



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

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.
- Values comparability.
 - There is value in sharing common measures of school performance.
- 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 (e.g., special populations, race, ethnicity, grade level) that need it most.
 - Uses more than a standardized test score to measure whether schools are supporting students to be on track for college and career readiness.
- 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.

DC Accountability Timeline:

February - May: 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

May - July: 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; measures of school quality and student success; District-wide growth measure; mobility; high school assessments and postsecondary measures)

July - September: 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

Early 2017: Comprehensive plan

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