Differentiated Accountability Summary

Overview of DA Supports and Turnaround Requirements

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals, school improvement systems, action plans, and professional development based on identified needs.

Regions

Florida's DA statewide network of strategic support is divided into regions, with each school district assigned to a region based primarily upon its geographic location within the state. Each region is served by a field team led by a regional executive director (RED). Regional lines are assessed annually and modified if needed to ensure the ratio of DA-supported schools to DA field staff remains balanced across regions.

On August 1, 2016, the department implemented modifications to the DA regional support structure, which resulted in fewer regions than in previous years. There are now four DA regions—Northwest, Northeast, Southwest and Southeast—representing the geographical quadrants of the state. While the majority of districts will continue to work with their current RED and specialists, some districts will experience a change. A new regional map identifying the districts and RED assigned to each region is available at https://www.floridacims.org/downloads/223.

Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code, available at http://www.floridacims.org/downloads/22.

Priority

Schools with a current school grade of F.

Focus

Schools with a current school grade of D.

Monitoring Only

Schools that improved to a C or higher from a previous grade of F.

Requirements

The requirements for districts and schools identified for DA support are outlined in forms DA-1, **Checklist for Districts with Focus or Priority Schools**, and DA-2, **Checklist for Focus and Priority Schools**. Schools identified as Monitoring Only are not required to complete the checklist but are required to use Form SIP-1, **School Improvement Plan** template.

Annually, each RED schedules an initial meeting with district leadership to review the content of the checklists and establish a way of work for the academic year. The checklists are available for download at https://www.floridacims.org/downloads?category=da-forms.

Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the 2016 school grade. The 2015 school grades were issued to provide an informational baseline of each school's performance on the new state assessments, not to prescribe consequences for low performance. As such, a 2015 school grade of D or F will not be included in a school's grades history for purposes of determining its turnaround status.

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Planning

A school with a status of Planning in 2016-17 requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in 2017-18, unless the 2017 school grade improves to a C or higher.

Implementing

A school with a status of Planning during the 2015-16 school year that did not improve its 2016 school grade to a C or higher progresses to Implementing status, thereby requiring the district to submit a turnaround plan to the State Board of Education for approval and implementation in the 2016-17 school year.

Districts with schools in Implementing status are also subject to additional monitoring and reporting requirements, which are outlined in their state board-approved turnaround plan. Plans are completed using forms TOP-1 and TOP-2, available at https://www.floridacims.org/downloads/210.

A school remains in Implementing status until its grade improves to a C or higher. If its grade does not improve after two years of implementation, a new turnaround option must be selected and implemented in the third year, unless a waiver is requested by the district, and approved by the State Board of Education, to continue implementing the current option.

Turnaround Options

The options available to districts planning for or implementing turnaround are as follows.

District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school.

Closure

The district will reassign each student to a higher-performing school (graded C or higher) and report on the progress of each reassigned student for three years.

Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate the school.

Hybrid

The district will implement a hybrid of the turnaround options above or other reform models that have a demonstrated record of effectiveness.

Former F

A school with a status of Former F in 2016-17 is required to complete Form SIP-1, **School Improvement Plan** template, using the Continuous Improvement Management System (CIMS), accessible at https://www.floridaCIMS.org, and the DA field team monitors the implementation of strategies and progress toward the goals outlined in the plan.

More information about Monitoring Only – Former F schools is available at https://www.floridacims.org/faqs/256.