

## **(1) Purpose.**

The purpose of this rule is to set forth the Differentiated Accountability (DA) State System of School Improvement pursuant to Section 1008.33, F.S., by establishing differentiated intervention and support strategies for traditional public schools, delineating the responsibilities of the school, district, and Department of Education (Department), setting timelines for intervention and support strategies, prescribing reporting requirements to review and monitor progress of schools, and setting forth submission and approval criteria for turnaround implementation plans.

## **(2) Definitions.**

The following definitions, listed alphabetically, shall be used in this rule and incorporated documents:

(a) "8-Step Planning and Problem Solving" or "8SPPS" refers to a cycle of continuous improvement that stakeholder groups engage in to identify barriers to implementation of a strategic goal and then develop implementation and monitoring plans to eliminate or reduce said barriers. The process is delineated in Form SIP-1 and Form DIAP-1.

(b) "Annual Measurable Objectives" or "AMOs" mean the yearly targets established for each subgroup, to include American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, economically disadvantaged, and all students, calculated at the school, district, and state levels, to show whether the subgroup is making enough progress in the current year to be on track to reduce its percentage of non-proficient students in reading and math by half by 2016-17 (using 2010-11 as the baseline year). For the purposes of this definition, non-proficient means scoring at level 1 or 2 on FCAT 2.0, or the equivalent level on the Florida Standards Assessment (FSA), and end-of-course (EOC) assessments, or scoring at level 3 or lower on the Florida Alternate Assessment (FAA), pursuant to Rule 6A-1.09981, F.A.C.

(c) "Coaching" means serving as an instructional resource in a school to generate improvement in student achievement by improving the quality of instruction through professional development support to teachers in their respective content areas, as needed, based on an analysis of student performance and observational data.

(d) "Classroom walkthrough" means, for the purposes of DA, a brief, informal observation of classroom activities by DA Regional Team members, district, and school staff to gather data and provide feedback to teachers and administrators to inform instructional practices for improved student achievement. These data shall not be tied to individual teachers or used in teacher evaluations.

(e) "Common planning time" means the time provided to grade-level teachers at the elementary level and subject-area teachers at the secondary level to meet together, within and across grades and subjects, for data-based decision making, problem-solving, lesson study, and professional development on Florida's standards.

(f) "Data chats" means the process of administrators and teachers meeting to discuss assessment results in order to establish student goals. Students may or may not be present in these discussions.

(g) "Differentiated Accountability Regional Team" means the staff assigned by the Department to provide assistance to schools and districts located in one (1) of five (5) geographic regions.

(h) "Differentiated Accountability State System of School Improvement," "Differentiated Accountability," and "DA" mean the system set forth by Section 1008.33, F.S., in which the state provides support and interventions of escalating intensity to low-performing schools in order to improve and sustain performance of all student subgroups, and holds districts accountable for improving the academic achievement of all students and turning around low-performing schools.

(i) "Direct instructional support" means support provided by a district curriculum or content area specialist who visits the school frequently to provide onsite, job-embedded professional development and support to classroom teachers.

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(j) "District Improvement and Assistance Plan" or "DIAP" means a district-level plan, submitted to the Department, which includes strategies for improving school performance and increasing student achievement and demonstrates how resources are aligned to ensure schools demonstrating the greatest need receive the highest percentage of resources (Form DIAP-1, District Improvement and Assistance Plan).

(k) "Florida's Continuous Improvement Model" or "FCIM" is a process by which quality is improved over time by examining results and the processes that generate those results and employing problem-solving skills to generate and implement targeted improvements.

(l) "Focus school" means any school that receives a grade of "D."

(m) "Increased learning time" or "extended day" means lengthening the school day, week, or year; providing before school, after school, Saturday or summer school programs to allow additional time for instruction in core academic subjects; providing enrichment activities that contribute to a well-rounded education; and allowing time for teacher collaboration, planning, and professional development.

(n) "Instructional coach" means a staff member who serves in the expressed capacity of coaching instructional staff, as defined in paragraph (2)(c) of this rule.

(o) "Instructional monitoring" means a process for observing instructional programs and practices and ensuring that the appropriate research-based interventions or instructional strategies are implemented consistently with fidelity.

(p) "Instructional review" or "IR" means the process used by the DA Regional Team, in collaboration with school and district leadership teams, to review a school's historical performance data, conduct observations of instructional delivery, and develop a school improvement action plan to address instructional concerns.

(q) "Lesson study" is a form of long-term professional development in which teams of teachers systematically and collaboratively conduct research closely tied to lessons, and then use what they learn about student thinking to become more effective instructors.

(r) "Multi-Tiered System of Supports" or "MTSS" means the system utilizing the problem-solving process to identify and support student needs based upon the available data. The data used in the process may include, but is not limited to, attendance, behavior/discipline, statewide assessment, and progress monitoring assessment data.

(s) "Priority school" means any school that receives a grade of "F."

(t) "Professional Learning Community" or "PLC" is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize educators into working groups focused on a targeted improvement issue.

(u) "Progress monitoring" means the assessments that keep educators informed about students' progress in grade-level skills during the school year.

(v) "Regional Executive Director" or "RED" means the person who leads the DA Regional Team to support school improvement efforts, builds district capacity, provides and brokers professional development, and coaches and mentors school principals and school and district leadership teams.

(w) "Response to Instruction/Intervention" or "RtI" means the multi-tiered practice of providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions.

(x) "Specific, measurable, achievable, relevant and time-bound goals" or "SMART goals" means the numeric data targets to be accomplished by successfully reaching a strategic goal in a school or district plan.

(y) "Turnaround Option Plan" or "TOP" means a district-level plan to implement one (1) of five (5) turnaround options in a school, pursuant to subsection (6) of this rule.

### **(3) DA Categories and Responsibilities.**

(a) The Department shall identify schools for DA each school year based upon their most recently released school grades, pursuant to Section 1008.34, F.S.

(b) Charter schools and ungraded schools are not assigned to DA categories.

(c) Prior to the start of the school year, the Department will notify each school district if any of its schools have been categorized for DA. Beginning with 2011-2012, a school shall be categorized as:

1. "Focus" when it receives a grade of "D." For these schools,

a. The district shall direct the school interventions.

b. The school shall apply the interventions.

c. The district and Department shall monitor progress and support schools.

d. The district shall provide onsite support.

e. The Department shall monitor the district's support to schools.

f. The Department shall review the School Improvement Plan (SIP) pursuant to Section 1001.42(18)(a), F.S., and conduct meetings to monitor the fidelity of the plan's implementation.

2. "Priority" when it receives a grade of "F." For these schools,

a. The Department and district shall direct the school interventions.

b. The school shall apply the interventions.

c. The Department and district shall conduct onsite monitoring of intervention implementations.

d. The Department and district shall provide onsite support.

e. The Department shall monitor the district's support to schools.

f. The Department shall review the SIP, pursuant to Section 1001.42(18)(a), F.S., and conduct visits to monitor the fidelity of the plan's implementation.

### **(4) Focus schools.**

(a) Focus schools are those that declined to a grade of "D" in the most recent grades release. For these schools the district shall:

1. Collaborate with the school and DA Regional Team to develop a SIP to align the progress monitoring assessment data to new targets and strategies using an online survey, which must be submitted at <https://www.floridacims.org>. Form SIP-1, incorporated in this rule, provides the outline for the online survey.

2. Demonstrate fulfillment of required district- and school-level deliverables as described in Forms DA-1 and DA-2, including the DIAP, which must be submitted through an online survey at <https://www.floridacims.org>. Form DIAP-1, incorporated in this rule, provides the outline for the online survey.

(b) Focus-Planning schools are those that earned two (2) consecutive grades of "D" (i.e., "DD"), or a single grade of "F" immediately followed by a grade of "D" (i.e. "FD") in the most recent grades release. For these schools the district shall:

1. Fulfill requirements of subparagraphs (4)(a)1.-2. of this rule.

2. Select a turnaround option from those listed in subsection (6) of this rule. The selected option shall be submitted through an online survey at <https://www.floridacims.org>. Form TOP-1, incorporated in this rule, provides the outline for the online survey.

3. Submit a Turnaround Option Plan (TOP) for State Board of Education approval.

a. The plan must be developed with Department input and submitted through an online survey at <https://www.floridacims.org>. Form TOP-2, incorporated in this rule, provides the outline for the online survey.

b. Districts that receive a second planning year for a Focus-Planning school that improved from an “F” to a “D” shall re-engage stakeholders in the needs assessment process pursuant to the requirements of Form TOP-1, and use current information to update and refine the original plan pursuant to the requirements of Form TOP-2.

c. The district will not be required to implement its TOP if the next school grade improves.

(c) Focus-Implementing schools are those that earned a third consecutive grade below “C” with a “D” in the most recent grades release (i.e., “FFD,” “DFD,” “FDD” or “DDD”). For these schools the district shall:

1. Fulfill requirements of subparagraphs (4)(a)1.-2. of this rule.

2. Fully implement the State Board of Education-approved TOP. The district will not be required to continue implementation of its TOP if the next school grade improves.

(d) In order to exit the Focus category, a school must improve its letter grade.

## **(5) Priority schools.**

(a) Priority-Planning schools are those that declined to a grade of “F” in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year. For these schools the district shall fulfill requirements of sub-subparagraphs (4)(b)1.-3.a. of this rule.

(b) Priority-Implementing schools are those that earned two consecutive grades of “F” in the most recent grades release (i.e., “FF”), or a third consecutive grade below “C” with an “F” in the most recent grades release (i.e., “FDF” or “DDF”). For these schools, the district shall:

1. Fulfill requirements of subparagraphs (4)(a)1.-2. of this rule.

2. Fully implement the State Board of Education-approved TOP. The district will not be required to continue implementation of its TOP if the school grade improves to a “C” or higher.

(c) In order to exit the Priority category, a school must improve its letter grade.

(d) To support continuous improvement of a school that improves from a grade of “F” to a “C” or higher, the Department shall monitor for three (3) years the implementation of strategies and progress toward goals outlined in the SIP.

## **(6) Turnaround options are as follows:**

(a) District-managed Turnaround (DMT): The district develops and manages the implementation of the turnaround plan at the school;

(b) Closure: Reassign students to another school or schools and monitor progress of each reassigned student;

(c) Charter: Close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness;

(d) External Operator: Contract with an outside entity that has a demonstrated record of effectiveness to operate the school; and

(e) Hybrid: Implement a hybrid of turnaround options (a)-(d), or other turnaround models that have demonstrated record of effectiveness.

## **(7) Turnaround Option Plans.**

For each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a) and (9)(b), turnaround plans shall be developed by the district in two (2) phases according to the Department’s prescribed deadlines. Each year, the Department shall publish notice of the deadlines for each phase of turnaround plan submission. The notice shall allow

a minimum of ninety (90) days after the school grade is posted for submission of phase one and a minimum of sixty (60) days after the phase one deadline for submission of phase two.

(a) Phase one – selection. Districts shall complete phase one by engaging the community in the needs assessment and selection of a turnaround option documenting completion of the requirements of Form TOP-1 using the Department’s online survey at <https://www.floridacims.org>.

(b) Phase two – planning for implementation. Districts shall complete phase two by developing a draft plan for implementing the selected option, submitting it to the RED for review and feedback, and submitting a completed plan using the Department’s Form TOP-2 online survey at <https://www.floridacims.org>.

### **(8) The State Board of Education shall approve a turnaround option plan submitted under subsection (7) when the plan:**

- (a) Is submitted at <https://www.floridacims.org>;
- (b) Fulfills each of the requirements of Form TOP-1 and TOP-2; and
- (c) Is found by the Board to create the conditions to improve the school’s grade during the two-year implementation period.

### **(9)**

(a) A school implementing a turnaround plan shall continue to implement until it earns a grade of “C” or higher. The Department shall monitor implementation of the plan.

(b) If a school does not improve its letter grade to a “C” or higher following the second year of implementing a turnaround option, the district must implement a different turnaround option at the beginning of the subsequent school year. The district does not receive an additional planning year, but must follow the requirements of paragraphs (7)(a)-(b) of this rule to develop the new plan prior to the start of a third year of turnaround implementation.

(c) For schools described in paragraph (9)(b) of this rule, the State Board of Education may grant additional time for the district to implement its current TOP, if the district demonstrates the school grade is likely to increase given more time. Using the forms and process outlined in paragraphs (7)(a)-(b) of this rule, the district may request additional time, and shall provide evidence of improvement under its current TOP, outline any changes in activities and strategies that will occur in the following year should additional time be granted, and assure timely implementation of an alternate turnaround option should the request be denied.

### **(10) Forms.**

The following forms are hereby incorporated by reference: Form DA-1, Checklist for Districts with Focus or Priority Schools (December 2014) (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04619>); Form DA-2, Checklist for Focus and Priority Schools (December 2014) (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04620>); Form DIAP-1, District Improvement and Assistance Plan (December 2014) (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04621>); Form SIP-1, School Improvement Plan (SIP) (December 2014) (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04622>); Form TOP-1: Turnaround Option Plan – Phase 1 (December 2014) (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04623>); Form TOP-2: Turnaround Option Plan – Phase 2 (December 2014) (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04624>). All forms may be obtained by contacting the Bureau of School Improvement, K-12 Public Schools, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399.

**(11) Failure to comply with the requirements of this rule will subject a district to the remedies provided in Section 1008.32, F.S.**

*Rulemaking Authority 1001.02(1), 1001.42(18)(a), 1008.33 FS. Law Implemented 1001.42(18)(a), 1008.33, 1008.345, 1012.2315 FS. History—New 8-11-10, Amended 8-6-13, 12-23-14.*