



District of Columbia
Office of the State Superintendent of Education



DC's New State Education Plan:

Meeting the Needs of All Learners through
the Every Student Succeeds Act (ESSA)

Public Comment Period Engagement Session



Welcome and Goals for This Meeting

Make sure you know what's
in the new federal education
law and what it means for DC

Hear what is important to
you and your community

Understand your questions
and address them through
conversation today, ongoing
communication, the state
plan, and future outreach



Agenda

- ESSA overview and timeline
 - **What is the law**
 - Long-term goals
 - **Know where we are going**
 - Consultation and performance management
 - **Getting input and monitoring plans**
 - Academic assessments
 - **How we are measuring progress**
- Supporting excellent educators
 - **Focus on teachers**
 - Supporting all students
 - **Funding and programs to help specific groups of students**
 - Accountability, support, and improvement for schools
 - **Knowing how our schools are doing**



Every Student Succeeds Act (ESSA)

ESSA is a federal law that gives rules for states around education funding, programs, and supports for schools and students

This is the newest version of a law in effect since 1965

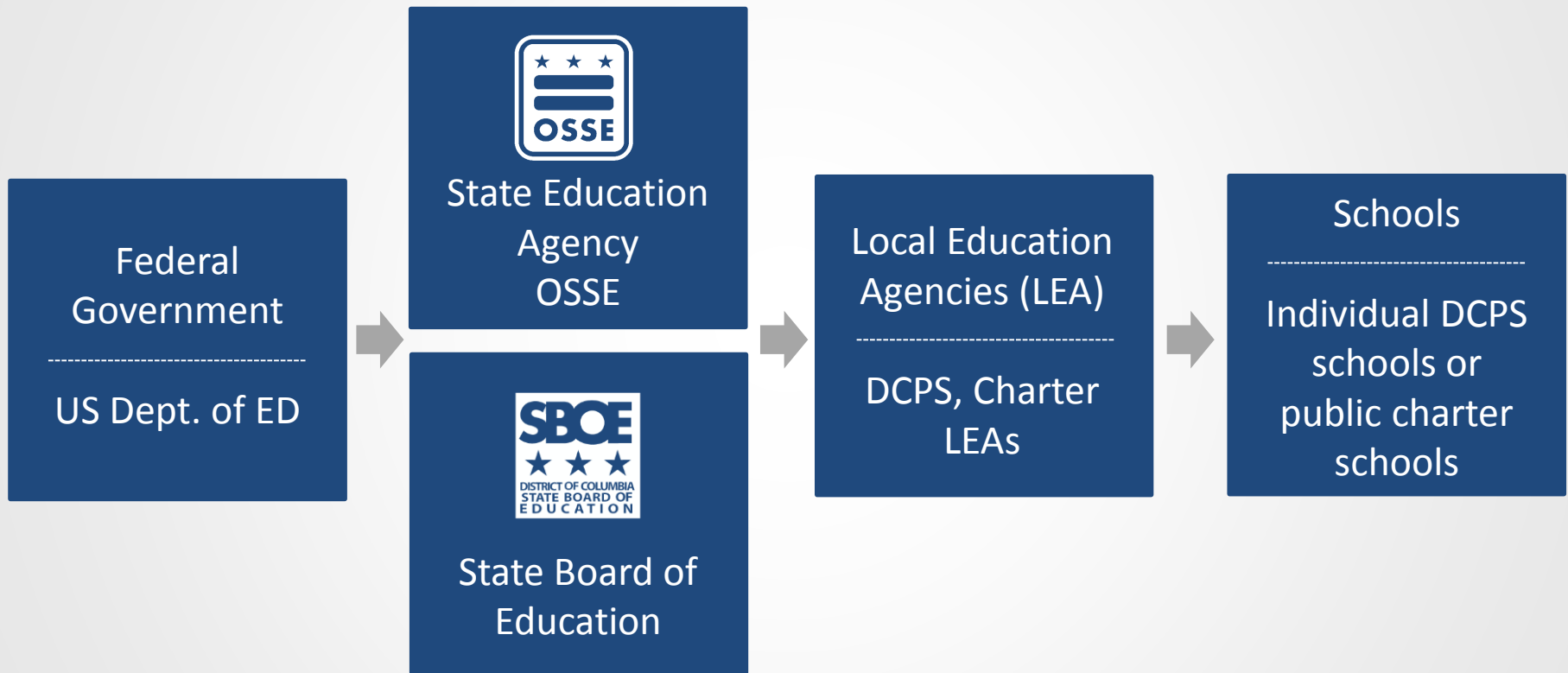
Role of the state (OSSE) is to distribute funding, set requirements, provide training and support, and oversee schools

Some ESSA requirements are in effect now, most begin taking effect in 2017-18 school year, with some parts phasing in over time





How Education is Organized





Long-Term Goals

Where do we want to go?



Goals for Education in DC

Become the **fastest improving state and city** in the nation in student achievement outcomes

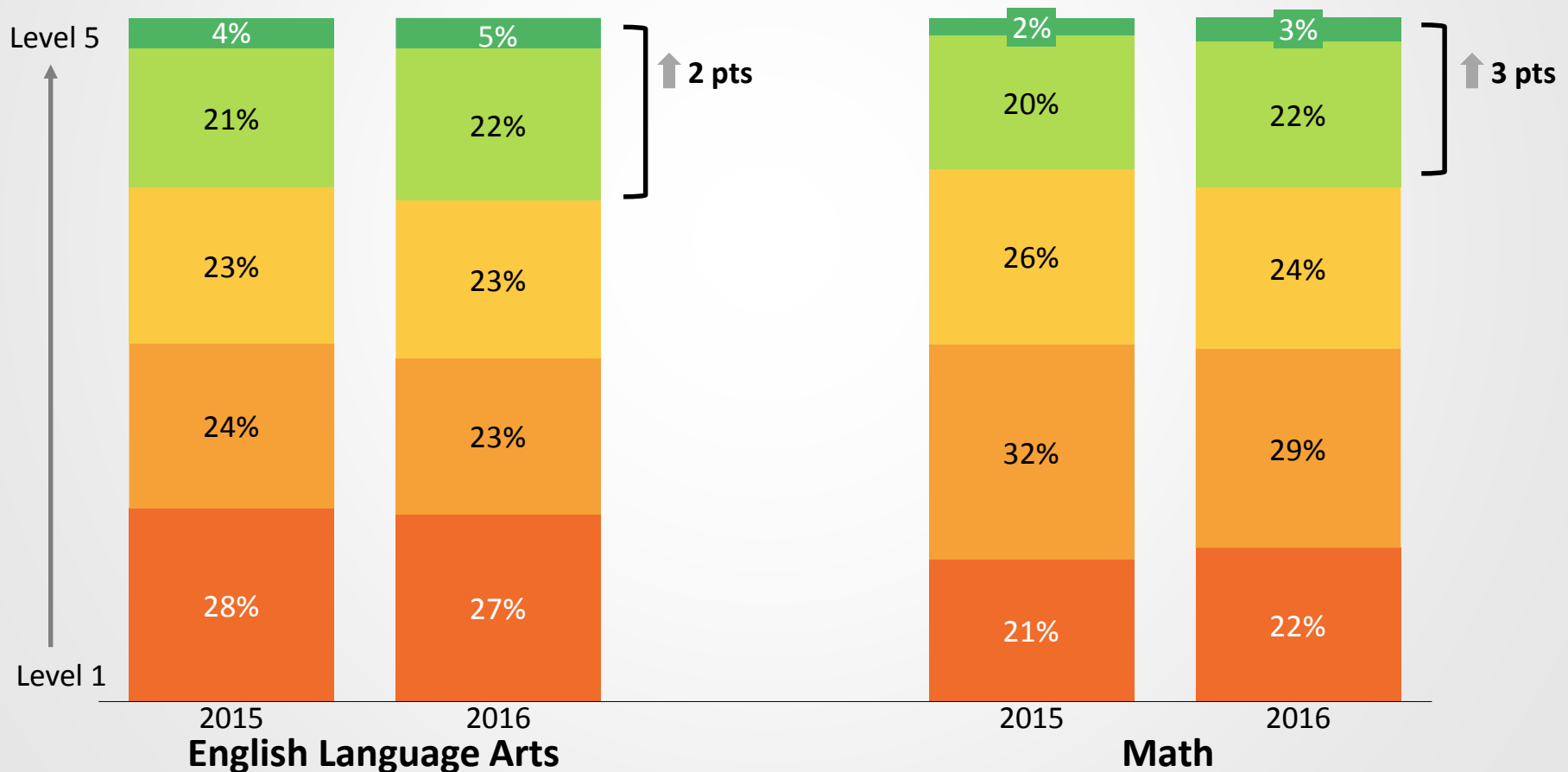
Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind





Academic Results

The percent of students who are on track for the next grade level and to leave high school ready for college and career (scoring 4+) increased overall for both ELA and math.





PARCC English/Language Arts Results

Last year, nearly all groups of students saw growth in the percent of students scoring 4+ with the greatest gains for economically disadvantaged students at 4 points.

	% Scoring Level 4 or 5	
	2016	Change
All	27%	↑ 1.9 %
Race/Ethnicity		
Black	19%	↑ 2.3%
Hispanic	25%	↑ 2.9%
White	74%	↓ -4.8%
Race by Gender		
Black Female	24%	↑ 2.6%
Black Male	15%	↑ 2.1%
Hispanic Female	30%	↑ 3.9%
Hispanic Male	19%	↑ 2.0%
Gender		
Female	32%	↑ 2.3%
Male	22%	↑ 1.5%
Special Populations		
Special Education	5%	↑ 1.2%
English Language Learner	14%	↑ 2.7%
Economically Disadvantaged	18%	↑ 3.8%
At-Risk	13%	↑ 1.8%



PARCC Math Results

Last year, gains in the percent of students scoring 4+ for specific groups were consistent across the board in math, ranging from 2 to 3 points.

	% Scoring Level 4 or 5	
	2016	Change
All	25%	↑ 2.7 %
Race/Ethnicity		
Black	17%	↑ 2.2%
Hispanic	22%	↑ 2.0%
White	71%	↑ 2.7%
Race by Gender		
Black Female	19%	↑ 2.9%
Black Male	16%	↑ 1.6%
Hispanic Female	22%	↑ 2.0%
Hispanic Male	22%	↑ 2.1%
Gender		
Female	26%	↑ 3.2%
Male	24%	↑ 2.4%
Special Populations		
Special Education	6%	↑ 2.5%
English Language Learner	19%	↑ 2.8%
Economically Disadvantaged	17%	↑ 3.9%
At-Risk	13%	↑ 1.9%

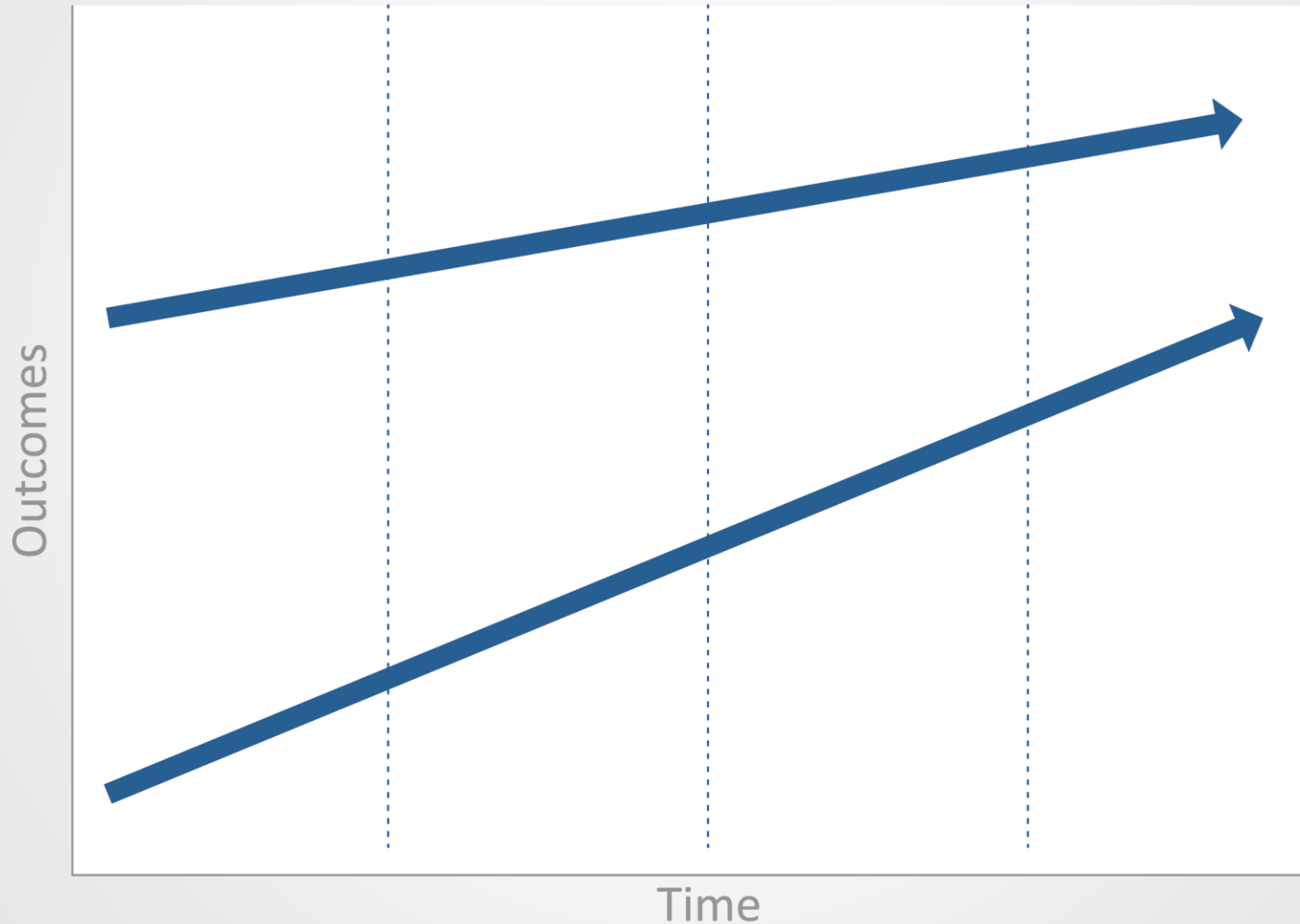


PARCC Results by Ward

	ELA % 4+			Math % 4 +		
	2015	2016	% Change	2015	2016	%Change
All	24.8%	26.7%	↑ 1.9%	22.1%	24.8%	↑ 2.7%
Ward 1	21.0%	26.2%	↑ 5.2%	18.1%	20.2%	↑ 2.1%
Ward 2	49.0%	49.6%	↑ 0.6%	41.9%	47.3%	↑ 5.3%
Ward 3	64.5%	59.8%	↓ -4.8%	49.4%	52.2%	↑ 2.9%
Ward 4	27.6%	28.4%	↑ 0.7%	24.4%	25.2%	↑ 0.8%
Ward 5	20.5%	23.5%	↑ 3.0%	17.5%	19.4%	↑ 1.9%
Ward 6	21.5%	24.6%	↑ 3.1%	21.5%	24.8%	↑ 3.3%
Ward 7	12.1%	16.2%	↑ 4.1%	15.5%	19.8%	↑ 4.3%
Ward 8	11.2%	13.1%	↑ 1.9%	10.9%	12.7%	↑ 1.8%



Progress for All Students, Accelerating Progress for Students Who are Furthest Behind





Consultation and Performance Management

*How are we hearing from the
community and making sure we are
on track?*



ESSA Engagement

To date: **50 meetings** with participation by more than **100 organizations**

Moving forward: Engagement to continue as we carry out and continue to improve

www.osse.dc.gov/essa

Organizations Represented in ESSA Feedback

Achievement Prep Public Charter School	Chesapeake Bay Foundation
Advocates for Justice and Education	Children's Guild
Center for English Language Learners at American Institutes for Research	Children's Law Center
AppleTree Institute	Child Trends
Albert Shanker Institute	Citizens for Effective Schools
American Heart Association	City Arts and Prep Public Charter School
BASIS DC	College Board
Bellwether Education Partners	Council of Chief State School Officers (CCSSO)
Bridges Public Charter School	DC Association of Public Chartered Schools
Briya Public Charter School	DC Developmental Disabilities Council
Brookings Institution	DC Language Immersion Project
Business Community	DC Prep Public Charter School
Capital City Public Charter School	DC Promise Neighborhood
Capitol Hill Public Schools Parent Organization	District of Columbia Public Schools
Carlos Rosario Public Charter School	Democracy Prep Public Charter School
Center City Public Charter Schools	Deputy Mayor for Education (DME)
Center for American Progress	District of Columbia Division of Child Support Enforcement
CentroNia	District of Columbia Department of Youth Rehabilitation Services (DYRS)
Cesar Chavez Public Charter Schools	

Every Student Succeeds Act (ESSA) Community-Based Meetings

Ward	Date	Time	Location	Registration	Hygiene
1 & 2	Feb. 7	7-8:30 p.m.	Carlson High School 1200 Collins St. NW	Register	English Arabic Chinese French Hmong Korean Vietnamese
3	Feb. 8	7-8:30 p.m.	Wilson High School 2900 Chesapeake St. NW	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese
4	Feb. 16	6:30-8:30 p.m.	Barney Elementary School 400 Decatur St. NW	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese
5	Feb. 22	6:30-8:30 p.m.	Brinsford Middle School 1150 Morning Ave. NE	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese
6	Feb. 27	6-8 p.m.	Capitol Hill Arts Workshop 545 Newark St. SE	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese
7	Feb. 23	6-7:30 p.m.	Department of Employment Services 4050 Minnesota Ave. NE	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese
8	Feb. 28	6-8 p.m.	Alexander Neighborhood Library 1800 Good Hope Road SE	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese



Making Sure Schools are On Track

- 1 STATE SETS REQUIREMENTS**
- 2 LEAs SUBMIT PLANS**
- 3 STATE SUPPORTS AND REVIEWS PROGRESS**



Academic Assessments

How can we measure student progress?



Academic Assessments



Required to assess students at the state level once annually in grades 3-8 and one assessment during high school

Assessment Name	Content and Grades Assessed
PARCC	Students take for ELA and math in grades 3-8 and for one assessment in HS
DC Science	Students take in grades 5, 8 and for Biology in HS



Academic Assessments (Cont.)



Some students take the following assessments

Assessment Name	Content and Grades Assessed
Multi-State Alternate Assessment (MSAA)	Students with significant cognitive disabilities take for ELA and math in grades 3-8 and for one assessment in HS in place of PARCC
DC Science Alt	Students with significant cognitive disabilities take in grades 5, 8 and for Biology in HS
ACCESS for ELLs 2.0	English learners take in grades K-12 to assess English language proficiency



Supporting Excellent Educators

How can we make sure every child has a great teacher?



Educator Development, Retention, and Advancement

Teachers are a critical part of schools: How do we attract, keep, and grow them?

Examples:

- Communities of practice
- Setting policies for programs that prepare teachers
- Model (optional) teacher evaluation system
- Additional pathways for teachers to get licenses





Great Teachers in Every School

State plan requires us to do research and reporting on how different groups of teachers are spread across our community

Here and as part of a separate plan, we also provide state level strategies to ensure all students have good teachers





Support for all students

How do we make sure the students who need the most help are getting it?



Supporting All Students

In the state plan, OSSE addresses the needs of students in our community who need extra support - such as at-risk and economically disadvantaged students – by laying out the programs we have to support them, such as:

Restorative Practices Project

Community Schools Initiative

Safe Schools Certification Pilot

Re-engagement Center

Instructional Communities of Practice





Supporting All Students

ESSA requires states to describe support and oversight for specific groups of students

Students with Disabilities

English Learners (ELs)

Students Experiencing Homelessness

Students in Foster Care

Neglected, Delinquent, or At-Risk

Eligible Private School Students

Military Families





How We Coordinate Supports

Collaboration with other city agencies to make sure we have information we need about students across the city

Specific training from OSSE to contacts in schools serving students with disabilities, English learners, and homeless students





Well-Rounded and Supportive Education

What other programs and areas help make schools great and students successful?



Continued expansion and emphasis on quality of early learning



Health and wellness supports



Training and opportunities for success in college and other postsecondary opportunities



Launching additional resources for family and community engagement in 2017-18 school year



Accountability, support, and improvement for schools

How do we make sure every school is a great school?



Opportunity for Clear Information for Families

Shows common information for all
schools in DC

Provides clarity and consistency to
families to make informed choices

Identify schools that need support
across both sectors

Drive improvement and recognition





What is an Accountability System?

Uses academic performance and other factors to show how well schools are doing

System is then used to identify successful schools and schools in need of support

DC is creating a plan to make sure every school can be a successful school





Key Beliefs

What beliefs and ideas help guide us in creating a system?



Focuses on
all
students



Provides
information
on where
students
are and
where they
are going



Uses
measures
that are
available,
understood,
and
common



Values
multiple
measures
when
possible



Is clear,
consistent,
and fair to
schools



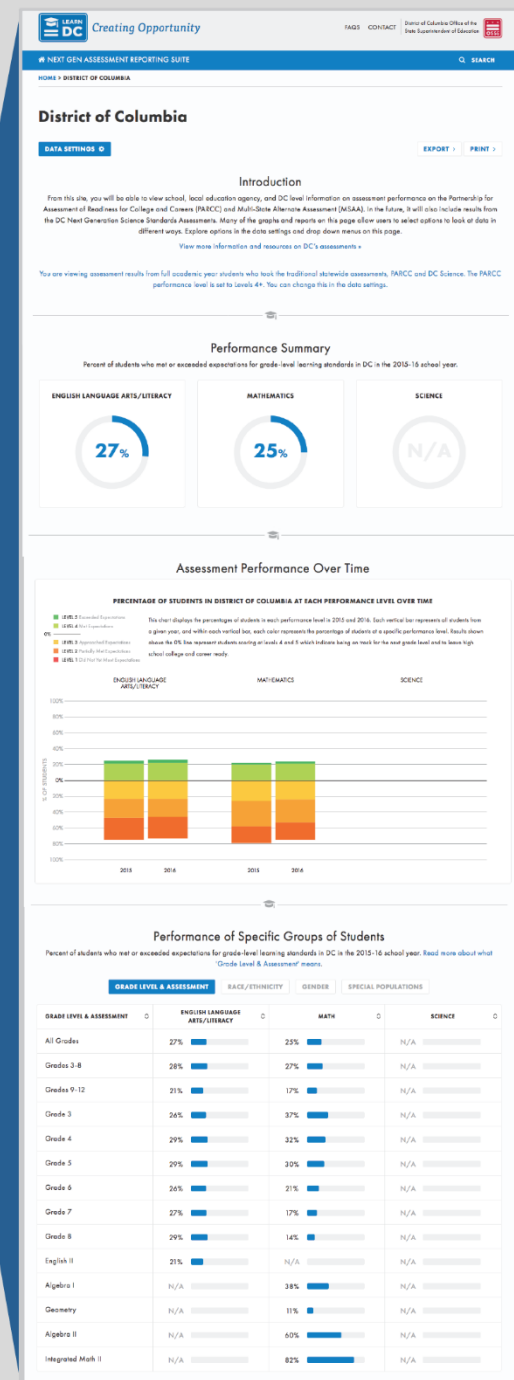
Clear Information for Families and Schools



STAR Annual Reporting

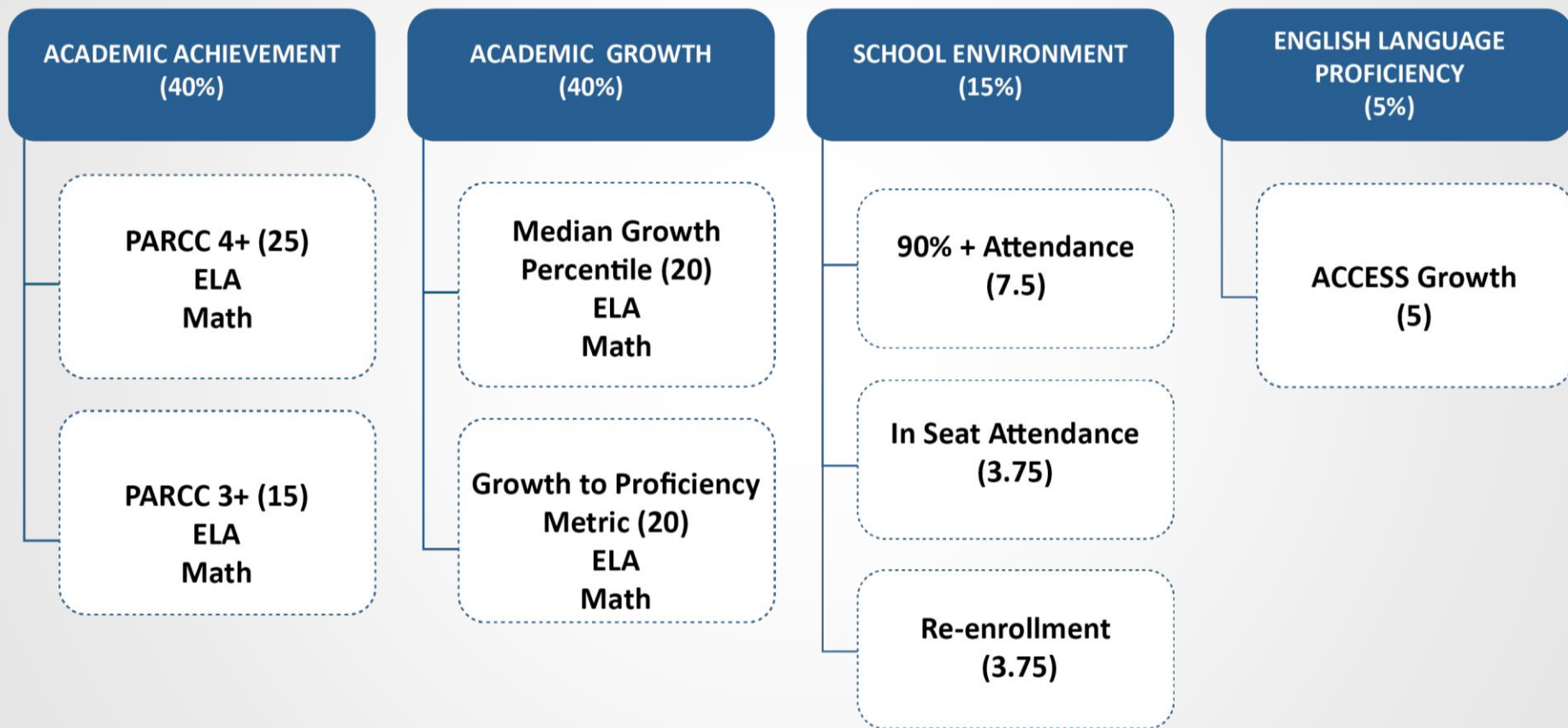
Schools receive star rating from one star (lowest) to five stars (highest) based on multiple measures

Provides a snapshot on all DC schools to families, the community, and schools based on common information



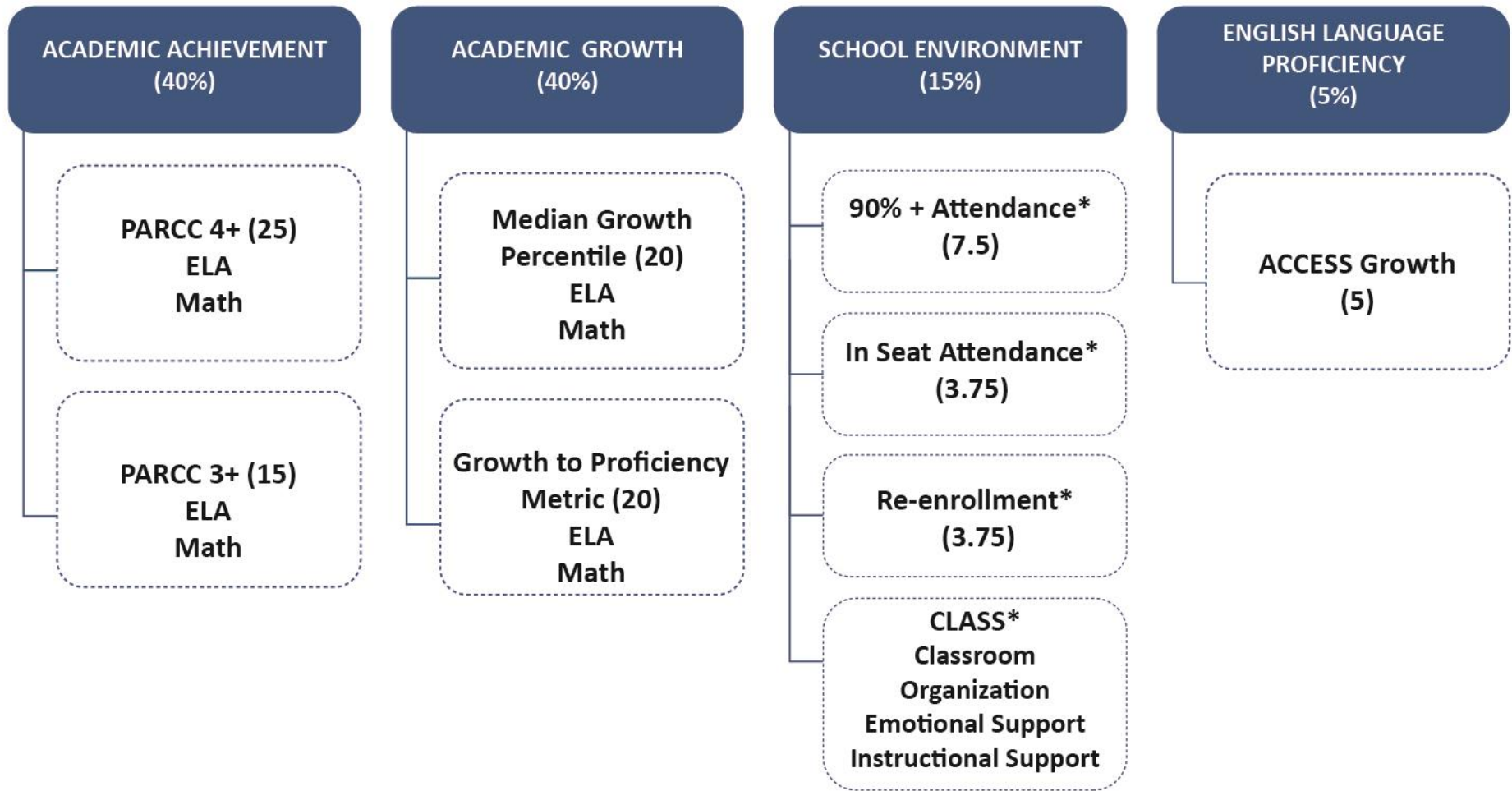


STAR - Middle School



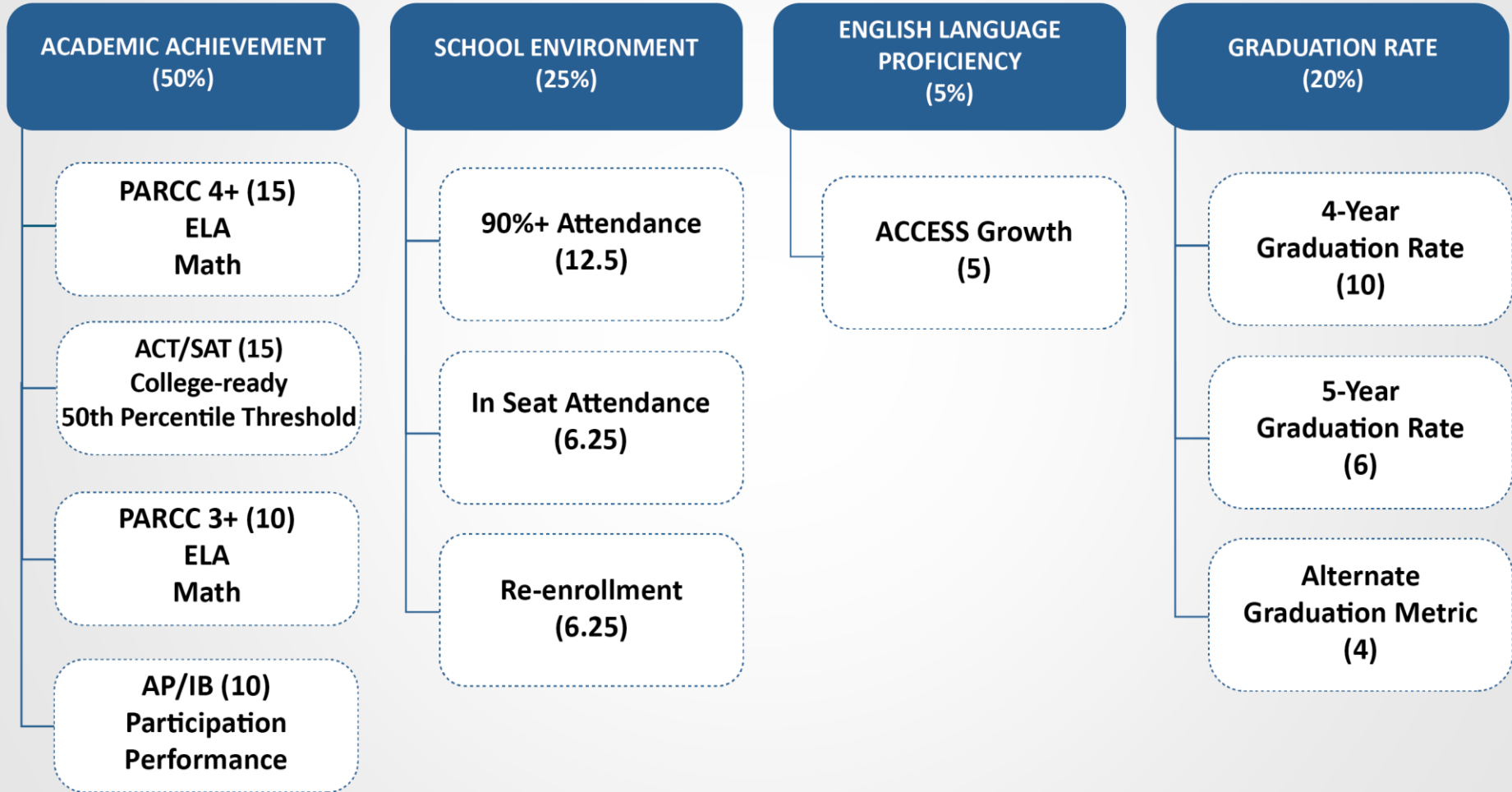


STAR - Elementary Schools and Kindergarten-Grade 8 with Pre-K





STAR - High School





Focused Support for Schools

Schools identified for comprehensive and targeted support every three years

Brings focus and funding to schools in need of additional support to improve

Schools submit plans and apply for funding for programs to support their students' learning





Q&A



Next Steps

Review full state plan by March 3 on
www.osse.dc.gov/essa

Send feedback to OSSE.ESSA@dc.gov or through
the public comment survey on our website

Review prior materials and notes available on
www.osse.dc.gov/essa



| Thank you!



Appendix



The Law At a Glance

Title I: Improving the Academic Achievement of the Disadvantaged

Title II: Preparing, Training and Recruiting Teachers, Principals or Other School Leaders

Title III – English Learners and Immigrant Students

Title IV – 21st Century Schools (Parts A- F)

Title V – State Innovation and Local Flexibility

Title VI – Indian, Native Hawaiian, and Alaska Native Education

Title VII – Impact Aid

Title VIII – ESEA General Provisions (Equitable Services)

Title IX –McKinney-Vento Act and Other Provisions (Preschool Grant)



OSSE Strategic Plan

We believe OSSE can play a unique role in **sustaining**, **accelerating**, and **deepening** the progress being made in DC education by successfully carrying out four key priorities:



HIGH-QUALITY
& ACTIONABLE
DATA

OSSE will provide **high-quality data and analysis** that will empower Local Education Agencies (LEAs), Community Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions



**QUALITY
& EQUITY
FOCUS**

OSSE will work with our education partners to set **high expectations for program quality** and align incentives to accelerate achievement for those learners most in need



RESPONSIVE
& CONSISTENT
SERVICE

OSSE will provide **responsive, consistent, and considerate customer service** to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students



TOP-NOTCH
TALENT

OSSE will attract, develop, and retain **top-notch talent** to build a highly effective state education agency that makes a meaningful contribution to DC education