



The Every Student Succeeds Act

Developing a new accountability system for the District of
Columbia

Every Student Succeeds Act

- * Requires new accountability system for 2017-18 school year
- * SBOE must approve plan early next year
- * Plan must be developed with meaningful consultation from SBOE, OSSE, teachers, principals, charter sector, DCPS, parents, etc.

What is an accountability system?

- * U.S. law requires states to develop system that shows which schools need more support
- * Develop plan and actions to improve lowest performing schools
- * Creates large questions of how we define performance and how we support struggling schools

Questions We Must Ask

- * What do we expect from our schools?
- * What qualities should a successful school possess?
- * How should we measure school success?
- * How do we ensure all schools are successful?
- * How should we support struggling schools?

Old System: No Child Left Behind

- * Required yearly testing in reading/math for grades 3-8 and once in high school
 - * Report results for subgroups: special ed, race/ethnicity, low-income, English learners
- * Must bring all students to “proficient” on tests by 2013-14
 - * States allowed to define “proficient” and choose tests

NCLB Continued

- * States needed to make “adequate yearly progress” towards reaching proficiency
- * Goals set by state and they faced harsh punishments for missing these goals
 - * Pay for students to transfer to other schools, offer free tutoring, state takeover of schools, charter conversion, etc.

ESEA Flexibility Waivers

- * Many parts of NCLB found unworkable
- * In 2011, Dept. of Ed started offering waivers from parts of NCLB
- * States had to adopt several reforms, such as:
 - * College-and-career-ready standards
 - * Teacher evaluation systems that include measures of student growth

Every Student Succeeds Act

- * Requires new accountability system based on standards, assessments, and other factors
- * States have more discretion than before

ESSA: Standards

- * States must have “challenging academic standards”
- * Need to be college-and-career aligned
- * DC’s Common Core standards and Next Generation Science Standards fit this criteria

ESSA: Assessments

- * Give annual assessments aligned to the standards
 - * Reading/math: Every year grades 3-8, once in HS
 - * Science: at least once each in 3-5, 6-9, and 10-12
- * Other subjects are optional
- * Current PARCC testing fits these requirements

New Assessment Options Under ESSA

- * May be partially portfolios, projects, or other performance tasks
- * Can be single end-of-year test, or multiple tests throughout the year
- * Districts can choose a nationally-recognized test for high school

ESSA: Accountability

- * Create long and short-term goals for all students and specific subgroups of students
- * Subgroups include:
 - * Economically disadvantaged students
 - * Students from major racial and ethnic groups
 - * Students with disabilities
 - * English Learners

ESSA: Goals

- * Short and long-term goals for:
 - * Proficiency on state assessments (e.g. PARCC)
 - * Four-year graduation rate
 - * Optional: Also include an extended-year rate
 - * Goal must be more rigorous than four-year goal
 - * Percentage of English Learner students progressing towards proficiency

Accountability System

- * Identify high and low-performing schools each year
- * Measure performance for all subgroups of students
- * Provide supports to low-performing schools

Accountability Indicators

- * All schools held accountable for:
 - * Academic achievement on state assessments
 - * English-language proficiency progress (for EL's)
 - * At least one indicator of school quality or student success

School-Level Specific Indicators

- * **Elementary and middle school**
 - * Student growth on state assessments
 - * Or another indicator that allows for “meaningful differentiation in performance”

- * **High school**
 - * Four-year graduation rate
 - * Optional: Extended-year graduation rate
 - * Optional: Student growth on assessments

Additional Requirements

- * Must factor in test participation rate
 - * At least 95% participation on state tests
- * Create a way to set schools apart from one another based on these measurements (e.g. a grade)
- * Much greater weight must be given to academic indicators than indicator of school quality or student success

Indicator of School Quality or Student Success

- * Must be “valid, reliable, comparable, and statewide”
- * Suggestions include measures of:
 - * Student engagement
 - * Educator engagement
 - * Access to or completion of advanced coursework
 - * Postsecondary readiness
 - * School climate and safety

Considerations for Indicator of School Quality or Student Success

- * What is most important to us?
- * What is measurable?
- * What will show differences in schools?
- * Do we want to measure inputs or outputs
- * What is in our control to change?

What Happens With These Results?

- * Using this info, create a system that identifies:
 - * At minimum, the lowest-performing 5% of schools
 - * High schools with grad rate lower than 67%
 - * Optional: additional categories that state decides
- * Schools receive “comprehensive support and improvement”

Comprehensive Support and Improvement

- * Plan developed by district or charter agency in partnership with principal, teachers, parents, other stakeholders
- * Be based on a needs assessment, and include “evidence-based interventions”
- * Must be approved by school, district/charter agency, and state education agency

Comprehensive Support and Improvement

- * Must create statewide exit criteria for schools with comprehensive plans
- * State can take more rigorous action if school has not met exit criteria in set amount of time
- * Time must be four years or less

Targeted Support and Improvement

- * Schools with “consistently underperforming” subgroups on these measures
- * School-level plan approved and monitored by district/charter agency
- * Additional action if school does not exit in set amount of time

Overarching Questions

- * What do we believe a successful school looks like?
- * What will help schools reach our vision of success?
- * How do we support schools that aren't meeting students' needs?

Assessment Questions

- * Do we want to test more subjects than English, math, and science?
- * Do we want to use interim assessments or portfolios?

Indicator Questions

- * How should we measure student growth?
- * What indicator of school quality or student success should we use? Should there be more than one?

Supports and Interventions Questions

- * How do we weight each indicator?
- * What statewide exit criteria should we have for comprehensive support schools?

Goals Questions

- * What are our short and long-term goals for academic proficiency?
- * What are our short and long-term goals for graduation rates?
- * What are our short and long-term goals for English-language proficiency?



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