

The Every Student Succeeds Act OSSE Stakeholder Webinar Special Populations



October 20, 2016

District of Columbia Office of the State Superintendent of Education

Webinar Agenda

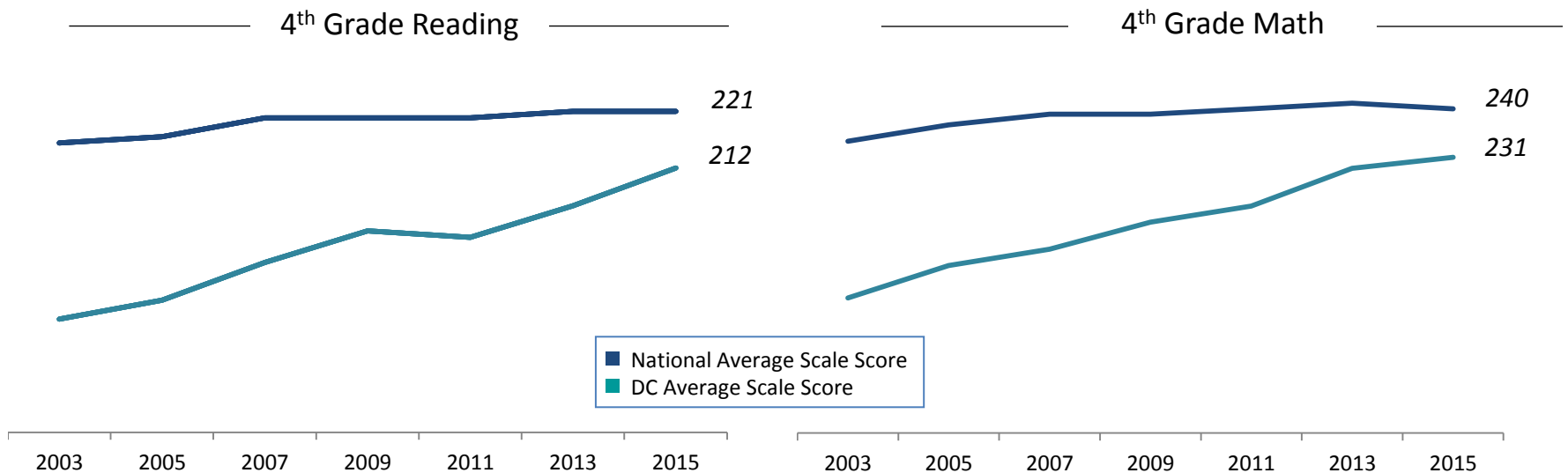
- Welcome
- Overview of ESSA Law and Key Opportunities
- Focus on Special Populations
- Summary of October 14 Focus Group Feedback
- Wrap Up



OVERVIEW: THE OPPORTUNITY OF ESSA

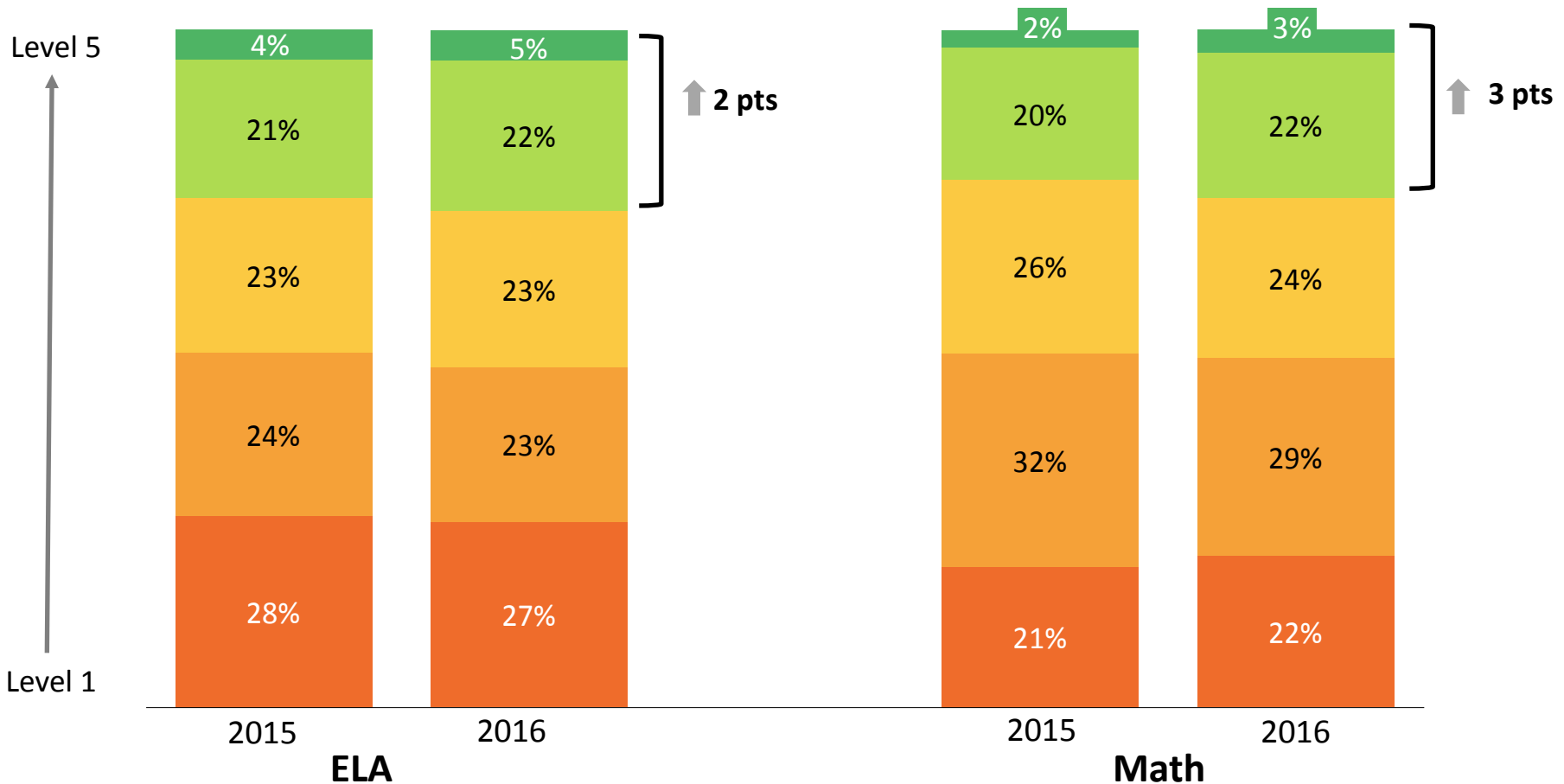
DC is Making Tremendous Progress

- More families are choosing public schools
 - Since 2007, overall enrollment in public schools has increased by more than 13,000 students
 - For the past four years, enrollment has grown in both DCPS and public charter schools
- Strong, sustained progress on the National Assessment of Educational Progress (NAEP)



But We Have a Long Way to Go

- Not enough of our students are on track for college and career readiness



PARCC ELA Results

Nearly all specific 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%

	% scoring Level 4 or 5	
	2016	Change
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

Gains in the percent of students scoring 4+ for specific groups are 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%

	% scoring Level 4 or 5	
	2016	Change
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%	▲ 2.9%
At-Risk	13%	▲ 1.9%

Goals of OSSE

- 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

Purpose of the Elementary and Secondary Education Act (ESEA)

The ESEA's intent is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

Critical Questions

How do we maximize the opportunities of ESSA to reach our city's goals?

What funding flexibilities exist that can help us maximize limited resources?

What policy levers exist for SEAs that, if operationalized, could accelerate progress?



Developing the SEA Plan: OSSE's Timeline

- August: launch of public engagement plan, surveys
- September: internal analysis of law and survey results
- October: analysis of survey results and external focus groups
- November: drafting of the plan
- December: review of draft plan
- January: posting of plan for public comment; community meetings with SBOE
- February: finalization of plan; vote by SBOE
- March: submission of plan to USDE



A FOCUS ON SPECIAL POPULATIONS: SETTING THE STAGE

Special Populations Overview

- ESSA increases the focus on several special populations through increased supports and reporting obligations.
- OSSE held a separate focus group on English learners due to the significant shifts in ESSA for this population.
- Today we will provide updates and think together about supports for key special populations:
 - Homeschooled students
 - Dependent children of active duty military members*
 - Private school students
 - Homeless students*
 - Students with disabilities
 - Students in foster care*
 - Neglected, delinquent, and at-risk students

** New reporting requirements*

Key Provisions of the Law: Homeschooling and Military Families

- Obligations to homeschooled students remain the same under ESSA.
- Dependent children of active duty military members are now a defined subgroup for reporting purposes. The collection of this data will not be used for accountability purposes, but rather for purposes of public reporting on academic performance, beginning in the 2017-2018 year. ***NEW**

Private School Students: Key Provisions

- The SEA must include private school representatives in its Title I committee of practitioners.
- DCPS must provide services to eligible children attending private elementary schools and secondary schools.
- Services must be delivered after timely and meaningful consultation with private school officials regarding such services.
- The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency. ***NEW**
- The SEA must designate an ombudsman to oversee and enforce equitable private school services. ***NEW**
- Private school officials can file a complaint with the SEA asserting that the LEA did not engage in meaningful and timely consultation. The SEA has 45 days to review and provide a decision on the complaint. If officials disagree with the decision, they can file an appeal with the Department of Education. ***NEW**

Homeless Students: Key Provisions

States must continue to address the following key requirements:

- School stability – ensure the student’s continued education in the school of origin for the duration of homelessness, and until the end of the academic year in which the student becomes permanently housed ***NEW**
preschools are now included in the school of origin definition.
- School enrollment- homeless students are entitled to immediate enrollment
- Support for success- LEA plans must consider the needs of homeless students and incorporate a homeless education plan which is child-centered and ensures the child’s best interest in decision making

Homeless Students: Key Provisions

- States must ensure the identification of homeless children and youths and must report on performance as a new subgroup, disaggregating achievement and high school graduation data. ***NEW**
- States receiving charter school grants under Title IV Part C (starting 2017-18 school year) must work with charter schools on recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for foster youth and unaccompanied homeless youth. ***NEW**
- Every LEA must still designate a McKinney-Vento liaison. In addition, ESSA emphasizes that the liaison must be "able to carry out his/her legal duties." ***NEW**
- Local liaisons must ensure that preschool-aged homeless children have access to and receive services, if eligible, under LEA administered preschool programs, including Head Start, Part C of the Individuals with Disabilities Education Act (IDEA) (Early Intervention Program for Infants and Toddlers with Disabilities), and other preschool programs administered by the LEA ***NEW**

Students with Disabilities: Key Provisions

- SEAs must address the education of students with disabilities under ESSA through detailing its strategy in the following areas:
 - Alternate academic standards;
 - Accommodation;
 - Alternate assessments based on alternate academic standards;
 - Computer adaptive assessment and progress monitoring; and
 - Improved school conditions for student learning

Students with Disabilities: Key Provisions

- In each subject, the alternative assessments may not be administered to more than 1% of all students in the state. An SEA cannot impose a local cap on participation, but an LEA exceeding the cap must submit justification to the SEA on the need to exceed the cap. ***NEW**
- OSSE is currently calculating the participation rate in the Multi-State Alternate Assessment (MSAA) to determine if any LEAs exceeded 1% participation in ELA and math. ***NEW**
- SEAs must provide appropriate oversight to LEAs that submit a justification to exceed the 1% cap and choose to pursue a waiver. ***NEW**
- The State plan must detail how the state will work toward improving school conditions through reduction in the overuse of discipline practices that remove students from the classroom and the use of aversive behavioral interventions that compromise health and safety. ***NEW**

Students in Foster Care: Key Provisions

- SEA must ensure collaboration with DC's Child and Family Services Agency (CFSA) and ensure educational stability of children in foster care.
- State will need to identify an individual to serve as the point of contact for CFSA and oversee the implementation of the state agency responsibility under ESSA. ***NEW**
- State will need to report disaggregated data for this subgroup, beginning in the 2017-2018 school year, which includes:
 - Student achievement on the academic assessments at each level of achievement
 - High school graduation rates
 - Percent of students assessed and not assessed on the statewide assessment. ***NEW**

Students in Foster Care: Key Provisions

- LEAs must:
 - Establish, by December 10, 2016, an LEA POC for coordination with CFSA; and
 - Create written procedures for governing transportation for students in foster care so that educational stability is maintained ***NEW**
- Transportation must be cost-effective; should be coordinated with CFSA

ESSA Title I D: Neglected, Delinquent, At Risk

- Purpose: Improve educational services for students in correctional facilities and offer the opportunity for students to receive challenging State academic content standards and challenging State academic standards that all children in the State are expected to meet;
- Provide students in correctional facilities with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- Prevent at-risk youth from dropping out of school, and to provide dropouts, and youth returning from correctional facilities, with a support system to ensure their continued education and the involvement of their families and communities.

Neglected, Delinquent, At Risk: New Emphasis

- **High school diploma.** SEAs and state agencies must ensure youth attain high school diplomas.
- **Timely re-enrollment:** SEAs must establish procedures to ensure youth leaving correctional facilities are timely re-enrolled in a school or in re-entry program.
- **Education opportunity/Credit bearing:** SEA must establish procedures to ensure youth participate in credit-bearing post work while in school or career/tech ed programs.
- **Educational assessment:** State agency must provide educational assessments when a youth enters a juvenile justice facility.
- **Record Sharing:** State agency must assure appropriate record sharing of student assessment and academic records.
- **Professional development.** State agency must make professional development available to staff.
- **Community partnership.** State agency will create community partnerships to train and mentor students.
- **Parental Involvement.** SEA must ensure appropriate opportunities for parental involvement.
- **Student with Disabilities.** SEA must ensure alignment with IDEA in programs as related to serving students with disabilities.
- **Teacher qualification: Ensure that staff meet appropriate state licensure requirements**
- **Dual-jacketed youth:** To the extent feasible, SEA must note when a youth is dual jacketed, and ensure the delivery of evidence-based interventions to keep youth in school. Additionally, states may use funds to provide targeted services for youth who have come into contact with both the child welfare and juvenile justice systems.



SUMMARY OF FOCUS GROUP FEEDBACK

Focus Group Attendees

- Included 20 stakeholders:
 - LEA coordinators for special populations
 - Teachers
 - State Advisory Panel on Special Ed (SAPSE) representatives
 - Sister agency representatives
 - Advocacy group members
- Facilitators: OSSE program staff

Deep Dive Directions

- 1) Attendees selected one of the five populations in which they were interested in a deeper conversation:
 - a) Homeless Students
 - b) Students in Private Schools
 - c) Students with Disabilities
 - d) Students in Foster Care
 - e) Students who are Neglected, Delinquent, At Risk
- 2) Groups had a facilitated discussion to consider the critical questions posed (30 mins).
- 3) The facilitator helped the group summarize its big three ideas on chart paper (15 mins).

Critical Questions

- 1) What will success look like for each population?
- 2) What is the city's greatest lever for change, in your opinion?
- 3) From your perspective, what do you think is most important for OSSE to consider as we work to develop a new state plan that best supports this population?
- 4) Based on the data and what you have heard about the new requirements, what does OSSE need to tackle first/most urgently?



FEEDBACK SUMMARY FROM 10/14 FOCUS GROUP

Private School Students: Feedback Summary

- **Equitable Services**
 - Accountability and oversight are essential.
 - OSSE should be engaged in evaluation of services to ensure that services are effective and results driven
 - OSSE should monitor distribution and timely use of funds
 - Training for DCPS to support implementation will be important
- **Ombudsman for Complaints**
 - OSSE has limited capacity- depending on volume it may be a big lift
 - The State Board of Education already has an office of the Student Advocate and an Ombudsman: should this new position be seated at SBOE, OSSE, or somewhere else?
 - It will be important for OSSE to be clear regarding the role of the Ombudsman to avoid confusion with what already exists- consider using a different title

Homeless Students: Feedback Summary

- **Interagency Collaboration**
 - We need more coordination between LEAs, DC agencies, and community-based organizations.
 - Interagency collaboration may need to be a more systemic effort.
 - Ensuring school stability, streamlining transportation, and improving student attendance are important for this particular population of students.
- **Increased Funding**
 - As the homeless student population increases, additional funding is needed to support identified students and hire full-time LEA homeless liaisons.
 - Having homeless liaisons who serve solely in this role would allow more support to families in need and ensure the homeless liaisons' ability to carry out their legal duties as required by ESSA.
 - Funding is needed to provide transportation assistance, school uniforms, and other educational supports that are key resources for homeless students.
- **Clearly Defined Goals and Measures of Effectiveness**
 - Needs assessments should be conducted by LEAs and OSSE to determine needs of homeless families.
 - We should look at the baseline information and then determine where we want to go.
 - Measures of effectiveness should be determined by LEAs and OSSE.
- **Welcoming and Sensitive School Environments**
 - Teachers and school-based staff need more trauma informed care and sensitivity trainings to ensure they understand how the schools can support children who are homeless, hungry, and in need of trauma support.

Students with Disabilities: Feedback Summary

- **Preventing Overuse of Exclusionary Discipline Practices**
 - There is already a detailed reporting process in place for exclusionary discipline.
 - Much more training is needed for teachers to support students with their behavior.
 - OSSE released guidance on discipline based on U.S. Department of Education guidance and civil rights laws. OSSE could share this more widely, and also share best practices for positive and restorative discipline.
 - OSSE could survey LEAs to learn what behavioral models are being used now, and highlight best practices
- **Assessments for Students with Disabilities**
 - Although national research shows that on average, only 1% of students have cognitive disabilities severe enough to need Alternative Assessments Aligned to Alternate Academic Standards (AAAAS), many LEAs' population may exceed the 1% cap. The 1% cap should not be used as a loophole for LEAs to place students who they think won't perform well on tests
 - The waiver process for LEAs must be clear and helpful for LEAs who are likely to exceed the cap
 - LEAs need more information on how the 1% cap will apply to LEAs and potential consequences.
 - More training is needed for LEAs who enroll a student with significant cognitive disabilities.
 - There are still many students who may not meet the strict definition for AAAAS, but for whom PARCC is still not appropriate. The same is true for students who are not identified as students with IEPs, but who have behavioral or attention deficit problems.

Students in Foster Care: Feedback Summary

- **Credit Transfer Policies and Graduation Requirements**
 - There should be a more active role for OSSE in terms of oversight of students attending surrounding county public schools, where students frequently move to and from DC schools.
 - A smooth credit and transcript transfer process is essential so students know where they are on the path to graduation in their new school.
 - OSSE should facilitate the exchange of records between the schools.
 - We should set a required timeline schools to conduct transcript audits for incoming students so that they can quickly be enrolled in the correct classes.
- **Transportation**
 - DC One Cards do not work in MD or VA. DC students in surrounding county foster homes who take Metro to DC schools have to enter the system in MD/VA by paying out of pocket and then exit the system at the MD/DC line to start using their free DC One Cards.
 - Group members reported knowing students in foster care who are asked to use their own CFSA-provided allowance money to transport themselves to school.
 - Concern that CFSA may curtail the limited transportation they provide now and ask more of the LEAs. State leadership is going to be key to ensure equity.
 - Some group members shared their understanding that students may have to move schools because of limitations related to CFSA transportation.

Neglected, Delinquent, and At-Risk Students: Feedback Summary

- We need to create sustainable partnerships in the government sector and with community stakeholders to build stronger wraparound support to delinquent, neglected, and at-risk youth.
 - OSSE and DYRS can partner with community organizations and businesses on vocational internships, etc., but more outreach is needed.
 - Assist with partnerships—help make connections and support better coordination among service providers.
 - Increase accountability among agencies and providers.
- More credit-bearing opportunities would be helpful.
 - Use competency-based assessments so students don't need to retake classes in high school, community college, and job-training programs.
 - Blended/ online learning
 - Dual-enrollment programs
- We need to celebrate success for students who complete key milestones.

Next Steps

- Send any feedback on today's special populations webinar or ESSA generally to osse.essa@dc.gov
- Take a survey:
 - **Measures survey:** OSSE is seeking input on potential measures to help guide OSSE's further planning for the design of both our formal accountability system and state report card/public reporting. The survey is available [here](#) and should take about 20-30 minutes to complete. Note: This survey is aimed at LEA leaders and staff, educators, and members of the public who may be interested in a greater level of detail.
 - **Vision for DC Education:** OSSE and the DC State Board of Education are seeking input from a diverse group of stakeholders on what makes a successful school. The survey is available [here](#) and should take about 10-15 minutes to complete. Note: This survey is more accessible for general members of the public than the measures survey.

Thank you for your participation!