



FLORIDA DEPARTMENT OF EDUCATION

Form DA-1, Checklist for Districts Targeted Support and Improvement or Comprehensive Support and Improvement Schools

Differentiated Accountability (DA) Checklist

This form, to be used by districts for implementation, satisfies the requirements of Form DA-1, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (Effective August 2018).

Differentiated Accountability (DA) – Checklist for Districts with TS&I or CS&I Schools

District:

District Contact Information:

RED:

Purpose

This document will guide the district’s school improvement planning discussions throughout the year and coordinate intervention and support strategies to assist the DA schools.

Instructions

The district leadership team shall complete this form to demonstrate compliance with the requirements. The district leadership team shall monitor each requirement and track progress on this form. This form shall be maintained by the district and requirement updates and documentation shall be provided to the Regional Executive Director (RED) or designee at each monthly meeting.

Initial Planning Meeting

After the release of school grades the district leadership team shall schedule an initial planning meeting with the RED to review the DA school improvement process and requirements for the identified DA schools. At the initial planning meeting the district leadership team and the RED shall schedule the monthly meetings for the remainder of the school year.

Monthly Meetings

The district leadership team shall communicate with the RED prior to each monthly meeting and identify key topics for discussion and may include the following:

1. Progress monitoring and annual review of the District Strategic Plan, Turnaround Option Plans (TOP) and School Improvement Plans (SIP) within the district, including tiered support and services to DA schools and
2. Improvement of leadership and educator quality.

District Requirements: Progress Monitoring

The support and improvement strategies that must be considered by a district to improve student performance:

- DR01. Monitor the District Strategic Plan which includes strategies for improving school grade by increasing student achievement. The district shall ensure schools demonstrating the greatest need receive the highest percentage of aligned resources. The District Strategic Plan shall be reviewed annually by the district to allow for any changes needed to support DA schools.
- DR02. Provide an ELA and mathematics coach, with a proven record of effectiveness as a coach, to build capacity through modeling of effective lessons, analysis of data, providing professional development and ongoing feedback.
- DR03. Conduct data discussions between district and school administration, school administration and instructional personnel, and instructional personnel and students following assessments (formative and summative).

The support and improvement strategies that must be implemented by a district to improve student performance are:

- DR04. The district shall submit evidence that its assessments (formative and summative) are predictive of statewide assessment outcomes and provide valid data to be used by schools to support intervention and acceleration for students.
- DR05. The district shall ensure resources are allocated to ensure the master schedule will allow for common planning time.
- DR06. The district shall monitor the SIP and TOP, if applicable, of each DA school.
- DR07. The district shall ensure K-8 students are identified in the Early Warning Systems (EWS) located in the SIP.
- DR08. The district shall submit Progress Monitoring Data Review (PMDR) quarterly for all turnaround schools and submit quarterly data for reassigned students due to closure of turnaround schools for three years pursuant to Rule 6A-1.099811, F.A.C. These are the deadlines: Quarter 1-November 1, Quarter 2-January 15, Quarter 3-April 1 and Quarter 4-June 15.
- DR09. The district shall support and monitor the distribution of all grant funds to ensure schools with the greatest need receive the highest percentage of resources.
- DR10. The district shall maintain records of School Advisory Council (SAC) and Community Assessment Team (CAT) agendas, sign-in sheets and minutes.

District Requirements: Improvement of Leadership and Educator Quality

The support and improvement strategies that must be considered by a district that has any DA school to improve student performance are:

- DR11. For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.
- DR12. The district, in collaboration with the department, shall ensure the principal and assistant principal and have a successful record in leading a turnaround school and the qualifications to support the student population being served.

The support and improvement strategies that must be implemented by a district that has any DA school to improve student performance are:

- DR13. The district shall dedicate a position to lead school improvement at the district level. The selected employee shall report directly to the Superintendent and support principals at DA schools.
- DR14. The district shall submit a Memorandum of Understanding (MOU) by September 1, pursuant to section 1001.42(21), F.S.
- DR15. The district shall ensure that the principal will be replaced upon entry into district-managed turnaround unless recommended for retention in collaboration with the Department based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.
- DR16. The district shall, in collaboration with the school, develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality. The annual professional development plan must be modified throughout the year when deficits are identified.

Differentiated Accountability (DA) – Checklist for Districts with TS&I or CS&I Schools

RED/District Progress Tracking of District Requirements

Continuous Progress Monitoring

District Requirement	Person Responsible	Not Initiated	In Progress	Complete	Follow-Up Date/Notes
DR 01					
DR 02					
DR 03					
DR 04					
DR 05					
DR 06					
DR 07					
DR 08					
DR 09					
DR 10					

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Improvement of Leadership and Educator Quality

District Requirement	Person Responsible	Not Initiated	In Progress	Complete	Follow-Up Date/Notes
DR11.					
DR12.					
DR13.					
DR14.					
DR15.					
DR16.					