DRAFT AS OF APRIL 1, 2016

DC Accountability Principles

All schools and LEAs will be held accountable for increasing achievement and preparing <u>every</u> student to be successful in the next grade and ultimately in college and careers. Our system:

- Is transparent and provides information about how all of our schools are serving all students. This enables -

    - State, authorizer, LEA, and school leaders to communicate about and make informed decisions based on school performance, including directing appropriate supports and resources and/or interventions to ensure we meet the needs of students.

    - Clear identification of excellent schools and low-performing schools.

    - Families and the community to better understand options and make informed choices.

- Values commonality.

- Emphasizes equity.

    - Expects schools to meet the needs of every student and takes into account the pace at which improvement is taking place for the groups that need it most.

    - Uses more than a standardized test score to measure whether students are college and career ready.

- Values growth and performance.

    - All our schools can and should grow student performance.

    - Our lowest achieving students can grow toward and beyond proficiency and our high achieving students should continue to grow.

- Focuses on building the best system, even if that requires growing into it.

    - Committed to continuous review and improvement to provide a more meaningful picture of school quality.

    - Balances flexibility with the need for a stable, aligned framework.

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DRAFT DC Accountability Timeline:
February, March: Foundation and brainstorming
- Develop and finalize accountability system principles, timeline, and engagement approach
- Review, document and gather feedback on current systems, measures, and known policies (DC and ESSA) that will inform system development

April, May: Research and policy development around potential measures
- Research and engage with stakeholders on potential components of accountability system (e.g., state assessment measures in English language arts, mathematics, and science; non-academic measures; District-wide growth measure; mobility; high school assessments and postsecondary measures)

June, July, August: Initial modeling and policy development on public reporting and classifications
- Continue development of potential measures, including draft business rules and initial options for weighting components
- Explore potential framework for cross-sector growth model (e.g., have external experts discuss the pros and cons of various potential growth models, run example data)
- Begin development and engagement on options for public reporting (e.g., dashboards, websites, reports) and classifications (e.g., 4 categories or 5 categories; frequency of labeling)

September, October: Development of framework for public reporting, model based on 2015-16 PARCC results
- Continued public engagement around draft metrics and aggregations
- Development of options for consequences, monitoring, supports, and interventions
- Conduct system modeling using 2014-15 and 2015-16 PARCC results and available data for other measures

November, December: Complete modeling and approach to consequences
- Final engagement of measure weights, classifications, and other consequences
- Develop communications plan for transition to new system

January: Comprehensive plan
- Bring comprehensive plan to SBOE and build transition into 2017-18 school year