



FLORIDA DEPARTMENT OF EDUCATION

# Form DA-1

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**Checklist For Districts with Focus or Priority Schools**

Rule 6A-1.099811  
Effective December 2014

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

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**District:**

**District Contact Information:**

**RED:**

### **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 four themes listed below.

#### **Requirements and Deliverables**

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

1. Recruitment and Retention
2. Student Data
3. Progress Monitoring Assessments
4. District Improvement and Assistance Plan

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 and deliverables 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.

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

Deliverable: Recruitment and Retention Packet

Deadline: September 5 – Recruitment and Retention Plan and Pool; February 2 – Update on Mid-Year Vacancies

Requirements Satisfied

- 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.
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)(a), Florida Statutes.
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.
D04. The district shall ensure the school is fully staffed by the first day of school.
D05. The district shall ensure mid-year vacancies are filled.

Evidence of Completion

Current Status

Shall include:

[ ] In Progress

[ ] Complete

- [ ] Position control document for each vacant position
[ ] Plan for filling the position(s) in a timely manner
[ ] Data comparing percentage of temporarily certified, "needs improvement," or out-of-field teachers at the school to district averages
[ ] Evidence of a differentiated pay policy, pursuant to section 1012.22, Florida Statutes—
[ ] Collective Bargaining Agreement, or
[ ] Memorandum of Understanding, or
[ ] Letter of assurance of good-faith bargaining

If not complete, identify:

Person(s) Responsible:

Expected Date of Completion:

Strategies to Attain Completion:

May include:

- [ ] List of highly-qualified candidates in pool
[ ] Evidence of recruitment efforts

**Deliverable: Student Data Packet**

*Deadline: September 5 – Data Systems, Plans and Processes; Throughout Year – Monitoring*

**Requirements Satisfied**

- D06. The district shall ensure implementation of Florida’s Continuous Improvement Model (FCIM), or another comprehensive, data-based, problem-solving framework, in Priority and Focus schools, to identify the academic needs of individual students and meet the identified needs using a Multi-Tiered System of Supports (MTSS).
- D07. The district shall ensure real-time access to student achievement data.
- D08. 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.

**Evidence of Completion**

**Current Status**

Shall include:

In Progress

Complete

- Data system(s) used to provide district personnel, school administrators, teachers, and parents with current student data

**If not complete, identify:**

**Person(s) Responsible:**

**Expected Date of Completion:**

**Strategies to Attain Completion:**

May include:

- MTSS plan with district- and school-level protocols
- District data review process and calendar
- District and school data chat process, forms, and calendars
- Revised district pacing guides
- Revised school focus calendars

**Deliverable: Progress Monitoring Assessments Packet**

*Deadline: September 5*

**Requirements Satisfied**

- D09. The district shall prescribe progress monitoring assessments in reading, writing, mathematics, and science for students scoring at Achievement Levels 1-3 on Florida’s statewide assessments in the prior year.
- D10. The district shall ensure students scoring at Achievement Levels 1-3 on Florida’s statewide assessments in the prior year participate in the Florida Assessments for Instruction in Reading aligned to the Florida Standards (FAIR-FS) or another diagnostic reading assessment that meets the requirements of D12.
- D11. 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, Florida Statutes.
- D12. The district shall submit evidence that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid and reliable data to be used by schools to support intervention and acceleration for students.

**Evidence of Completion**

**Current Status**

Shall include:

In Progress       Complete

- Assessment calendar with assessment titles listed
- Evidence that assessment data can be disaggregated by subgroup
- Evidence that progress monitoring assessments are predictive to statewide assessments
  - Data from previous school year(s) showing correlation to performance on Florida’s statewide assessment
  - Technical papers from an assessment company that illustrate the correlation to Florida’s statewide assessment performance

**If not complete, identify:**  
**Person(s) Responsible:**  
**Expected Date of Completion:**  
**Strategies to Attain Completion:**

**Deliverable: District Improvement and Assistance Plan**

*Deadline: September 5 – Draft to RED; October 3 – Initial Submission; February 16 – Mid-Year Reflection*

**Requirements Satisfied**

- D13. The district shall develop and implement a District Improvement and Assistance Plan (DIAP), meeting the requirements of Form DIAP-1.
- D14. The district shall create a district-based leadership team.
- D15. 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.
- D16. The district leadership team shall establish a MTSS through district-wide consensus building, infrastructure development, and implementation.
- D17. The district shall ensure schools that demonstrate the greatest need receive the highest percentage of resources.
- D18. The district shall clearly demonstrate in the DIAP how it is aligning initiatives and resources based upon school needs.
- D19. The district shall develop instructional pacing guides aligned to Florida’s standards in reading, writing, mathematics, and science.
- D20. The district shall ensure appropriate resources are allocated to ensure the master schedule will allow for common planning time, as defined in Rule 6A-1.099811(2)(e), Florida Administrative Code. If the master schedule prevents lesson study from occurring during common planning time, the district shall ensure weekly lesson study is implemented after school for a minimum of one hour a week.
- D21. 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 Florida’s standards.
- D22. The district leadership team shall monitor instructional coaches’ daily logs of activities.
- D23. 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.
- D24. 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 improving a similar school.
- D25. The district, with assistance from the department, shall review and replace teachers who have not contributed to increased learning gains of 65 percent or higher in reading or mathematics or to improving the school’s overall performance.

**Deliverable: District Improvement and Assistance Plan**

*Deadline: September 5 – Draft to RED; October 3 – Initial Submission; February 16 – Mid-Year Reflection*

**Evidence of Completion**

**Current Status**

Shall include:

In Progress

Complete

- Draft DIAP-1 submitted to the RED
- DIAP-1 initial submission completed in the online system located at <https://www.floridaCIMS.org/>
- DIAP-1 Mid-Year Reflection completed in the online system
- Justifications with corresponding data for keeping or replacing principals, assistant principals, and teachers

**If not complete, identify:**

**Person(s) Responsible:**

**Expected Date of Completion:**

**Strategies to Attain Completion:**

May include:

- Position control document for each coaching position
- List of coaches assigned to each school
- Monthly coaching calendars
- List of current administrators and their assignments for the past four years