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
• Transition into 2017-18 school year
• Federal Fiscal Year competitive and formula funding will flow though 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

<table>
<thead>
<tr>
<th>NCLB/ESEA Flexibility</th>
<th>ESSA</th>
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<tbody>
<tr>
<td>States bound to Adequate Yearly Progress with Annual Measurable Objectives to meet 100 percent proficiency by 2014</td>
<td>States choose goals, short and long term, to address proficiency on state assessments, English learners, grad rate</td>
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<td>More than two indicators</td>
<td>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</td>
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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.
• 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.
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)
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