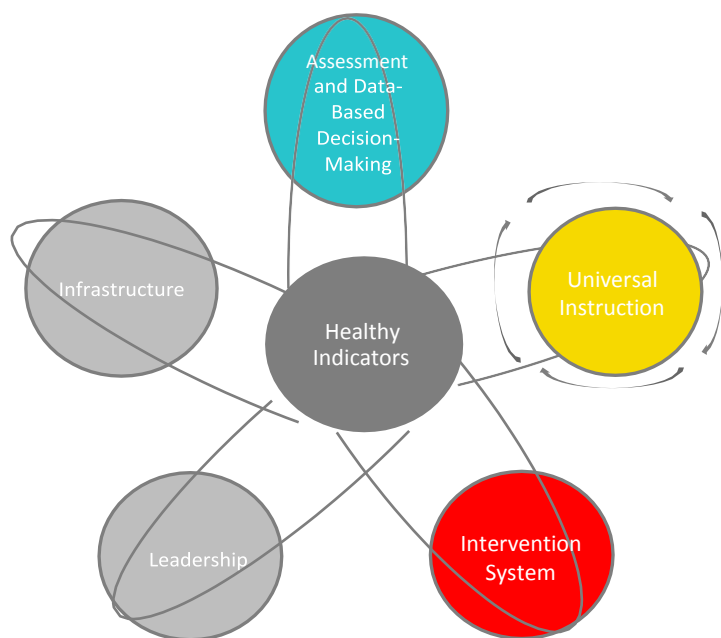


Differentiated Accountability Summary 2017-2018

What is Differentiated Accountability?

Differentiated Accountability - or DA - is Iowa's accountability model designed to provide support for public districts, accredited nonpublic schools, and Area Education Agencies (AEAs) when and where they need it most. The DA model is built to support compliance with state and federal law as well as build capacity in five conceptual areas essential to continuous improvement in education: Assessment and Data-Based Decision-Making, Universal Instruction, Intervention System, Leadership, and Infrastructure. These conceptual areas are depicted in Figure 1, also known as the atomic *flower*.

Figure 1.



For the 2017-2018 school year, the conceptual areas being used as part of DA are Assessment and Data-Based Decision-Making, Universal Instruction, and Intervention System. **These areas are all used with an emphasis on literacy in Preschool through sixth grades, during the 2017-2018 school year.** As DA expands and is aligned with Iowa's accountability system under the Every Student Succeeds Act (ESSA), the other conceptual areas will be used and will also expand to literacy in grades 7-12, mathematics, and behavior and social-emotional learning.

What are Healthy Indicators?

Healthy Indicators are the things we measure to help us determine whether a particular conceptual area may need more investigation. For each conceptual area we would like to have at least one healthy indicator and not more than three. Healthy Indicators are like screening tools in that they can give us some information, but we need to dig deeper to understand what is really happening within any conceptual area. The indicators we measure for the areas of Assessment and Data-Based Decision-Making, Universal Instruction, and Intervention System are listed in Table 1 below. The ideal cut scores are what we would hope to see in an ideal world, not necessarily the cut scores that are used to determine what level of supports will be provided to districts, schools, and AEAs. To make that determination we must also consider the resources available.

Table 1

Conceptual Area	Healthy Indicator	Ideal Cut Scores	Data Source
Assessment and Data-Based Decision-Making	Percent of learners screened with a valid and reliable universal screening tool	Intensive: 0-79% Supplemental: 80-94% Universal: 95-100%	Spring 2017 Screening
Assessment and Data-Based Decision-Making	Percent of learners not at benchmark assessed with a valid and reliable progress monitoring tool at least 90% of the weeks between screening periods	Intensive: 0-69% Supplemental: 70-89% Universal: 90-100%	Winter – Spring 2017 Progress Monitoring
Universal Instruction	Percent of learners at benchmark	Intensive: 0-59% Supplemental: 60-79% Universal: 80-100%	Spring 2017 Screening
Universal Instruction	Percent of learners at or above benchmark in the fall and remaining at or above benchmark	Intensive: 0-84% Supplemental: 85-94% Universal: 95-100%	Fall 2016 – Spring 2017 Screening
Intervention System	Percent of learners below benchmark two consecutive screening periods receiving intervention.	Intensive: 0-79% Supplemental: 80-94% Universal: 95-100%	Fall Persistently At-Risk designation and intervention scheduling data for 1st - 6th grade.
Intervention System	Percent of learners below benchmark in the fall at or above benchmark in a subsequent screening period.	Intensive: 0-49% Supplemental: 50-64% Universal: 65-100%	Fall universal screening data and Spring universal screening data from the previous year Preschool-6.

How is differentiated support determined?

For the 2017-2018 school year, Iowa's Statewide School Improvement Team (SSIT) determined which districts, nonpublic schools, and AEAs would be offered Universal, Supplemental, and Intensive supports in the areas of Assessment and Data-Based Decision-Making and Universal Instruction by using Healthy Indicator data as follows:

For Assessment and Data-Based Decision-Making, using the Ideal Cut Scores:

- If a district or nonpublic school scored above the Universal cut score on both healthy indicators, the district/school is offered Universal Supports.
- If a district or nonpublic school scored in the Supplemental range on one of the healthy indicators but not in the Intensive range on either healthy indicator, the district/school is offered Supplemental Supports.
- If a district or nonpublic school scored below the Intensive cut score on at least one of the healthy indicators, the district/school is offered Intensive Supports.
- Any district/school participating in the Reading Corps program is automatically moved up one category of supports (i.e. from intensive to supplemental or from supplemental to universal) to account for progress monitoring data that may not be accessible in the state supported data system.

For Universal Instruction:

- If a district or nonpublic school screened at least 80% of learners in grades Preschool-6 and at least 80% of learners in grades Preschool-6 were at or above benchmark, the district/school is offered Universal Supports.
- If a district or nonpublic school screened at least 80% of learners in grades Preschool-6 and between 53% and 79% of learners were at or above benchmark, the district/school is offered Supplemental Supports.
- If a district or nonpublic school screened at least 80% of learners in grades Preschool-6 and fewer than 53% of learners were at or above benchmark, the district/school is offered Intensive Supports.
- If a district/school screened fewer than 80% of learners, the district/school is offered supports in Assessment and Data-Based Decision-Making.

Supports for Intervention System have not yet been determined, but districts may use the protocols and resources to examine the Intervention System at this link: [Intervention System](#).

What supports are being provided in 2017-2018?

For 2017-2018, districts and nonpublic schools will be invited to receive supports through regional professional learning opportunities and on-site visits. The calendar is shared in Table 2 below.

Table 2

		2017					2018				
Conceptual Area	Level of Support	Summer	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Compliance			Desk Audits Open; Equity Site Visits				On-Site Visits for Compliance, if necessary				
Assessment and Data-Based Decision-Making	Supplemental	Districts, Schools, and AEAs Identified		TBD							
Assessment and Data-Based Decision-Making	Intensive										
Universal Instruction	Supplemental					2-Day Face-to-Face Training					
Universal Instruction	Intensive						On-Site Visits				
Intervention System	Supplemental										
Intervention System	Intensive						On-Site Visits				

In the areas of Assessment and Data-Based Decision-Making and Universal Instruction, review of the healthy indicator data resulted in the SSIT offering differentiated supports to districts and nonpublic schools for 2017-2018 as shown in Tables 3 and 4:

Table 3: Assessment and Data-Based Decision-Making Supports

Level of Support Provided	Number of Districts and Nonpublic Schools	Supports
Universal	250	TBD
Supplemental	104	TBD
Intensive	44	TBD
<i>Total</i>	<i>398</i>	

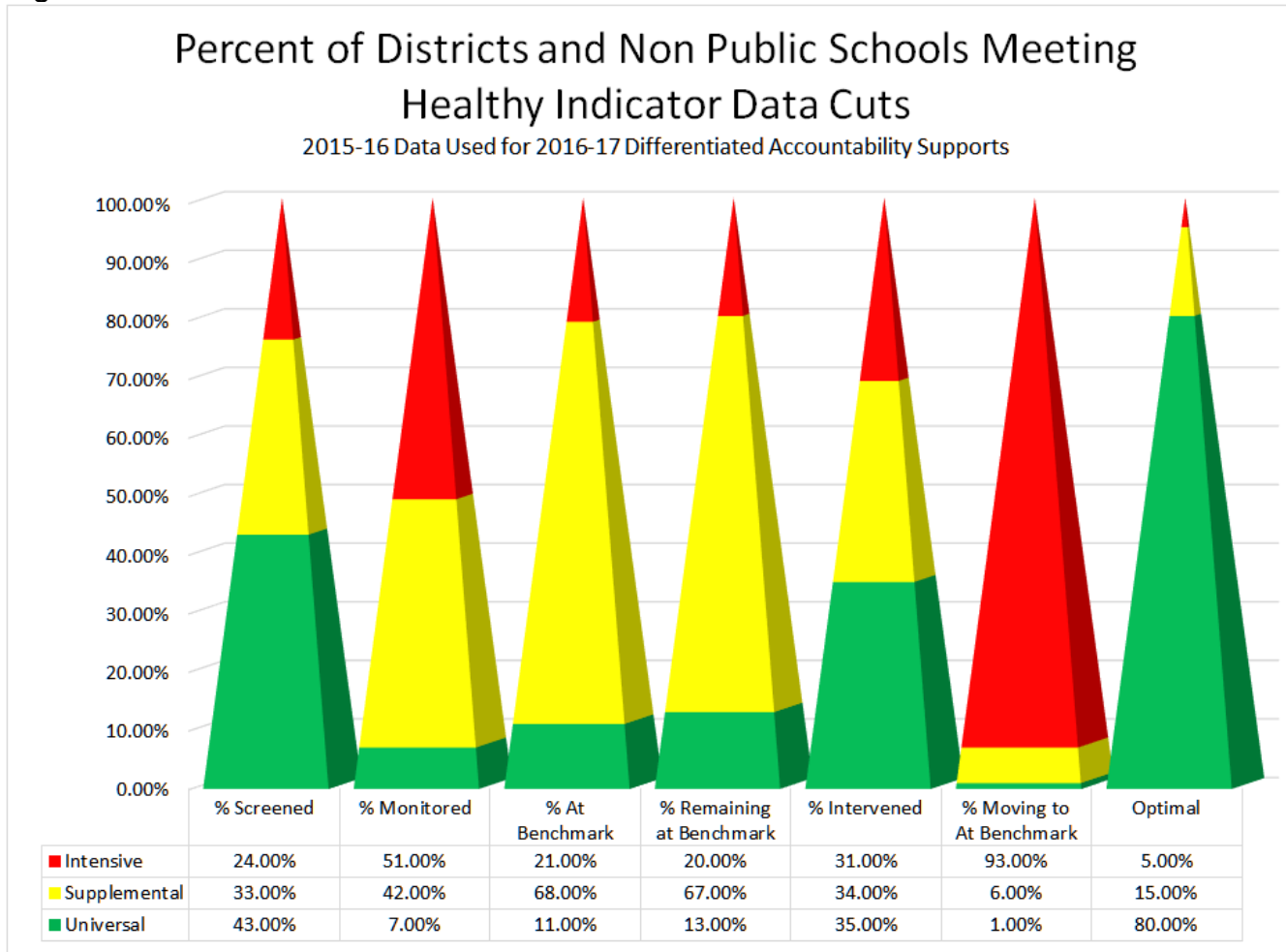
Table 4: Universal Instruction Supports

Level of Support Provided	Number of Districts and Nonpublic Schools	Supports
Universal	37	Invitation to two-day regional face-to-face training in December if space is available
Supplemental	297	Invitation to two-day regional face-to-face training in December
Intensive	15	Invitation to two-day regional face-to-face training in December, plus on-site visits during Spring 2018 semester
<i>Total</i>	<i>349</i>	

*Note: Districts or nonpublic schools (44 in 16-17) who did not screen at least 80% of learners in grades Preschool-6 will receive supports in Assessment and Data-Based Decision-Making. Sufficient data was not present for the SSIT to determine which supports to provide in Universal Instruction.

If our expectation for a multi-tiered system of supports (MTSS) in the state is to eventually provide universal supports to 80% of districts and schools, supplemental supports to 15% of district/schools, and intensive supports to 5% of districts and schools, it is clear that we need to develop capacity to support our system in implementing a school-level MTSS in early literacy, as well. The distribution of supports by percent of districts and nonpublic schools in the ideal state, Assessment and Data-Based Decision-Making (A/DBDM), and Universal Instruction (UI) is shown in Figure 2 .

Figure 2.



What content is provided at the regional trainings?

All districts and nonpublic schools will be offered support in in Assessment and Data-Based Decision-Making. Districts and nonpublic schools that screened less than 80% of learners in grades Preschool-6 will be given priority registration for events then they will be opened to districts and schools receiving universal supports. Each training should be attended by a team from the district or nonpublic school. Recommended team members include the superintendent, curriculum director, elementary principal(s), instructional coaches, teacher leaders, and others who help make decisions about literacy instruction, assessment, and data use.

The training in Assessment and Data-Based Decision-Making will focus on best practices in universal screening and progress monitoring and making use of the data through the Assessment and Data-Based Decision-Making Protocol and Facilitation Guide.

The two-day regional training sessions in Universal Instruction will focus on orienting users to the Universal Instruction Protocol and Universal Instruction Facilitation Guide, classwide intervention, and working through the Building Blocks of Universal Instruction. Districts and nonpublic schools receiving intensive supports through an on-site visit need to attend the two-day trainings in Universal Instruction to take full advantage of the supports offered on-site.

What is an on-site visit like?

The on-site visit is a two-day professional learning opportunity focused exclusively on universal instruction. During this time, the district or nonpublic school brings their team to join with members of the Statewide School Improvement Team (SSIT) in a professional learning community. Members of the SSIT facilitate conversations about one or more of the Universal Instruction Building Blocks, as guided by the district or nonpublic school's previous work during the regional sessions. At the end of the two days the district or school is left with an action plan and a follow up team to help support the district. The action plan belongs exclusively to the district. In the fall, a member of the SSIT will contact each site visit school to discuss LEA team membership, logistics, answer questions, etc.

What is the desk audit?

Every district, accredited nonpublic school, and AEA must submit a universal desk audit for the 2017-2018 school year. This will be done via the CASA application for each district, school, and AEA. The items in the desk audit are required to demonstrate compliance with state and federal law. In addition, statewide voluntary preschool programs will be included this year. More information on the desk audit is available at: <https://www.educateiowa.gov/pk-12/accreditation-and-program-approval/differentiated-accountability->

[da-system](#) in the Universal Desk Audit section. There is also a webinar recording explaining the desk audit requirements and process.

Is the Differentiated Accountability process required?

The Universal Desk Audit is required, as are responses to any follow-up questions regarding compliance with state and federal education law.

Attendance at regional trainings and on-site visits for Universal, Supplemental, and Intensive support is not required but is highly recommended. These supports are designed to help districts engage in continuous improvement in early literacy.

How will Differentiated Accountability work with the Every Student Succeeds Act (ESSA)?

As the Iowa Department of Education plans for the transition from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA), we will be merging the ESSA accountability plan into the Differentiated Accountability model.

Where do I go for more information?

For more information on Differentiated Accountability go to the DA webpage at <https://www.educateiowa.gov/pk-12/accreditation-and-program-approval/differentiated-accountability-da-system>

Or contact Collaborating for Iowa's Kids School Improvement Co-Chairs Amy Williamson and Mark Crady at: amy.williamson@iowa.gov and mcrady@heartlandaea.org.