

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability



### Form DA-1

## Checklist for Districts with Focus or Priority Schools

## Differentiated Accountability (DA) Checklist for Districts with Focus or Priority Schools

### Purpose

The purpose of this document is to guide the district's school improvement planning discussions throughout the year and coordinate strategies and resources to assist the lowest-performing schools.

### Instructions

#### Initial Planning Meeting

Before the beginning of the school year, the Regional Executive Director (RED) shall schedule an initial planning meeting with district department leaders to review the DA school improvement process and requirements for Focus and Priority schools. At the initial meeting, the RED and district department leaders shall schedule the monthly planning meetings for the remainder of the school year.

#### Monthly Planning Meetings

The RED shall communicate with district leaders prior to each monthly planning meeting and identify key topics for discussion and deliverables that will be reviewed from the eight themes listed below.

#### Requirements and Deliverables

All deliverables are organized into one of the following thematic "packets":

1. Recruitment and Retention
2. Instructional Coaching
3. Student Data
4. Progress Monitoring Assessments
5. District Improvement and Assistance Plan
6. Common Planning
7. School Improvement Plan Monitoring
8. Educator Quality

The district shall demonstrate compliance with the requirements listed within each packet by providing the stated evidence of completion. This form, and all deliverables required by this form, shall be maintained by the district and provided to the RED upon request. Deadlines may be modified upon agreement of the RED and district leadership and documented in this form. If a requirement is not met by the deadline, the district shall identify the strategies it will use to meet the requirement, the expected completion date, and the person responsible.

RED:  
 District:  
 District Contact Information:

**Differentiated Accountability (DA) Checklist for Districts with Focus or Priority Schools**

<b>Deliverable: Recruitment and Retention Packet</b>	
<b>Deadline: August 1 - Recruitment and Retention Plan and Pool; February 3 – Update on Mid-Year Vacancies</b>	
<b>Requirements Satisfied</b>	
<p>Educator Quality</p> <p>D01. The district shall develop a plan to encourage teachers and instructional coaches with a record of increasing learning gains to remain at or transfer to lower-performing schools.</p> <p>D02. The district shall not assign to Focus or Priority schools a higher percentage than the school district average of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers, pursuant to Section 1012.2315(2), F.S.</p> <p>D03. The district shall create and maintain a pool of highly qualified reading, mathematics, and science teachers and instructional coaches to serve in Differentiated Accountability schools.</p> <p>D04. The district shall ensure the school is fully staffed by the first day of school.</p> <p>D05. The district shall ensure mid-year vacancies are filled.</p>	
<b>Evidence of Completion</b>	<b>Current Status</b>
<p>Shall include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Position control document for each vacant position</li> <li><input type="checkbox"/> Plan for filling the position(s) in a timely manner</li> <li><input type="checkbox"/> Data comparing percentage of temporarily certified, “needs improvement,” or out-of-field teachers at the school to district averages</li> <li><input type="checkbox"/> Evidence of a differentiated pay policy, pursuant to s. 1012.22, F.S.—             <ul style="list-style-type: none"> <li><input type="checkbox"/> Collective Bargaining Agreement, or</li> <li><input type="checkbox"/> Memorandum of Understanding, or</li> <li><input type="checkbox"/> Letter of assurance of good-faith bargaining</li> </ul> </li> </ul> <p>May include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of highly-qualified candidates in pool</li> <li><input type="checkbox"/> Evidence of recruitment efforts</li> <li><input type="checkbox"/> Other:</li> </ul>	<p align="center"> <input type="checkbox"/> In Progress      <input type="checkbox"/> Complete         </p> <p><b><u>If not complete, identify:</u></b></p> <p><b>Person(s) Responsible:</b></p> <p><b>Expected Date of Completion:</b></p> <p><b>Strategies to Attain Completion:</b></p>

**Deliverable: Instructional Coaching Packet**

**Deadline: August 1 - Assignment of Coaches; Throughout the Year – Monitoring**

**Requirements Satisfied**

Multi-Tiered System of Supports

D05. The district shall provide a reading coach, mathematics coach, and science coach to develop and model effective lessons, lead lesson study, analyze data, and provide professional development on Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSSS).

D06. The district leadership team shall monitor instructional coaches' daily logs of activities.

**Evidence of Completion**

Shall include:

- Position control document for each coaching position
- List of coaches assigned to each school
- Monthly coaching calendars

May include:

- Monitoring plan
- Summary and feedback provided to each school
- Other:

**Current Status**

In Progress       Complete

**If not complete, identify:**

**Person(s) Responsible:**

**Expected Date of Completion:**

**Strategies to Attain Completion:**

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**Differentiated Accountability (DA) Checklist for Districts with Focus or Priority Schools**

<b>Deliverable: Student Data Packet</b>	
<b>Deadline: August 1 - Data Systems, Plans, and Processes; Throughout Year - Monitoring</b>	
<b>Requirements Satisfied</b>	
<p>Multi-Tiered System of Supports</p> <p>D07. The district shall implement Florida’s Continuous Improvement Model (FCIM) at the district level and monitor implementation at the school level.</p> <p>D08. The district shall promote the continuous use of student data to meet the academic needs of individual students through implementation of FCIM.</p> <p>D09. The district shall use a problem-solving process within a Multi-Tiered System of Supports (MTSS) to analyze progress monitoring data in reading, writing, mathematics, and science through progress monitoring assessments to inform instruction.</p> <p>D10. The district shall ensure real-time access to student achievement data.</p> <p>D11. The district administration shall ensure data chats are conducted between district administration and school administration, school administration and teachers, and teachers and students following progress monitoring assessments.</p>	
<b>Evidence of Completion</b>	<b>Current Status</b>
<p>Shall include:</p> <p><input type="checkbox"/> Data system(s) used to provide district personnel, school administrators, teachers, and parents with current student data</p> <p>May include:</p> <p><input type="checkbox"/> MTSS plan with district- and school-level protocols</p> <p><input type="checkbox"/> District data review process and calendar</p> <p><input type="checkbox"/> District and school data chat process, forms, and calendars</p> <p><input type="checkbox"/> Revised district pacing guides</p> <p><input type="checkbox"/> Revised school focus calendars</p> <p><input type="checkbox"/> Other:</p>	<p align="center"><input type="checkbox"/> In Progress      <input type="checkbox"/> Complete</p> <p><b><u>If not complete, identify:</u></b></p> <p><b>Person(s) Responsible:</b></p> <p><b>Expected Date of Completion:</b></p> <p><b>Strategies to Attain Completion:</b></p>

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**Differentiated Accountability (DA) Checklist for Districts with Focus or Priority Schools**

<b>Deliverable: Progress Monitoring Assessments Packet</b>	
<b>Deadline: August 1</b>	
<b>Requirements Satisfied</b>	
<p>Multi-Tiered System of Supports</p> <p>D12. The district shall prescribe progress monitoring assessments in reading, writing, mathematics, and science for Florida Comprehensive Assessment Test (FCAT) 2.0 level 1-3 students.</p> <p>D13. The district shall ensure FCAT 2.0 level 1-3 students participate in the Florida Assessments for Instruction in Reading (FAIR) or another diagnostic reading assessment that meets the requirements of B32.</p> <p>D14. The district shall submit evidence that its progress monitoring assessments clearly indicate student and subgroup performance in the areas to be assessed annually, as outlined in Section 1008.34, F.S.</p> <p>D15. The district shall submit evidence that its progress monitoring assessments are predictive to statewide assessments and provide valid and reliable data to be used by schools to support intervention and acceleration for students.</p>	
<b>Evidence of Completion</b>	<b>Current Status</b>
<p>Shall include:</p> <p><input type="checkbox"/> Assessment calendar with assessment titles listed</p> <p><input type="checkbox"/> Evidence that assessment data can be disaggregated by subgroup</p> <p><input type="checkbox"/> Evidence that progress monitoring assessments are predictive to statewide assessments</p> <p style="padding-left: 20px;"><input type="checkbox"/> Data from previous school year(s) showing correlation to FCAT 2.0 performance</p> <p style="padding-left: 20px;"><input type="checkbox"/> Technical papers from an assessment company that illustrate the correlation to FCAT 2.0 performance</p> <p>May include:</p> <p><input type="checkbox"/> Other:</p>	<p align="center"><input type="checkbox"/> In Progress      <input type="checkbox"/> Complete</p> <p><b><u>If not complete, identify:</u></b></p> <p><b>Person(s) Responsible:</b></p> <p><b>Expected Date of Completion:</b></p> <p><b>Strategies to Attain Completion:</b></p>

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**Differentiated Accountability (DA) Checklist for Districts with Focus or Priority Schools**

<b>Deliverable: District Improvement and Assistance Plan</b>	
<b>Deadline: September 3 – Draft to RED; September 30 – Initial Submission; February 17 – Mid-year Reflection</b>	
<b>Requirements Satisfied</b>	
<p>School Improvement Planning</p> <p>D16. The district shall develop and implement a District Improvement and Assistance Plan (DIAP), according to the requirements of Form DIAP-1.</p> <p>D17. The district shall create a district-based leadership team.</p> <p>D18. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and directly supervise principals at Focus and Priority schools.</p> <p>Multi-Tiered System of Supports</p> <p>D19. The district leadership team shall establish a MTSS through district-wide consensus building, infrastructure development, and implementation.</p> <p>D20. The district shall provide increased learning time for each priority school, as defined in Rule 6A-1.099811(2)(m), F.A.C.</p> <p>D21. The district shall ensure schools which data demonstrates the greatest need receive the highest percentage of resources.</p> <p>D22. The district shall clearly demonstrate in the DIAP how it is aligning initiatives and resources based upon school needs.</p> <p>D23. The district shall develop instructional pacing guides that are aligned to the CCSS or NGSSS in reading, writing, mathematics, and science.</p>	
<b>Evidence of Completion</b>	<b>Current Status</b>
<p>Shall include:</p> <p><input type="checkbox"/> Draft DIAP-1 submitted to RED on paper or in the online system located at <a href="http://www.flbsi.org/">http://www.flbsi.org/</a></p> <p><input type="checkbox"/> DIAP-1 Initial Submission completed in the online system</p> <p><input type="checkbox"/> DIAP-1 Mid-year Reflection completed in the online system</p>	<p align="center"><input type="checkbox"/> In Progress      <input type="checkbox"/> Complete</p> <p><b><u>If not complete, identify:</u></b></p> <p><b>Person(s) Responsible:</b></p> <p><b>Expected Date of Completion:</b></p> <p><b>Strategies to Attain Completion:</b></p>

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**Differentiated Accountability (DA) Checklist for Districts with Focus or Priority Schools**

<b>Deliverable: Common Planning Packet</b>	
<b>Deadline: September 1</b>	
<b>Requirement Satisfied</b>	
<p>Multi-Tiered System of Supports</p> <p>D24. The district shall ensure appropriate resources are allocated to redesign the master schedule to allow for common planning time, as defined in Rule 6A-1.099811(2)(d), F.A.C. The time shall allow grade-level teachers at the elementary level and subject-area teachers at the secondary level to meet within and across grades and subjects at the same time, and shall include time for data-based decision making, problem-solving, and professional development on CCSS, NGSSS, and lesson study. If the master schedule prevents lesson study from occurring during common planning time, the district shall establish weekly lesson study implementation after school for a minimum of one hour a week.</p>	
<b>Evidence of Completion</b>	<b>Current Status</b>
<p>Shall include:</p> <p><input type="checkbox"/> Master schedule for each school</p> <p>May include:</p> <p><input type="checkbox"/> Weekly lesson study schedule</p> <p><input type="checkbox"/> Other:</p>	<p align="center"><input type="checkbox"/> In Progress      <input type="checkbox"/> Complete</p> <p><b><u>If not complete, identify:</u></b></p> <p><b>Person(s) Responsible:</b></p> <p><b>Expected Date of Completion:</b></p> <p><b>Strategies to Attain Completion:</b></p>



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<b>Deliverable: School Improvement Plan Monitoring Packet</b>	
<b>Deadline: October 15 - Review and Approval; Throughout Year - Monitoring</b>	
<b>Requirement Satisfied</b>	
School Improvement Planning D25. The district shall review and monitor the implementation of School Improvement Plans (SIPs), pursuant to Section 1001.42(18)(a), F.S.	
<b>Evidence of Completion</b>	<b>Current Status</b>
Shall include: <input type="checkbox"/> School Board minutes from meeting where SIPs were approved  May include: <input type="checkbox"/> Sign-in sheets from Instructional Reviews (IRs) showing district participation <input type="checkbox"/> Other:	<input type="checkbox"/> In Progress <input type="checkbox"/> Complete  <b><u>If not complete, identify:</u></b> <b>Person(s) Responsible:</b> <b>Expected Date of Completion:</b> <b>Strategies to Attain Completion:</b>

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**Differentiated Accountability (DA) Checklist for Districts with Focus or Priority Schools**

<b>Deliverable: Educator Quality Packet</b>	
<b>Deadline: February 28 - List of Administrators; August 1 - Decisions with Justifications</b>	
<b>Requirements Satisfied</b>	
<p>Educator Quality</p> <p>D26. The district, in collaboration with the Department, shall review members of each school leadership team and replace members as necessary, based upon overall school performance.</p> <p>D27. The district shall ensure the principal and assistant principal(s) at each school have a record of increasing student achievement. The principal shall also have a record of turning around a similar school.</p> <p>D28. The district, with assistance from the Department, shall review and replace teachers who have not contributed to increased learning gains of 65% or higher in reading or mathematics or to improving the school's overall performance.</p>	
<b>Evidence of Completion</b>	<b>Current Status</b>
<p>Shall include:</p> <p><input type="checkbox"/> List of current administrators and their assignments for the past four years</p> <p><input type="checkbox"/> Justifications with corresponding data for keeping or replacing principals, assistant principals, and teachers</p> <p>May include:</p> <p><input type="checkbox"/> Other:</p>	<p align="center"><input type="checkbox"/> In Progress      <input type="checkbox"/> Complete</p> <p><b><u>If not complete, identify:</u></b></p> <p><b>Person(s) Responsible:</b></p> <p><b>Expected Date of Completion:</b></p> <p><b>Strategies to Attain Completion:</b></p>