

# Iowa Department of Education Mini Summit

## Differentiated Accountability

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# Differentiated Accountability

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ACCREDITATION AND SUPPORT



# CAUTION

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All data are fake

These models are **DRAFT ONLY** for illustrative purposes

- Real models will be developed by collaborative work teams through C4K

# School Improvement Present

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Many variations on a common improvement theme

- SINA/DINA Plans
- Comprehensive School Improvement Plan (CSIP)
- Special Education Corrective Action Plans
- Iowa Professional Development Model (IPDM)
- Iowa Core Plan
- Site visit every five years

# School Improvement Future

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1. Tiered support
2. Healthy Indicators
3. Earned autonomy
4. Collaborative Inquiry Questions
5. A single continuous improvement process
6. Streamlined reporting
7. Emphasis on results for Iowa learners

# How do we get there?

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## **As a system (C4K)**

- Continuous Improvement
- Healthy Indicators

Using evidence-based content (Iowa Core and Early Learning standards, ) and practices (MTSS)

Leverage compliance to get results

# Healthy Indicators Task Group

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Task: Develop, operationalize, and implement a set of objective, measurable indicators of the health of the education system in Iowa at the preschool, building, district, AEA and state levels.

# Continuous Improvement Task Group

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Task: to define a single continuous improvement process for the state of Iowa that uses the foundation of the Iowa Professional Development Model (IPDM), healthy indicators, and collaborative inquiry questions and plan for implementation of the model PK-12 and in AEAs.

# 1. Tiered Supports

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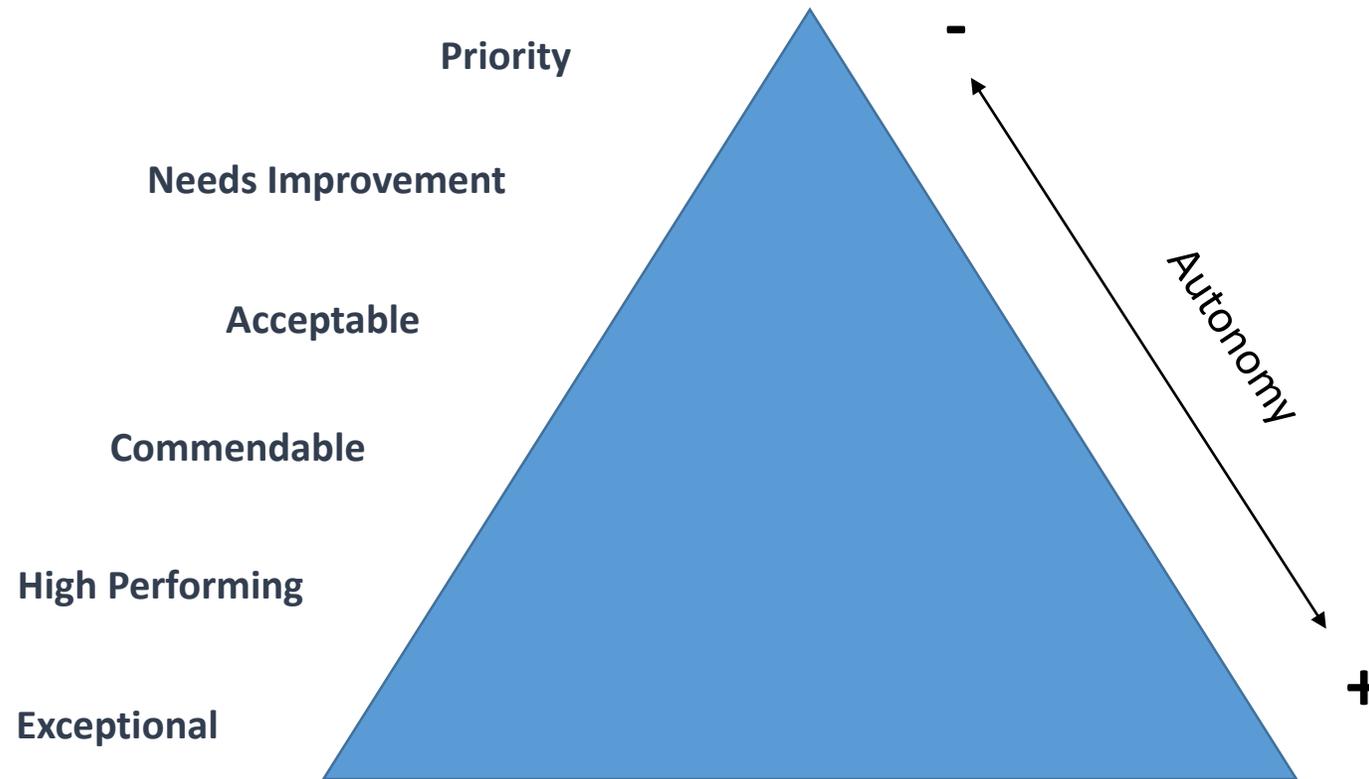
## 2. Healthy Indicators

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- Data to inform decision-making on which districts, AEAs, and programs require desk audits versus on-site visits and what supports they need to successfully engage in continuous improvement
- Will use some information from Attendance Center Rankings (ACR) legislation
- Possible data sources:
  - Proficiency
  - academic growth
  - Attendance
  - sub-group performance
  - college readiness
  - suspension/expulsion rates
  - student/parent engagement
  - parent/community involvement
  - employee working conditions
  - staff turnover
  - post-graduation data
  - use of valid and reliable assessment tools
  - percent of students proficient with core instruction
  - percent of students proficient with targeted and intensive interventions
  - operation of a high-functioning leadership team
  - financial information

# 3. Earned Autonomy

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# 4. Collaborative Inquiry Questions

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## **CONSENSUS**

**A. Is there initial and ongoing administrator consensus to develop and implement MTSS?**

**B. Is there initial and ongoing staff consensus to develop and implement MTSS?**

# 4. Collaborative Inquiry Questions

<b>CONSENSUS, INFRASTRUCTURE AND IMPLEMENTATION</b>	
<b>C. Is there a leadership team willing to accept responsibility for development, implementation, and sustainability of MTSS?</b>	
<b>D. Do we have an established and ongoing collaborative inquiry process for implementation of MTSS?</b>	
<b>Universal Tier</b>	<b>1. Is the Universal Tier sufficient?</b>
	<b>2. If the Universal Tier is not sufficient, what are the needs that must be addressed?</b>
	<b>3. How will Universal Tier needs be addressed?</b>
	<b>4. How will the implementation of the Universal Tier actions be monitored over time?</b>
	<b>5. Have Universal Tier actions been effective?</b>
<b>Targeted/Intensive Tiers</b>	<b>6. Which students need support in addition to the Universal Tier?</b>
	<b>7. Which of the Targeted and/or Intensive Tier resources are needed to meet the needs of identified students?</b>
	<b>8. How will the Targeted and/or Intensive Tier options be implemented?</b>
	<b>9. How will the implementation of the Targeted and Intensive Tiers be monitored over time?</b>
	<b>10. How will the effectiveness of the Targeted and Intensive Tiers be evaluated?</b>

# 4. Collaborative Inquiry Questions

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## **CONSENSUS, INFRASTRUCTURE, IMPLEMENTATION, AND SUSTAINABILITY**

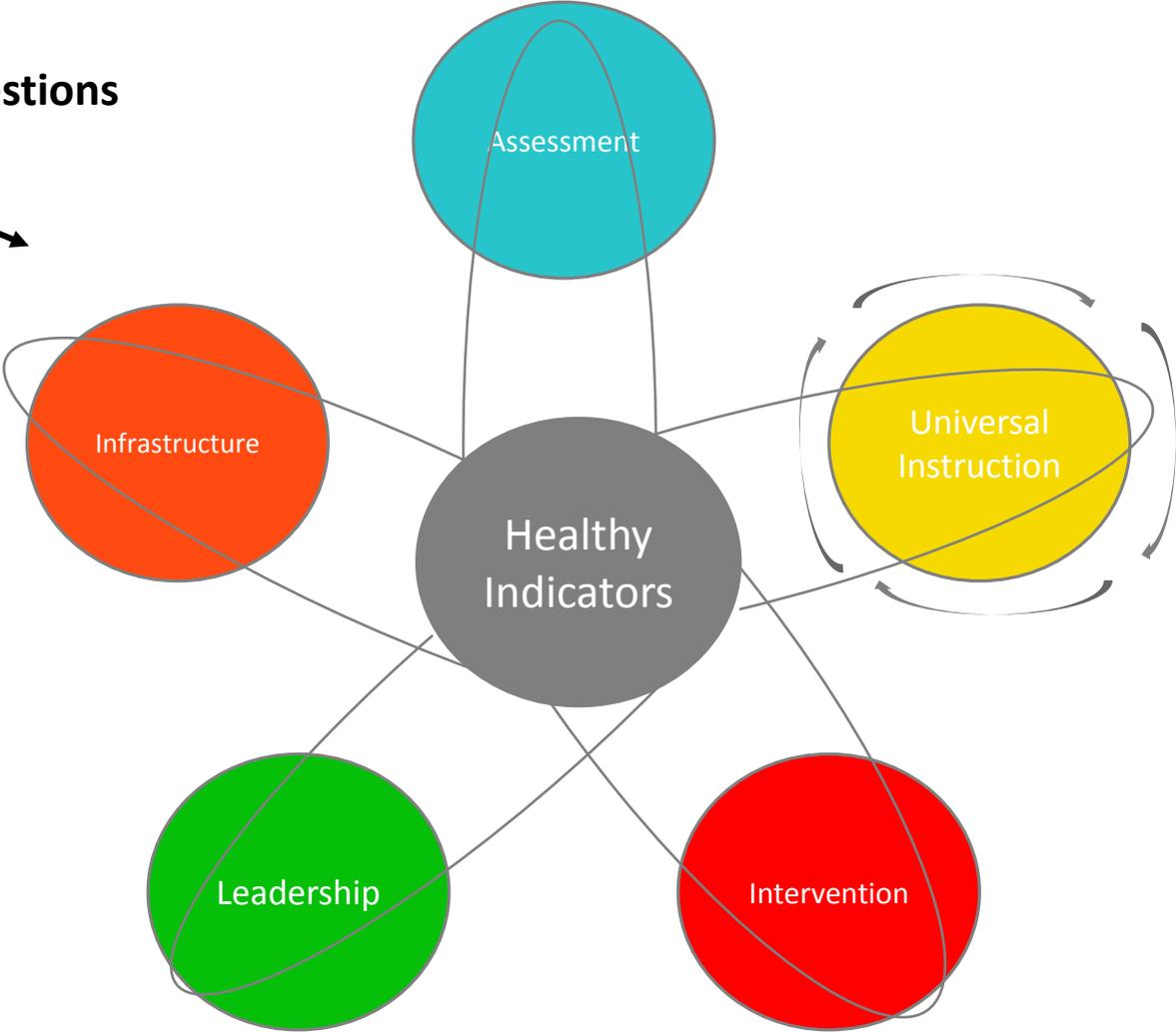
**E. Do you have an established structure to provide on-going professional learning and coaching to support all staff members?**

**F. How do you ensure evaluation of MTSS implementation and impact on achievement?**

**G. What structures does the leadership team have in place to support sustainability of MTSS over time?**

# 5. A Single Continuous Improvement Process

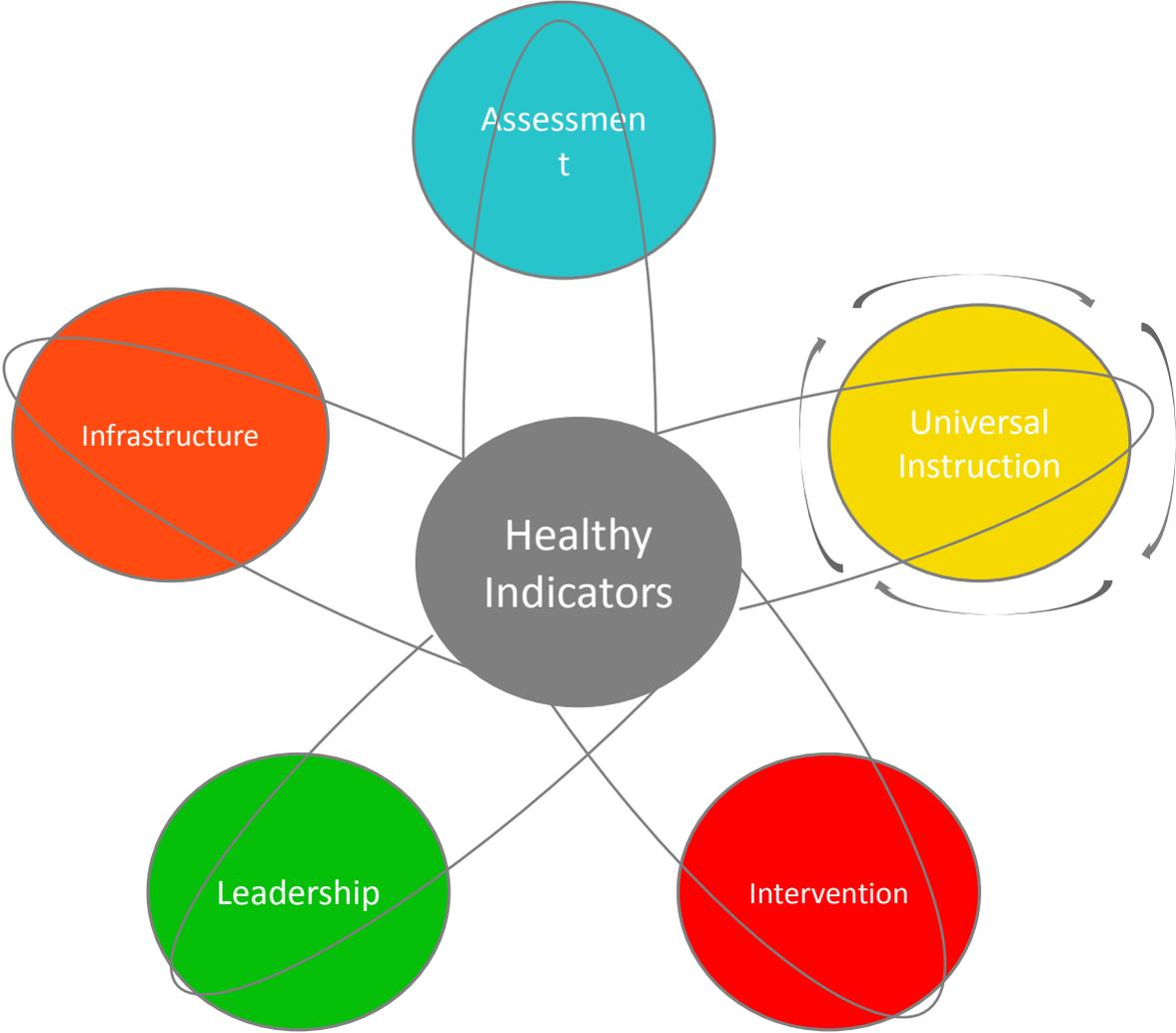
**Collaborative Inquiry Questions**



# Healthy Indicators

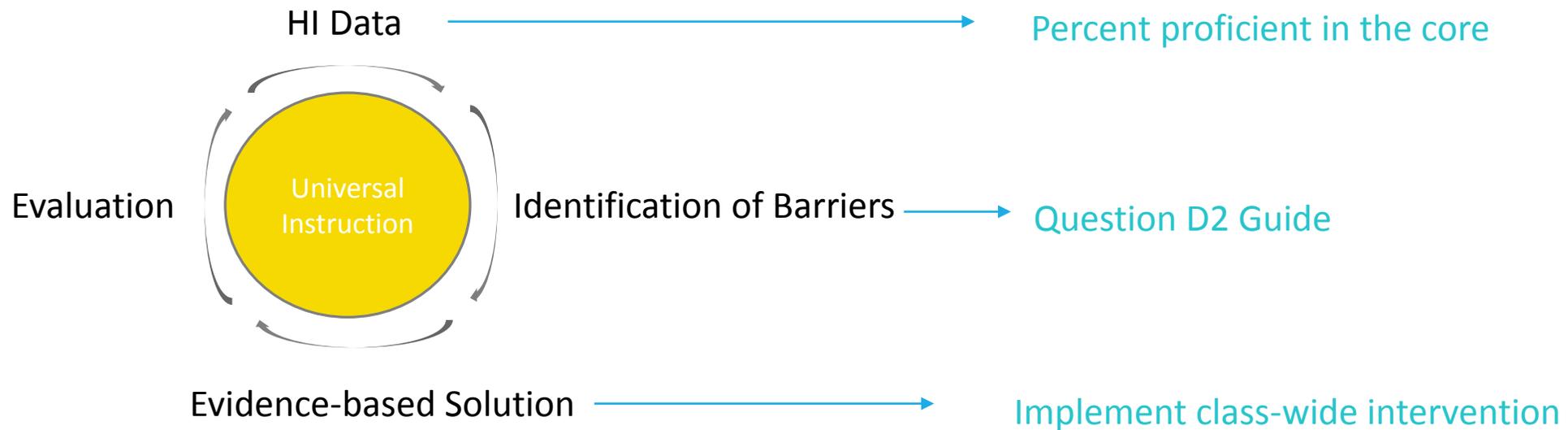
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District A		
Assessment ●	No	Use of valid/reliable assessments
Universal Instruction ●	65%	Percent proficient with universal instruction
Interventions ●	77%	Percent proficient with targeted and/or intensive instruction, using evidence-based interventions, achieving growth
Leadership ●	55%	Leadership team in place, consensus present
Infrastructure ●	99%	Funds are allocated, technology adequate



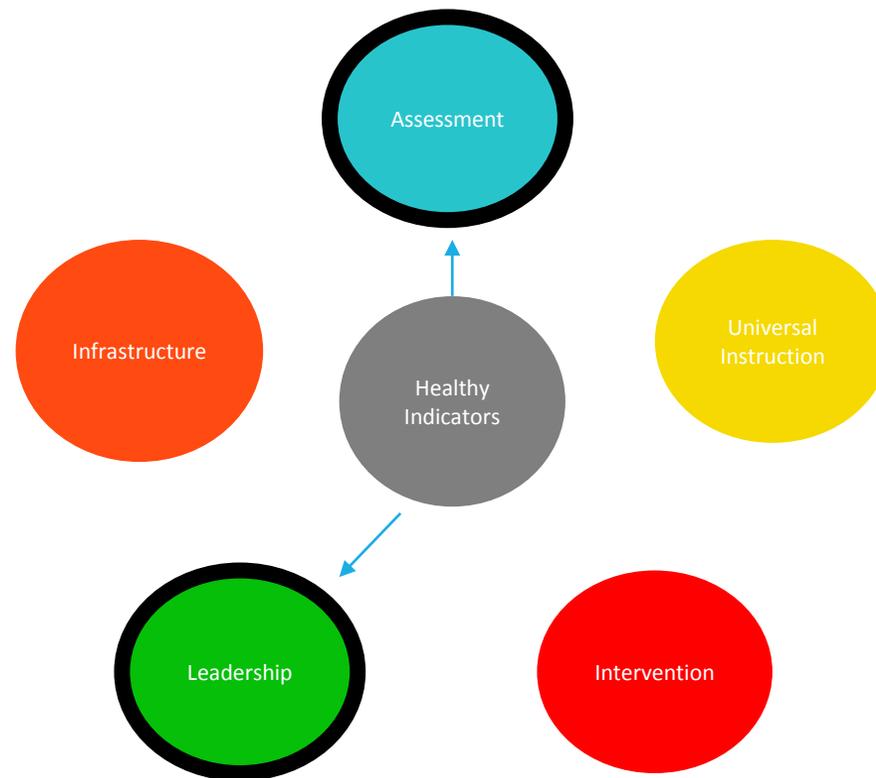
# 5. A Single Continuous Improvement Process

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# 5. A Single Continuous Improvement Process

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# 6. Streamlined Reporting

District A					
Title IA	Requirement	Status	IDEA B	Requirement	Status
§ 1112(c)	Assurances	Compliant	§ 611(a)	State activities	Compliant
§ 1112(d)	Consultation	Compliant	§ 612(a)(11)	General Supervision	Compliant
§ 1114(a)(1)	May not consolidate funds	Compliant	§ 613(a)(1)	LEA Eligibility	Noncompliant
§ 1115(b)(1)	Eligible population	Noncompliant	§ 613(a)(3)	Personnel development	Compliant
§ 1116(b)(1)(B)	Deadline for identification	Compliant	§ 613(f)	Early intervening services	Noncompliant
Designations: DINA 3, IDEA Part B Needs Assistance Year 2					

# 6. Streamlined Reporting

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District	Compliance	HI	Designation	Support
District A	78%		Priority	On-site visit, Act Plan
District B	98%, DINA		Support	Limited visit
District C	87%, Part B NA2		Focus	On-site visit, Act Plan
District D	100%		Reward	Desk audit, highlight achievements

# 7. Emphasis on Results

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	Positive Effect for Kids	Negligible or Negative Effect for Kids
Required	Effort	Effort
Not Required	Effort	

# What does this mean?

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- The five-year accreditation and improvement cycle will no longer be used
- Compliance monitoring may be conducted differently
- As a system we will need to adjust to provide support where it is needed.
  - Iowa Support Team changes
- Data and reporting systems need to be changed

# Differentiated Accountability....

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- Discuss how this new model would directly impact your work.
- What might be the benefit for districts? For AEA's?
- What might be the challenges for you? For districts? For AEA's?

# How can I learn more?

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- Iowa Department of Education website
- School Leader Update
- Communication from Director Buck
- Webinars and personal visits from Amy Williamson



Contact Us

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