School
 - Putnam – William D. Mosley Elementary School

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. Instructional Leadership of Principal
2. Creating a culture of data analysis and instructional intervention
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. Explicit teaching of the standards
10. Fidelity to secondary reading programs

DA Adjustments for Charter Schools

- School Advisory Councils (SACs) are not applicable to DA charter schools if not in existence
- Community Assessment Team (CAT) is not required for charter schools
- Charter Governing Board takes the place of the district in many oversight roles (Rtl, personnel changes due to low-performance, evaluation requirements, data chats, monitoring system)
- District invites DA charters to district-wide training on school improvement activities required for DA



Questions....



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