

# FLORIDA DEPARTMENT OF EDUCATION



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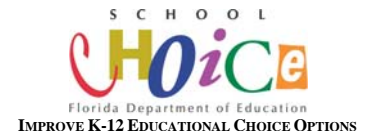
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## MEMORANDUM

**TO:** District Charter School Contacts and Charter Schools subject to Differentiated Accountability

**FROM:** Michael D. Kooi, Esq.

**DATE:** August 14, 2009

**SUBJECT:** Strategies and Support for Differentiated Accountability for Charter Schools

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Attached is an adjusted crosswalk for the application of Differentiated Accountability (DA) to charter schools. There are numerous instances in which district action and responsibility has been adjusted to reflect, in the case of charter schools, that action or responsibility is required of the charter school governing board.

In addition to that generally applicable adjustment, there are several other items that warrant further mention and explanation. These items are set forth below:

- The leadership team for charter schools under DA should be composed of at least the school principal, assistant principal, guidance counselor, a representative of the school's governing board, and a representative of the education service provider, if applicable.
- The provision requiring assistance and input by the School Advisory Council is not applicable to charter schools that do not have such councils.
- The provision requiring a Community Assessment Team does not apply to charter schools.
- Districts are expected to continue to make professional development opportunities available to charter school administrators and instructional staff, as required by DA.

**MICHAEL D. KOOI, ESQ.**

*Executive Director*

*Office of Independent Education and Parental Choice*

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- Districts are expected to continue to provide reading, math and/or science coaches under the same circumstances as traditional district schools, with the exception that those charter schools that have chosen in their contract to opt out of the district reading program would not be entitled to the provision of reading coaches.
- Charter school governing boards are required to work with the district sponsor and the state on issues such as, performance appraisals, Individual Professional Development Plans, formative and summative assessments, and proper monitoring of student academic progress.

Any further questions regarding these adjustments and the application of DA to charter schools should be directed to Nikolai Vitti at (850) 245-0509, Adam Miller at (850) 245-0998 or myself at (850) 245-0502.

MDK/tlc

**2009-2010 Strategies and Support for Differentiated Accountability for Charter Schools\*\***

<b>SCHOOL IMPROVEMENT PLANNING</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
Charter School Governing Board creates a leadership team that includes, but is not necessarily limited to, the Principal, Assistant Principal, Guidance Counselor, a representative of the Governing Board, and a representative of the Education Service Provider, if applicable. The ongoing purpose of this team is to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school principal, and to plan for systems of change toward Problem Solving and Response to Instruction/Intervention (RtI) through district-wide consensus building, infrastructure development, and implementation.	X	X	X	X	X
Charter School Governing Board approves the School Improvement Plan through peer review.	X	X	X	X	X
Leadership team monitors implementation of the School Improvement Plan.	X	X	X	X	X
State reviews, approves, and monitors School Improvement Plans.		X (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008,	X
State reviews budget allocations and alignment of resources.		X (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008)	X
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment.	X *	X *	X *	X *	X
* Non-Title I A, B, and C schools are required to complete the report only for students not making AYP.					

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<b>LEADERSHIP</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
Leadership is experienced with a clear record of increasing student achievement and overall school performance. The principal must have a clear record of turning around a similar school.			X (D only)	X (D and F)	X
Charter School Governing Board reviews/replaces members of the school leadership team, as necessary.	X	X	X	X (A, B, C, and D- not D former F in 2007-2008)	
State reviews/replaces school leadership team with district assistance.				X (F, D former F in 2007-2008)	X
Charter School Governing Board provides administrators with performance pay for raising student achievement.		X (Exiting Intervene in 2008-2009)		X (D and F)	X

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<b>EDUCATOR QUALITY</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
Teachers assigned to subgroups not making AYP are highly qualified and certified in-field.	X *	X *	X *	X *	X *
All paraprofessionals are highly qualified.	X *	X *	X *	X *	X *
* By the 2011-2012 school year, non-Title I schools are required to have highly qualified teachers and paraprofessionals, as defined by No Child Left behind (NCLB), who instruct students who did not make AYP.					
School employs no teachers designated less than satisfactory on the teacher evaluation instrument.			X (D)	X (F, D former F in 2007-2008)	X
School is fully staffed by the first day of school.			X	X	X
Charter School Governing Board develops a plan to attract teachers with demonstrated mastery in improving student performance to remain at or transfer to a D or F school.			X	X	X
District provides Reading Endorsed Reading coach (provided the charter school has not specifically opted out of the district reading program), Math, and/or Science coaches to model lessons, to lead Professional Learning Communities (PLCs) and Lesson Study Groups (LSGs), and to analyze data (note: Science coaches only provided if a school's percent mastery is less than 50%).		X (Exiting Intervene 2008-2009)*		X (D and F) *	X
* The district may receive a waiver from FLDOE if the district can demonstrate how sustained and direct support will be provided to teachers at the Correct I schools that Exited Intervene in 2008-2009 and Correct II D and F schools.					
Reading coaches must maintain a daily log of activities on the Progress Monitoring and Reporting Network (PMRN) and the school and district leadership teams must monitor these logs. Charter School Governing Board ensures that coaches do not provide pull out instruction outside the context of providing professional development for teachers and do not teach more than one class.	X	X	X	X	X
Charter School Governing Board works with the district sponsor and state to ensure performance appraisals of instructional personnel are primarily based on student achievement.	X	X	X	X	X
Charter School Governing Board works with the district	X	X	X	X	X

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sponsor and state to ensure performance appraisals of administrative team include student achievement and rate of progress goals related to targeted subgroups and school improvement.					
Charter School Governing Board works with the district sponsor and state to ensure that staff is trained on performance appraisal instruments, and performance appraisal process is implemented with fidelity.	X	X	X	X	X
Charter School Governing Board provides teachers with performance pay for raising student achievement.		X (Exiting Intervene 2008-2009)		X (D and F)	X
Charter School Governing Board reviews/replaces staff who have not contributed to learning gains.			X	X	
State reviews/replaces teachers who have not contributed to increased learning gains with district assistance.				X (F, D former F in 2007-2008)	X
State oversees the staffing of the school prior to the start of school.				X (F, D former F in 2007-2008)	X
Charter school ensures mid-year vacancies are filled.	X	X	X	X	X

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<b>PROFESSIONAL DEVELOPMENT</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
School ensures Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include PD targeting the needs of subgroups not making AYP.	X	X			
Charter School Governing Board works with the district sponsor and state to ensure IPDPs for teachers of targeted subgroups include PD targeting the needs of subgroups not making AYP.			X	X	X
District and/or state participates in a sample of IPDP meetings.			X	X	X
Charter School Governing Board ensures that Leadership professional development includes PD targeting the subgroups not making AYP.	X	X	X	X	X
Charter School Governing Board redesigns the master schedule to provide common planning time for data-based decision making within the problem-solving process, job-embedded professional development, and Professional Learning Communities (PLCs) with Lesson Study Groups.	X	X	X	X	X
District provides leadership development on monitoring classroom instruction and evaluating professional development. (Use of federal funding, including but not limited to Title II funds, requires that districts make PD available to charter school teachers and administrators in the same way it is made available to district teachers and administrators.)	X	X	X	X	X
District provides professional development on Florida's Continuous Improvement Model, Problem Solving, Response to Instruction/Intervention, Professional Learning Communities, including the use of Lesson Study Groups, and School Grade and AYP Calculations. (Use of federal funding, including but not limited to Title II funds, requires that districts make PD available to charter school teachers and administrators in the same way it is made available to district teachers and administrators.)	X	X	X	X	X

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<b>CURRICULUM ALIGNED AND PACED</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
School identifies and implements evidence based materials.	X *	X *			
State identifies and school implements evidence-based materials.			X *	X *	X *
* As a result of SB 1676, the requirement that purchases of instructional materials be made within the first two years of the 2008-2009 adoption cycle is waived for Prevent I, Prevent II, and Correct I schools. This includes instructional materials for language arts, literature, and ESOL. Correct II and Intervene schools must continue to make these purchases within the first two years of the adoption cycle; however, the district may receive a waiver from FLDOE if the district can demonstrate a strong rationale for continuing use of the materials currently in place as evidenced by data submitted that reports a record of improved student achievement as a result of the effective use of the materials.					
District or school develops instructional pacing guide that is aligned to the Next Generation Sunshine State Standards in reading (which is aligned with the core program), mathematics, and science.			X	X	X
State reviews instructional pacing guide aligned to the Next Generation Sunshine State Standards.		X (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008)	X
School ensures students are properly placed in rigorous coursework.	X	X	X	X	X
School implements district K-12 Reading Plan with fidelity.	X	X	X	X	X
Charter School Governing Board reviews data to determine the effectiveness of all instructional programs and class offerings.	X	X	X	X	X
State reviews data to determine the effectiveness of all instructional programs and class offerings.				X (F, D former F in 2007-2008)	X

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<b>FLORIDA'S CONTINUOUS IMPROVEMENT MODEL</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
School plans for the implementation of Florida's Response to Instruction/Intervention model as defined by the Statewide RtI Implementation Plan.	X	X	X	X	X
School implements Florida's Continuous Improvement Model (FCIM).	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented school wide)	X (FCIM implemented school wide)	X (FCIM implemented school wide)
Charter School Governing Board monitors implementation of Florida's Continuous Improvement Model (FCIM).	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented with subgroups not making AYP)	X (FCIM implemented school wide)	X (FCIM implemented school wide)	X (FCIM implemented school wide)
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	X	X	X	X	X
District ensures real-time access to student achievement data.	X	X	X	X	X
Charter School Governing Board works with the district and the state to prescribe formative (Benchmark mini-assessments) and summative (Benchmark baseline and mid-year) assessments in reading, mathematics, and science for Level 1-3 students.	X (Only subgroups not making AYP)	X (Only subgroups not making AYP)	X (School wide)	X (School wide)	X (School wide)
Charter School Governing Board works with the district and the state to monitor and analyze progress monitoring in reading, mathematics, and science through formative and summative assessments. In the area of reading, this requirement may be fulfilled through the use of the Florida Assessments for Instruction in Reading (FAIR).			X	X	X
School participates in the Florida Assessments for Instruction in Reading (FAIR) for Levels 1-3 students.				X *	X *

\* The district may receive a waiver from FLDOE if the district can demonstrate that the current reading assessment used by the district in Correct II schools and Intervene schools is reliable, aligned to the Benchmarks, and predicts FCAT performance.

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Data chats are conducted between the Charter School Governing Board and school administration; school administration and teachers; and teachers and students following baseline, mini-, and mid-year assessments.	X	X	X	X	X
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<b>MONITORING PROCESSES AND PLANS</b>					
	<b>Prevent I</b>	<b>Correct I</b>	<b>Prevent II</b>	<b>Correct II</b>	<b>Intervene</b>
Charter School Governing Board receives quarterly updates on the implementation of the School Improvement Plans and makes necessary updates.	X	X	X	X	X
School leadership team monitors fidelity of implementation of the School Improvement Plan.	X	X	X	X	
School participates in a comprehensive instructional monitoring process.	X	X	X	X	X
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).	X	X	X	X	X
Charter School Governing Board works with the district and the state to develop a comprehensive instructional monitoring process and follow-up that includes classroom, team, and school-wide monitoring.	X	X	X	X	X
State conducts a comprehensive instructional monitoring process.		X (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008)	X
State reports progress bi-monthly to State Board of Education.		X (Exiting Intervene in 2008-2009)		X (F, D former F in 2007-2008)	X