

# Unpacking “Priority” and “Focus” Classifications

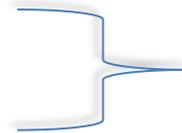


Sharon Gaskins

# Overview of School Classifications

DC's Elementary and Secondary Education Act (ESEA) Flexibility Waiver mandates that school classifications are based on:

- Student Proficiency
- Student Growth
- Graduation Rates
- Assessment Participation Rates



School Index Score  
and  
Subgroup Index Score

School classification categories:

Reward	<ul style="list-style-type: none"><li>• High achievement or growth</li></ul>
Rising	<ul style="list-style-type: none"><li>• Separate classifications for schools that do not fall into any other category</li></ul>
Developing	
Focus	<ul style="list-style-type: none"><li>• High achievement, large achievement gaps</li></ul>
Priority	<ul style="list-style-type: none"><li>• Low achievement or low graduation rates</li></ul>

# School vs. Subgroup Index Score

Score	Description
School Index Score	Weighted average of students' growth and achievement scores
Subgroup Index Score	Weighted average of students' growth and achievement score for each subgroup

# Priority School Classification

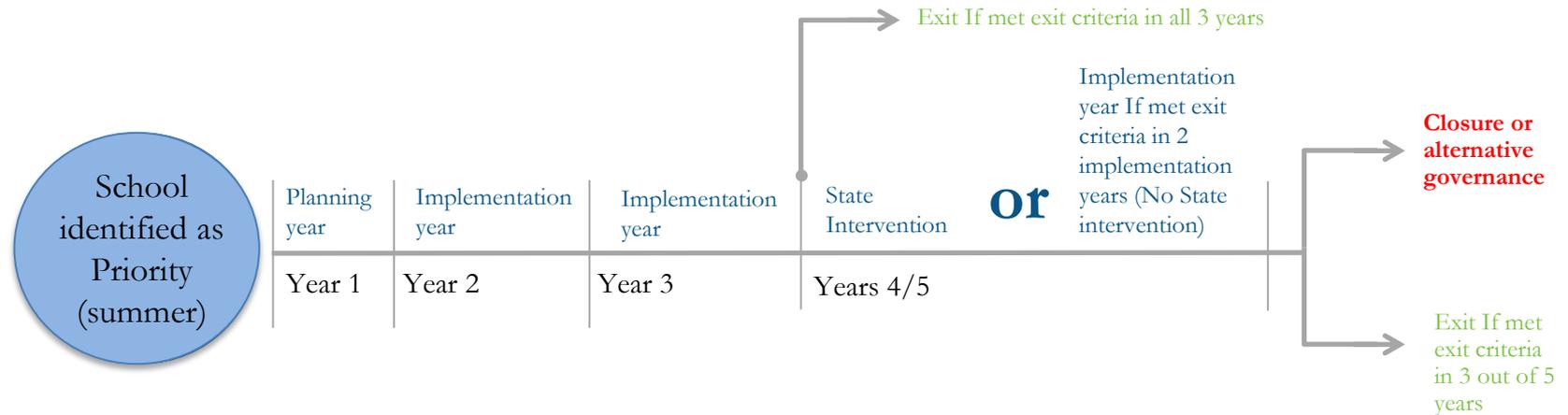
Priority Schools = Schools needing intense support to address overall low performance

- School Index Score of 25 points or below;
- Graduation rate less than 60% for 2+ consecutive years; OR
- Participation rate <95% for 2+ consecutive years

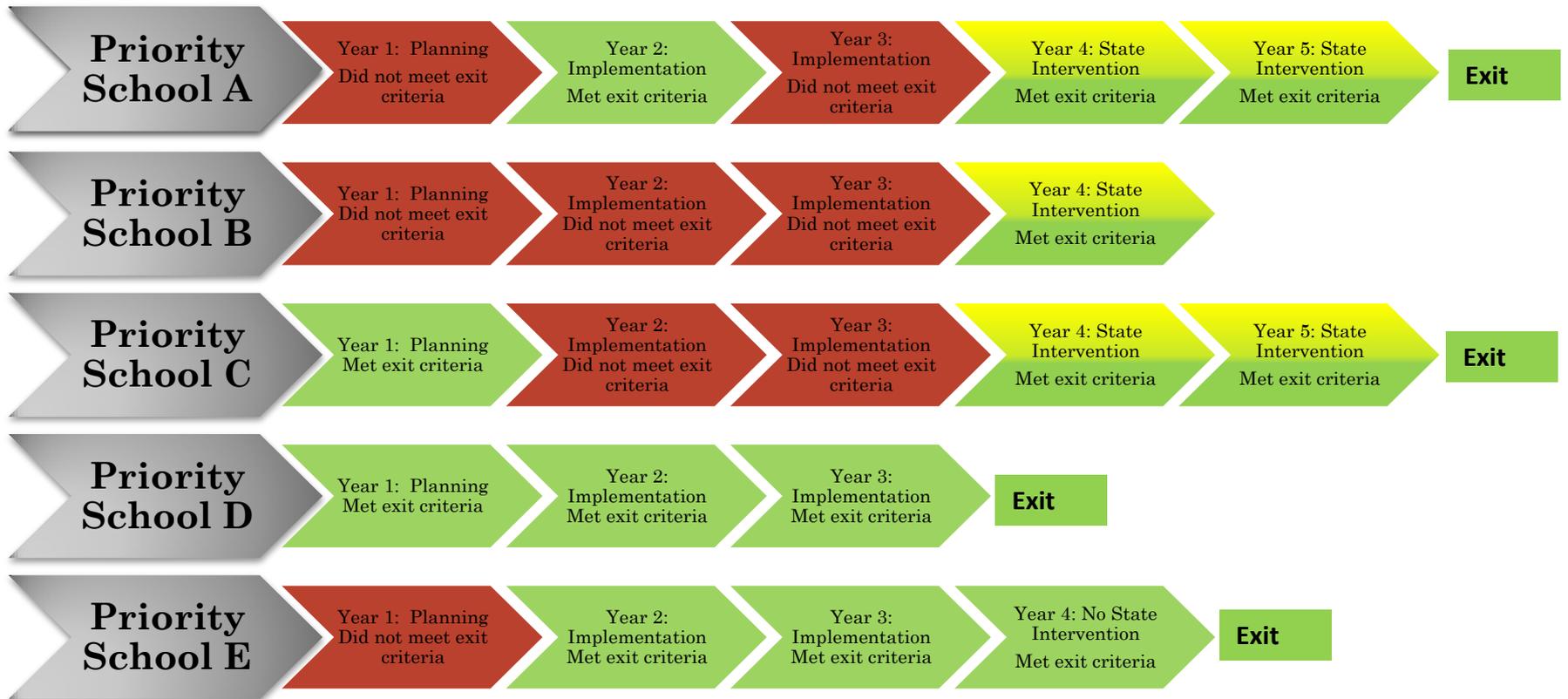
School Year	DCPS*	Charter*	Total Elementary & Middle	Total High Schools	Total Schools
2012	24	2	17	9	<b>26</b>
2013	30	3	21	12	<b>33</b>
2014	28	4	20	12	<b>32</b>
2015	26	2	20	9	<b>28</b>

*\*Totals includes schools that closed after they were classified*

# Exiting Priority Status



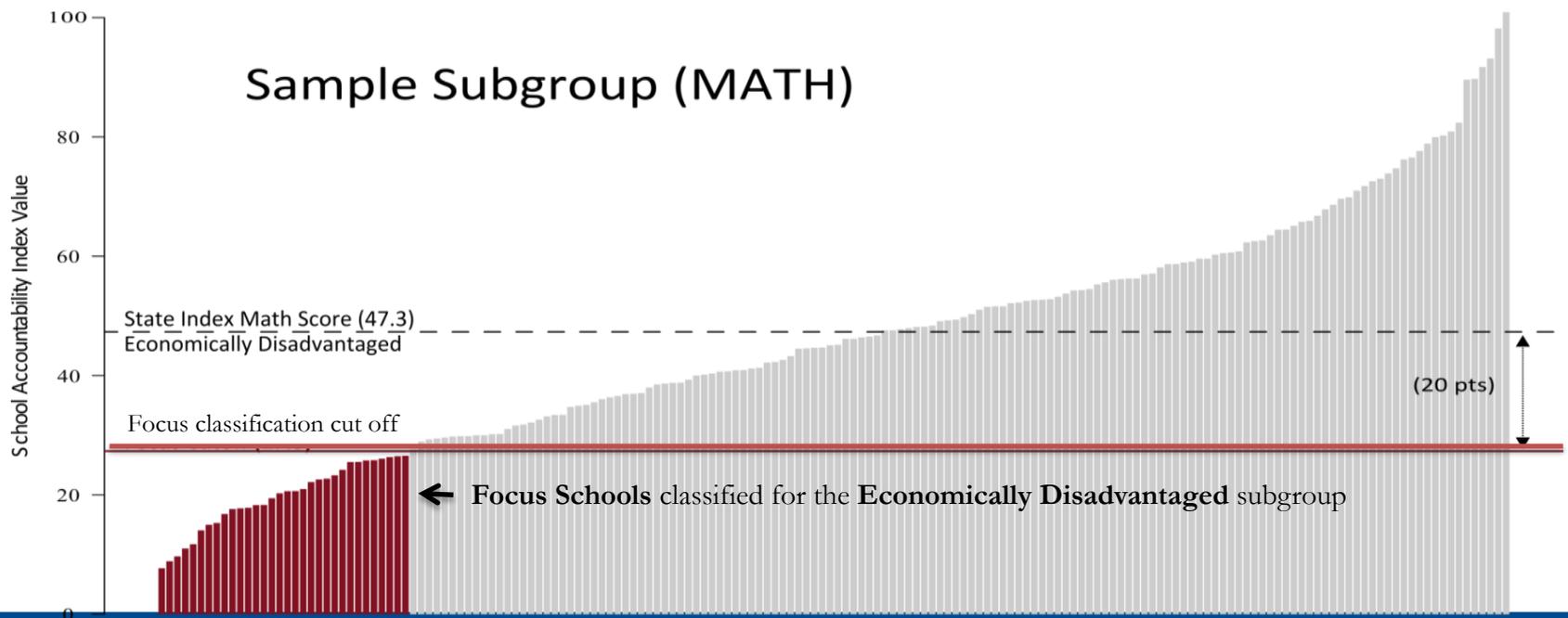
# Paths to Exiting Priority Status



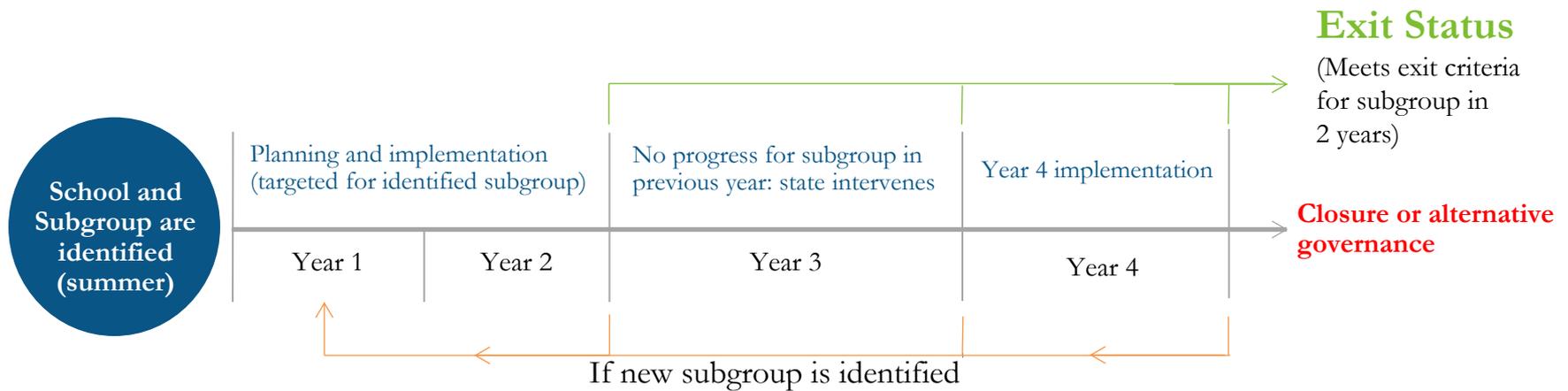
# Focus School Classification

Focus Schools = Schools needing targeted support to address large, specific groups of students in a particular subject (ELA or math)

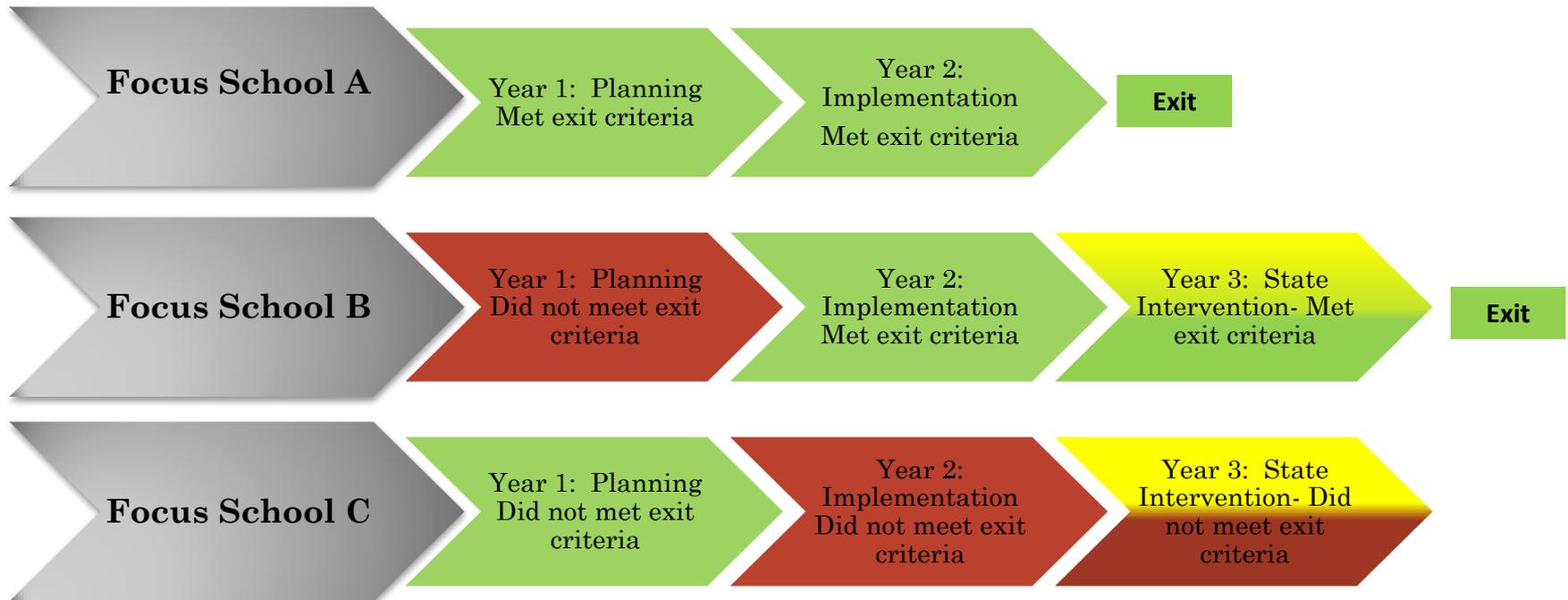
- Disproportionate Subgroup Performance
- The disproportionate subgroup performance index is calculated as follows:  
*statewide subgroup index score in subject – school subgroup index score in subject*



# Exiting Focus Status



# Paths to Exiting Focus Status



# School Accountability Update

OSSE is working with State Board of Education (SBOE) on a proposal to extend the current one-year hold harmless period. In this proposal, we would not identify any new Priority and Focus schools based on assessment results from the 2015-16 school year. In this proposal:

- OSSE would limit Priority and Focus identification to 5 and 10 percent of schools respectively (minimums required by ED – we currently exceed these); and
- OSSE would take into account multiple years of data for new identifications, with a specific methodology for doing so that would be determined through working group discussions.

If the SBOE and education partners generally agree with this approach, we plan to work to define the exit criteria and submit a Waiver amendment on this topic to ED.

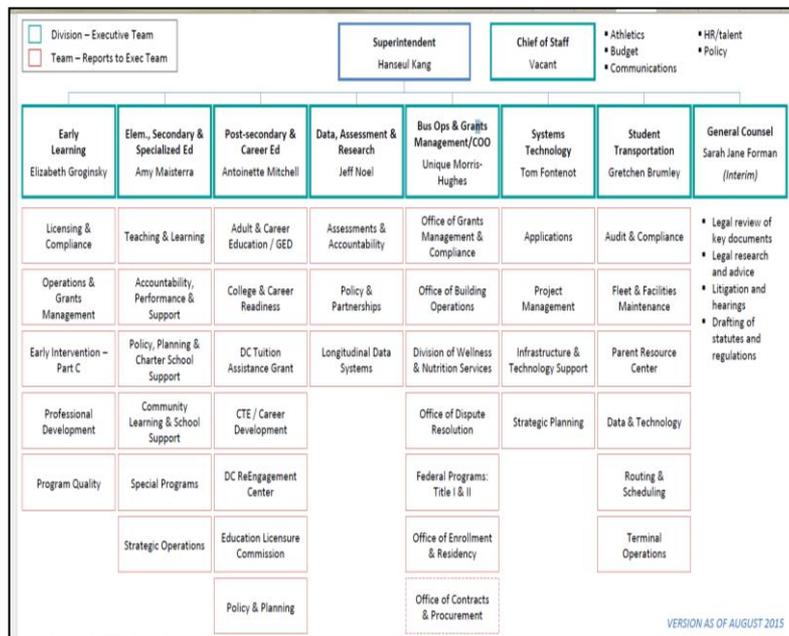
# Additional Resources

- DC's Approved ESEA Flexibility Waiver, approved June 19, 2015
  - <http://osse.dc.gov/service/elementary-secondary-education-act>
- August 12, 2015 letter to LEAs from OSSE regarding school classifications
  - Provides classification and historical performance for each Priority and Focus school
  - Copies of letters can be provided to LEAs upon request
- OSSE website for School Improvement Resources
  - <http://osse.dc.gov/service/school-improvement-plans>

# Resources to Support Your Work (1/4)

OSSE has a number of resources to support your school's continuous improvement efforts. It is our goal to provide you with the information and tools you need to be successful.

- OSSE Organizational Chart and Directory—under “Resources” tab on OSSE website.





## OSSE Key Points of Contact for LEAs

The purpose of this document is to provide a directory for LEA leaders to find the right OSSE staff for support. It is organized by content area and offers examples of commonly asked questions under each area. OSSE will continue to update and expand this resource. If you have a question not addressed in this resource, please contact Jessie Harteis, Deputy Chief of Staff (Jessie.Harteis@dc.gov, (202) 344-9805 or Kortne Edogun, Interim Director of General Education Policy (Kortne.Edogun@dc.gov, (202) 741-0475).

**CONTENT AREAS:**

<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Data and Reporting</li> <li>• Early Learning</li> <li>• Elementary and Secondary Education Act (ESEA) Flexibility Waiver</li> <li>• Funding and Grants Management</li> <li>• IT Help Desk (IT Application Service Desk)</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Dispute Resolutions</li> <li>• Postsecondary Education</li> <li>• Special Populations Support</li> <li>• Student Transportation</li> <li>• Teaching and Learning</li> <li>• Wellness and Nutrition</li> </ul>
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**FOR EXAMPLE:**

If you need information on....	→	<b>TITLE I, PART A AND TITLE II, PART A</b>
Contact...	→	<b>Devin Howard.....(202) 727-8447, <a href="mailto:devin.howard@dc.gov">devin.howard@dc.gov</a></b>
For answers to questions such as...	→	How does OSSE determine eligibility for Title I and Title II funding? When does OSSE release allocation amounts? How do I apply for funding?

# Resources to Support Your Work (2/4)

OSSE's School Improvement webpage has new resources to guide your school improvement planning.

- School Improvement Rubric– The tool OSSE will use to review and provide feedback to DCPS and PCSB on Priority and Focus school improvement plans going forward.



Office of the State Superintendent of Education  
School Improvement Plan Rubric

**Background:** As required by DC's Flexibility Waiver to the Elementary and Secondary Education Act (ESEA) the Office of the State Superintendent of Education (OSSE) is required to review the improvement plans of Priority and Focus schools and make recommendations as needed. The purpose of this rubric is to provide school teams an understanding of how OSSE will determine feedback on school plans.

For more information about school improvement planning or OSSE's review process, contact Sharon Gaskins, Elementary, Secondary and Specialized Education Division at [Sharon.gaskins@dc.gov](mailto:Sharon.gaskins@dc.gov).

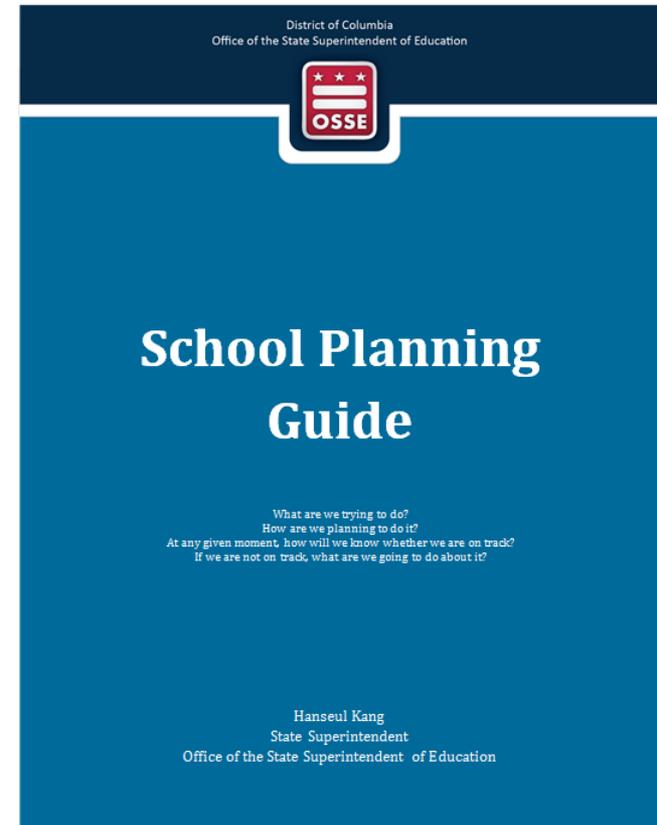
Needs Assessment								
Guiding Questions								
<ul style="list-style-type: none"> <li>• Was a needs assessment conducted to determine the nature and cause of underperformance and to set priorities for future action? Were multiple data sources used?</li> <li>• Was a narrative of the results of the needs assessment included?</li> <li>• Does the narrative outline the problem areas highlighted in the needs assessment that will be addressed by the school improvement plan?</li> </ul>								
Rating								
1	2	3	4					
				<table border="0"> <tr> <td style="background-color: #f08080; text-align: center;"><b>Weak (1)</b></td> <td style="background-color: #90ee90; text-align: center;"><b>Strong (4)</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Some areas of challenges are mentioned in the plan but no data is included</li> <li>• Some data are mentioned in the plan, but, not enough to draw conclusions about school performance</li> <li>• A needs assessment was not conducted/Is not mentioned in the plan</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• The narrative summarizes the results of the needs assessment</li> <li>• The needs assessment identifies areas of challenge that must be addressed</li> <li>• Multiple data sources are used</li> </ul> </td> </tr> </table>	<b>Weak (1)</b>	<b>Strong (4)</b>	<ul style="list-style-type: none"> <li>• Some areas of challenges are mentioned in the plan but no data is included</li> <li>• Some data are mentioned in the plan, but, not enough to draw conclusions about school performance</li> <li>• A needs assessment was not conducted/Is not mentioned in the plan</li> </ul>	<ul style="list-style-type: none"> <li>• The narrative summarizes the results of the needs assessment</li> <li>• The needs assessment identifies areas of challenge that must be addressed</li> <li>• Multiple data sources are used</li> </ul>
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Comments:								

- Provides guiding questions and examples of strong and weak implementation across the most critical aspects of school planning and implementation.
- Can be a helpful tool for teams to evaluate their current plan or develop a new plan.

# Resources to Support Your Work (3/4)

- OSSE's School Planning Guide

- OSSE's first-ever guide to support school teams in their improvement planning efforts, from the pre-planning stage to monitoring the implementation of the plan.
- Applicable to all schools—not just those in Priority and Focus status
- Includes tools and templates to make the process of school planning and monitoring more efficient and effective.



# Resources to Support Your Work (4/4)

- *School Improvement Planning 101* Video Modules: Brief video modules aligned to the *School Planning Guide* that walk school teams through the elements of school planning and progress monitoring. The videos can be used to help teams develop new plans or strengthen existing ones. The modules cover the following topics:
  - Pre-planning
  - Setting goals
  - Identifying and prioritizing strategies
  - Planning strategies
  - Monitoring progress

