

Introduction to ESSA and the DC Accountability Transition Process



April 25, 2016

Agenda

- Every Student Succeeds Act
 - Highlights of transition in 2015-16 and 2016-17 school year
- DC school accountability system
 - Discussion
 - Principles and timeline
 - Structure for principal engagement
 - Next steps on accountability
- Other questions

Education Legislation

- Elementary and Secondary Education Act (ESEA)
- No Child Left Behind (NCLB) of 2001
- Every Student Succeeds Act (ESSA)
 - Passed Dec. 2015
 - ESEA Waiver expires Aug. 2016

Every Student Succeeds Act

- Transition into 2017-18 school year
- Federal Fiscal Year competitive and formula funding will flow through old ESEA methodology in 2016-17 school year
- ESSA preserves standards, annual assessments, accountability, and disaggregation
- ESSA gives greater control to states and districts in the areas of accountability, school improvement, and teacher support and evaluation
- Detailed summary forthcoming walking through how changes in the law impact DC

Priority and Focus Schools in 2016-17

- Per ED's ESSA transition requirements, DC's current Priority and Focus schools will continue implementation in the 2016-17 school year.
 - Communicated in [Feb. 2016 letter](#) to LEA leaders
- OSSE will provide flexibilities for eligible schools to reduce the burden and acknowledge progress. Flexibilities will involve:
 - LEA/school monitoring requirements
 - Funding set-asides
 - Public reporting
 - Schools' involvement in state interventions

Areas We Need Your Feedback Today

- What most excites you about the transition to ESSA?
- What most worries you?
- What is most important for DC to consider first in terms of accountability system design?
- How would you like to be engaged moving forward?

Current DC Systems

- ESEA Waiver school accountability system
- PCSB Performance Management Framework (PMF)
- DCPS Scorecard and 40/40 plan
- Publicly available data (e.g., Equity Reports)

Accountability NCLB vs. ESSA

NCLB/ESEA Flexibility	ESSA
States bound to Adequate Yearly Progress with Annual Measurable Objectives to meet 100 percent proficiency by 2014	States choose goals, short and long term, to address proficiency on state assessments, English learners, grad rate
More than two indicators	Three academic indicators which include achievement, another academic indicator (e.g., grad rate: HS, growth: K-8), EL proficiency and a fourth “non-academic” indicator measuring school quality or student success
	States determine the weight of each indicator although academic indicators must carry “much greater weight” than non-academic
95 percent participation must be part of State accountability system, under ESSA each State determines consequences for LEAs/schools not meeting 95 percent	

DC Accountability Transition Process

- OSSE leading process, close engagement with partners
 - Working toward a common system
- Final vote by State Board of Education
- Set up structures to ensure ongoing direct engagement with multiple stakeholder groups, including LEA and school leaders
- How would you like to be engaged moving forward?

Draft DC Accountability Principles

- All schools and LEAs will be held accountable for increasing achievement and preparing every 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.

Draft Accountability Principles cont.

- **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.

Draft Accountability Principles cont.

- **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.

Initial Reactions

- What most excites you about the transition to ESSA?
- What most worries you?
- What is most important for DC to consider first in terms of the accountability system design?

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

Opportunity for principal update and engagement

- 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)

Draft DC Accountability Timeline cont.

September, October: Development of framework for public reporting, model based on 2015-16 PARCC results

Opportunity for principal update and engagement

- 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

Early 2017: Comprehensive plan

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

Next Steps

- [OSSE ESSA Webpage](#): Key location for ongoing ESSA updates and resources
- Develop and disseminate schedule for how LEA and school leaders remain engaged throughout process based on your feedback
- SBOE public meetings, including one in May on principles, timeline, experiences with priority/focus interventions to date