

DC ESEA Flexibility Waiver
Key Highlights of New Accountability System
Division of Elementary and Secondary Education

Shared Goal: Reduce by half the number of non-proficient students - 75% proficient in 5 years

Individualized Targets: Each LEA and school will have their own unique targets SY 2010-2011 DC CAS test scores as baseline

Multiple Measures to Gauge Achievement: Each LEA and school will be measured based on proficiency, growth, graduation rates, attendance, and participation rates for DC CAS

Growth for all students: Growth is expected for all students. The new accountability system incentivizes growth by awarding more points for continued growth towards advanced proficiency

Flexibility in Use of Title I Funds: LEAs and schools will have flexibility in the types of interventions and supports to meet the needs of students, teachers and schools

Classification of LEAs: Although LEAs will have individualized targets, they will not be classified

LEA Accountability: LEAs that miss the same target(s) for two consecutive years will be required to

- Reserve 20% of Title I funds
- Implement LEA level interventions and supports that address missed targets
- Amend the LEA Title I plan to include interventions and supports
- Report on a bi-annual basis on meeting implementation milestones

Classification of Schools: Schools will be classified into 5 categories: Reward, Rising, Developing, Focus, and Priority

Focus School Accountability: School is identified because of large achievement gaps between highest performing and lowest-performing subgroup(s). LEAs are required to -

- Develop an intervention plan that addresses low performance of specified subgroup(s)
- Report on a bi-annual basis on meeting implementation milestones
- If identified by LEA, receive a portion/services from the LEA 20% Title I reservation to carry out interventions

Priority School Accountability: School is identified because of overall low student performance. LEAs are required to -

- Develop an intervention plan that addresses the 7 turnaround principles required by USED to improve all students
- Report on a bi-annual basis on meeting implementation milestones
- If identified by LEA, receive a portion/services from the LEA 20% Title I reservation to carry out interventions

School Accountability (excluding Focus and Priority schools): Schools that miss the same target(s) for two consecutive years will be required to -

- Implement interventions and supports that address missed targets
- Amend the School Title I plan to include interventions and supports
- If identified by LEA, receive a portion/services from the LEA 20% Title I reservation to carry out interventions

OSSE Supports: The level of support provided to LEAs and schools will be contingent upon the school classifications and needs of the LEA. Statewide initiatives will be based on DC CAS data trends and needs. Services include -

- Professional Development for LEAs, schools, and parents
- On-going guidance and technical assistance
- Quality monitoring to support effective implementation
- Dissemination of data to be used for LEA and school decision making