## ESSA COMPONENTS

### PRESENT IN WASHINGTON DC’S PLAN

#### Accountability Measures within School Quality/Success

**Addressing Chronic Absenteeism**
- 90%+ attendance: Percentage of enrolled students who were present/in attendance for 90% or more of enrolled days (the inverse of chronic absenteeism).
- Growth in 90%+ attendance: The student attendance growth percentile for the median student at a school when students are ordered from lowest to highest student attendance growth percentile.
- In-seat attendance: Daily average percentage of enrolled students who were present in school.
- Reenrollment: Percentage of students able to re-enroll in the same school and actually choose to re-enroll.

**Access and Opportunities**
The access and opportunities measure will be designed to promote well-rounded experiences for students in engaging learning environments. Given that there are multiple ways to demonstrate a well-rounded education, this measure will also seek to provide multiple options for schools to highlight results in this area. This measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year. (pg. 20)

#### School Improvement

The link between health and learning is specifically addressed. The Office of the State Superintendent of Education (OSSE) administers the Centers for Disease Control and Prevention’s (CDC) Youth Risky Behavior Surveillance Survey (YRBS); CDC School Health Profiles; the annual DC Healthy Schools Act school survey on physical education time, health education curricula, and health professionals at each school; and an annual health and physical education assessment that shows student knowledge in health-related topics, such as nutrition, disease prevention, and safety skills.

OSSE is currently funded through grants to initiate a school climate pilot project in approximately 30 middle and high schools, using the Department of Education’s School Climate Survey for parents, teachers and students and the Safe Schools Certification for technical support (see safesupportivelearning.ed.gov). (pg. 38-39)

#### Professional Development

OSSE will utilize federal funds to launch a variety of high-quality, optional professional development initiatives available to LEAs to support implementation of college- and career-ready standards, school climate and culture, support for special populations, and school planning and support. (pg 45)
## ESSA COMPONENTS PRESENT IN WASHINGTON DC’S PLAN

| Well-Rounded Education (continued) | There is no specific definition or articulation of a well-rounded education in the March 17th, 2017 plan. |

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### Reasons to Cheer!

- **Health assessments like the Youth Risk Behavior Surveillance System (YRBS), School Health Profiles and DC Healthy Schools Act surveys** are specifically identified in assessment and data.
- **School climate and culture** are identified as areas for professional development.

### Opportunities for Improvement

- Support the development of Access and Opportunities indicators that are related to student health and wellness. Schools that incorporate student health and wellness as a priority often see positive benefits in various areas including improved attendance and classroom behavior, improved cognitive performance (i.e., concentration, attention), better educational outcomes including overall test scores and grades, graduation rates, and fewer behavioral problems.\(^1\)

- Clearly articulate the supports Districts and Schools will receive to implement improvement strategies that are focused on the whole child. There are so many programs and efforts across state systems, how will the work be coordinated? The Whole School, Whole Community, Whole Child (WSCC) Model offers one framework to connect a wide array of policies, processes and programs to support education of the whole child.\(^2\)

- Include high-quality professional development for health and physical education as a part of Title II.

- Health education and physical education should be included in state accountability systems, school report card indicators, school improvement plans, professional development plans, addressed in needs assessment tools, and/or as a priority for funding under Title IV, Part A.

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### Washington DC Education Website

Ask questions by sending an email to OSSE.ESSA@dc.gov

For technical assistance/support contact Dr. Kymm Ballard, a proud partner of Cairn Guidance on this project ncpe4kids@gmail.com

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