

Florida Differentiated Accountability Model (FDAM) Questions

DA “Plan” now, not “Model”

GENERAL DIFFERENTIATED ACCOUNTABILITY QUESTIONS

1. Are the components of the Matrix/Crosswalk/Support Strategies for DA schools mandatory?

Yes, they were adopted in HB 991 during the last session...and approved by the State Board in July. The DA Rule will be adopted by the State Board.

2. If not, will the districts suffer any monetary penalty for not implementing as suggested by the DOE?

HB 991 allows this to happen. However, this measure would only be used by the Department in the most extreme cases where non-compliance is severely affecting the lowest-performing schools.

3. If not, what level of priority should districts give to those issues that are not mandatory but are strongly suggested and/or best practices?

All interventions are required.

4. Are the strategies for intervention for FDAM schools applicable to all schools in those categories?

Yes. However, the intervention is subject to the school’s placement in DA (i.e. Correct I v. Intervene).

5. What is required for each school listed in the 5 FDAM categories?

Please refer to the “Support and Strategies” document.

6. What exactly is meant by the ‘fidelity of implementation’ requirement listed in the K-12 Plan?

That districts and schools implement the reading strategies identified in their K-12 Reading Plan.

7. What are some positive indicators that FDAM is working?

Of the Correct II F and Intervene schools that received direct support from the Department through the Region Offices, 79% of those schools increased their letter grade by one or more grades and increased their overall AYP criteria met.

8. What has been identified as challenges to the implementation of FDAM?

Districts actively monitoring and assisting their low-performing schools; teacher and coaching quality (questioning process and lesson study development); effective leadership at the principal level; effective use of the FCIM process; fidelity of reading intervention for Level 1 and 2 students.

9. What has been the impact of FDAM on class-size?

Not related

10. What assistance is being provided from the Department of Education to increase the state capacity of implementing FDAM?

Five Region Offices have been established throughout the state to provide direct support to Intervene, CII F, CII D former F, and Exit Intervene schools. The Regions consist of a Regional Executive Director, specialists in reading, math, science, and RtI. In addition, the former FLARE coordinators now report to the Regions. These individuals have a demonstrated record of improving student achievement in urban schools as teachers, coaches, and principals/district administrators.

11. What is the process for schools to exit the FDAM matrix after the school makes learning gains or adequate yearly progress (AYP)?

A school must make AYP for two consecutive years.

12. Why are some schools who have met AYP criteria above 80% included in the FDAM matrix?

A school is eligible to enter DA if it does not make AYP for two consecutive years starting from 2002-03.

SCHOOL IMPROVEMENT PLANNING

13. How are school districts implementing the reviews of school performance data, determining the causes of low student performance, and advising schools and employees of their roles?

**Reviewing School Improvement Plans and visiting schools and classrooms.
Conducting data chats with principals after assessments.**

14. What peer review process do districts use to review the efficacy of School Improvement Plans?

Each district implements this differently but there should be a process in place where school personnel are able to review one another's SIPs and provide feedback on how to improve their quality (and to learn from one another's strategies).

15. How are school districts monitoring the implementation of the School Improvement Plans?

Classroom walkthroughs. Data chats with administrators.

16. How are districts developing and implementing a District Improvement Assistance and Intervention Plans?

This document is required by the federal government for Districts that are under Corrective Action for not making AYP (all districts). The plans can be reviewed through the Bureau of School Improvement website.

17. What technical assistance has been provided to and/or by districts in analyzing student data and revising their school budgets, including but limited to, alignment to response to instruction, response to intervention (RTI), progress monitoring, FAIR, professional learning communities, Continuous Improvement Models (CIM), Individual Professional Development Plans (IPDP), etc?

Region personnel have provided training to nearly all districts on these topics.

LEADERSHIP

18. What has been the experience of improvement in student performance, school letter grades and teacher effectiveness based on the principal's experienced and clear record?

We saw many principal changes in Miami-Dade last year...nearly all of those schools demonstrated an increase in achievement.

19. What additional supports do highly effective principals bring to lower performing schools?

The best principals are instructional leaders who protect instructional time and provide solid and purposeful feedback to teachers to improve their delivery of instruction. Highly effective principals also understand how to use coaches to assist struggling teachers. The best principals also understand the reality that teachers face in the classroom and are responsive to teachers' needs. Lastly, they know how to work with teams of teachers to analyze data, create pacing guides, and develop strong lesson plans.

20. What has been the impact of requiring performance based pay for school administrators in improving student performance, schools letter grades and teacher mobility?

At this point, only some districts have done this because of fiscal limitations.

EDUCATOR QUALITY

21. What is the percentage of teachers highly qualified statewide?

For the 2008-09 school year the following chart shows the % of classes taught by Non-highly qualified teachers. Because a teacher can be highly qualified for some classes and not others during his/her work day, the report is run based on classes taught, rather than individual teachers.

State %		
All Schools	High-Poverty Schools*	Low-Poverty Schools*
6.1	6.4	5.8

These data are available by school and district on the department's website at <http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year0809/main0809.cfm>. Multiple years of these data are available at <http://doeweb-prd.doe.state.fl.us/eds/nclbspar/index.cfm>. An updated HQT Report will be available this fall.

22. What penalties exist for teachers, schools and school districts for not being in full compliance with the intent of the law and/or FDAM for highly qualified?

Districts need to focus on having their lowest-performing schools and schools with the highest poverty rates fully-staffed with highly qualified teachers first. Federal dollars could be withheld if districts do not actively attempt to hire and retain highly-qualified teachers.

23. What data exists to show that there are a disproportionate number of teachers who are beginning, out of field or hold temporary certificates working in low performing schools?

The latest state level information is available at <http://www.teachinflorida.com/PerformanceStandards/tabid/190/Default.aspx>, excerpted below:

State Level Data Analysis	Schools with a Majority of Minority Students and Students Receiving Free or Reduced-Priced Lunch	Schools with Neither a Majority of Minority Students nor Students Receiving Free or Reduced-Priced Lunch
Percent of First Year Teachers	15%	9%
Percent of Temporary Certified Teachers	18%	13%
Percent of Out-of-Field Teachers	17%	13%

24. What percentage of paraprofessionals are not highly qualified statewide?

2% in Title I schools.

25. What penalties exist for paraprofessionals, schools and school districts for not being in full compliance with the intent of the law and/or FDAM for highly qualified?

Right now, paras who are not highly qualified should not be in Title I schools. This is a federal requirement. For DA non-Title I schools, paras have two years to become highly-qualified. For Title I schools, federal dollars could be withheld.

26. How much time exists for paraprofessionals to make a good faith effort to become highly qualified?

Two years for those in DA non-Title I schools

27. Can paraprofessionals be involuntarily transferred from a Title I school to a non-Title I schools?

At this point, they could be transferred out of a Title I school for not being highly-qualified.

28. Can paraprofessionals be terminated for not being highly qualified if every school in the district is Title I and/or no vacancies exist in non-Title I schools?

Yes

29. Can a teacher be transferred/reassigned from a position in which they are highly qualified to a position in which they are no longer highly qualified? If so, what are the consequences for the teacher?

I do not see why a district would want to do this considering that the goal is to have highly qualified teachers.

30. How is “documented success for counselors, school psychologists and school workers, and any other instructional personnel” defined?

This was removed from the “Support and Strategies” document.

31. What is meant by “school employs no teachers designated less than satisfactory on the teacher evaluation instrument”? Does this refer to any category or just student learnings?

It means that a teacher who received an unsatisfactory evaluation under s. 1012.34, F.S., at the end of the year should not be placed at that school the following year.

32. What has been the teacher’s experience in schools that are D or F schools when they have taken differentiated pay and exhibited improved student success?

Not sure I understand this question.

33. What has been the role of Reading, math and science endorsed coaches in FDAM schools? Are they being used as evaluators? Is this a form of peer review and assistance?

In the schools that turned around last year...coaches played an important role in assisting teachers through lesson planning, data analysis, modeling effective instructional strategies, providing additional materials to teachers, and facilitating professional learning communities. Coaches do not evaluate teachers.

34. What is the definition of “primarily based” as it relates to teacher appraisals? Does statutory authority and/or rule authority exist for this definition?

Yes, this is required in statute. 51 percent or more of the evaluation criteria should be based on student achievement.

35. How are learning gains defined? Is that based on more than one year of data? How many?

In reading and math, grades 4-10, it is based on FCAT learning gains.

36. How is the term “staff relevant to failure” defined?

In most cases it relates to AYP subgroups but for some schools to may mean science, math, or reading scores over a number of years.

37. What best practices exist for the identification and remediation of teachers who have been identified as not contributing to learning gains?

Mentor...or assigning a coach to assist that teacher consistently.

38. What training has occurred for teachers in using the appraisal instruments?

Depends on the district. That is a district responsibility under 1012.34.

39. How have districts prioritized their resources for staffing to ensure that staff meets the highly qualified, certified in-field, and student achievement requirements?

Depends on the district, but this usually relates to recruiting new teachers or offering teachers incentive or performance pay.

40. What impact does FDAM and its implementation have on recruiting and retaining teachers in low performing schools?

It has encouraged the use of incentive and performance pay to recruit and retain the highest performing teachers to transfer or stay at the lowest-performing schools.

41. What parts of the collective bargaining agreements have districts identified that are a hindrance to staffing, increasing student performance and/or school reform?

Transferring ineffective teachers in some districts; requiring certain curriculum or the use of particular instructional strategies; common planning time; incentive and performance pay; a disconnect between the evaluation and the Individual Professional Development Plan

42. Is performance based pay mandatory in all FDAM schools?

No, just CII D and F schools and Intervene schools

43. What performance based pay systems have been identified to be effective, fair and reliable for all teachers and subject areas?

Hillsborough and Gilchrist Counties have had performance pay systems in place for some years that they refer to as helping to improve their student achievement and staffing results. In addition, Escambia County has made great progress in implementing their system in a manner that is based on the curricular decisions and targets they set for their students across academic areas.

44. Is there additional funding to implement performance based pay?

Title I and ARRA funds. Federal school improvement dollars will also be available for this purpose next year in the lowest-performing schools.

45. Is there statutory authority for the requirement for schools to have performance based pay?

Yes (1012.22,). Also a part of DA.

46. Are there penalties or sanctions for schools that do not implement performance based pay because of a lack of resources?

Reasons for not implementing performance pay are not described in statute.

PROFESSIONAL DEVELOPMENT

47. What has been the implementation of IPDP's at the school level?

Inconsistent but it has proven to be effective in schools that do it best. Additional information on districts' performance in this area can be found in the Protocol Evaluation Reports at www.teachinflorida.com/professional-development.

48. Who decides what components of a teacher's IPDP should or shouldn't be included in their plan?

Collaborative effort between teachers and administrators based on the requirements for the IPDP in 1012.98.

49. Who decides what training/in-service teachers should take to comply with their IPDP? How has this been implemented?

Collaborative effort between teachers and administrators; this varies by district.

50. What has been the practice of a common planning time for teachers and how does this relate to best practices for Professional Learning Communities (PLC's)?

Teachers should meet by subject or grade level to implement the lesson study process, which means teachers come together to develop a common lesson plan and observe one another teach the lesson. This allows teachers to learn from one another and share effective instructional practices.

51. What impact does a common planning time have on teacher planning time and length of instructional time?

This should not affect instructional time. Whether common planning time interferes with teacher planning time depends on the master schedule but implementing lesson study is time that could be used during teacher planning time.

52. What job embedded professional development has been identified as effective practice in FDAM schools?

Lesson Study and coaching.

53. What professional development has been delivered on the implementation and value of the Continuous Improvement Model (CIM), Problem Solving, Response to Instruction (RTI), Professional Learning Communities (PLC's) and Lesson Study Groups?

Region personnel have or will provide training on all of these topics. In addition, districts provide PD to their staff based on their district professional development plan. We have also worked with the Florida Association for Staff Development to provide training on Lesson Study, coaching, classroom walkthroughs and other

54. What should teachers do when the principals is not using best practices for Continuous Improvement Model (CIM), Problem Solving, Response to Instruction (RTI), Professional Learning Communities (PLC's) and Lesson Study Groups?

Request a meeting to discuss the concern with the principal.

55. Are all FDAM schools required to have to implement Continuous Improvement Model (CIM), Problem Solving, Response to Instruction (RTI), Professional Learning Communities (PLC's) and Lesson Study Groups?

Yes.

CURRICULUM ALIGNED AND PACED

56. What is the intent and value of curriculum alignment and pacing?

Ensures all content material and benchmarks are taught and pacing keeps students engaged and motivated to learn. Also allows teachers to come together to discuss and share effective instructional strategies.

57. What has been identified as best practices for curriculum alignment and pacing?

Well developed Instructional Focus Calendars

58. Is curriculum alignment and pacing designed to remove teacher's judgment in content, standards and benchmarks instruction?

No. Every class should cover all relevant content and all of the standards and benchmarks. A pacing guide/instructional focus calendar ensures that this occurs and allows teachers to work together to develop the best lesson plans to implement those guides.

59. Is the intent behind curriculum pacing and alignment to ensure that each teacher is on the same subject, standard and page regardless of classroom/school demographics and student academic performance?

No, see response above.

60. What information is available about effective implementation of curriculum alignment and pacing and focus calendars?

Please contact your district office or the Department's Region Office for more information.

61. How have districts ensured real time access to student achievement to teachers and schools?

Enhancing computer based access to data that integrates various data points.

62. How often should curriculum alignment and pacing and administrator walkthroughs be conducted?

In the lowest-performing schools, walkthroughs should occur daily.

63. What is the process for identifying classrooms for walkthroughs?

All classrooms should be visited.

64. Is Florida Assessments for Instruction in Reading (FAIR) mandatory for all FDAM schools and/or school districts?

No, it was recommended for CII and Intervene schools but districts had the option of using another reading assessment.

65. What is the intent for the use of FAIR?

To obtain timely and precise progress monitoring data on where students stand in the reading process and to then use that data to inform reading instruction and intervention to remedy the deficiency.

66. Does FAIR replace other federal, state and locally required progress monitoring tools?

Yes, it can.

67. Is FAIR designed to be a pre and post test to gauge student's ability to pass FCAT?

Yes, it can.

68. Is FAIR designed to replace teacher's judgment when it comes to assessing student proficiency in Reading?

No, it is designed to provide teachers with a sophisticated tool to diagnose reading deficiencies at grade levels from K-12 and also to provide resources for instruction.

69. What happens to students who do not perform well on the first phase of FAIR assessment?

They should be provided intervention based on the deficiencies.

70. Is FAIR intended to be used three times a year for a total of 105 days of assessment?

It is intended to be used 3 times a year. Each assessment should not take longer than an hour. Ongoing progress monitoring will be available every 20 instructional days for teachers that would like to see if students are increasing the deficit skills and generalizing these newly acquired skills.

71. Is there research to show that spending 105 days testing will not adversely impact student learning, including performance on the FCAT?

Testing does not take 105 days. The testing window was designed to be broad enough to give schools flexibility when testing. Each assessment, administered 3 times a year, should not take longer than an hour.

72. Does FAIR replace Dynamic Indicators of Early Literacy Skills (DIBELS), lexile and other assessment tools used in school districts?

For the Florida Kindergarten Readiness Screening (FLKRS), FAIR does replace DIBELS as the required assessment. It can also replace other reading assessments used in K-12. This is at the district's discretion.

73. What is FAIR's impact on instructional time and classroom management?

A schedule should be created to minimize the loss of instructional time and classroom management issues while testing. During the FAIR assessment, students should be engaged in reading. . The screening and progress monitoring assessment tests can be parceled out, students do not have to be administered all needed parts of the assessment at one time. Testing can occur over several days. Based on student performance on the Broad Screening and Broad Diagnostic Inventories, only select students will be required to take each task of the Targeted Diagnostic Inventory.

74. Have all teachers affected by FAIR been properly trained and have the technology supports to implement the assessment?

The Department offered extensive training sessions throughout the state over the spring and summer for teachers, coaches, and administrators. A "train the trainer" session was provided to all districts. During this past summer, over 5,000 Master Trainers, teachers, and administrators were provided FAIR professional development. FAIR professional development is ongoing, and districts continue to train Master Trainers and teachers. In addition, there are online resources available through the Literacy Essentials and Reading Network, at <http://www.justreadflorida.com/LEaRN/>.

75. How and when are teachers suppose to implement FAIR and other assessments within the timeframe(s) that exist for length of school day and school year?

A schedule should be created at the school and district level to ensure that all assessments that are administered are needed to inform instruction. Doing this would minimize the loss of instructional time. For example, if a teacher administers the one-on-one FAIR assessment to one K-2 students a day, the assessments will be complete within 20 instructional days, which is well within the 35 instructional day window for each assessment period.

76. What information has been distributed to teachers about the challenges in implementing FAIR and the changes related to its scheduling?

Memos and guidance were issued to districts to assist schools in developing schedules to implement FAIR. During the FAIR professional development offerings, scheduling scenarios and suggestions were provided to Master Trainers, administrators, and teachers.

77. How much support and technical assistance has been provided to teachers to implement these progress monitoring tools?

Staff development was offered throughout the summer in multiple locations. Also see response above regarding training. Reading coordinators are placed in the lowest-performing schools and are available to provide training at the district level.

78. How should progress monitoring be reported?

Progress monitoring scores should be reported through the Progress Monitoring Reporting Network (PMRN). The data entered through the Electronic Scoring Tool at K-2 and the Web-based Assessment Module at 3-12 is automatically reported to the PMRN. In these cases, student diagnostic information is available immediately to the teacher to inform instruction.

79. What impact is progress monitoring having on increased paperwork and data collection and input?

Baseline and mid-year data is reported for all DA schools. This is done at the school level, not at the classroom level. If schools choose to use the paper/pencil K-2 FAIR assessments, then the scores must be entered separately into the PMRN. The majority of districts and schools opted to move forward with the Electronic Scoring Tool.

80. When should teachers administer the assessments above and beyond FCAT that determine student placement?

In terms of determining reading intervention placement for secondary students, it is recommended that the data from spring assessments are used when possible for placement the following fall. This will minimize the need for massive schedule changes at the beginning of the school year. Due to the elementary school schedule, this has not been an issue at the elementary level.

81. How are teachers expected to implement and log their work with progress monitoring during and beyond their contracted days?

Most progress monitoring tools today are computer based or allow for scanning, which limits paperwork by teachers and should not necessitate work beyond the contractual workday.

82. What is the impact on teachers who cannot accomplish all of the FDAM mandates within their contractual workday?

Could you be more specific?