



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

June 29, 2023

The Honorable Christina Grant
State Superintendent of Education
Office of the State Superintendent of Education
1050 First Street, NE
Washington, DC 20002

Dear Superintendent Grant:

I am writing in response to the District of Columbia's requests to the U.S. Department of Education (Department) on August 8, 2022, with resubmissions on October 10, 2022, December 22, 2022, February 14, 2023, March 16, 2023, and June 21, 2023, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving the District of Columbia's amended State plan. A summary of the District of Columbia's amendment is enclosed. This letter, as well as the District of Columbia's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend the District of Columbia's ESEA consolidated State plan must be submitted to the Department for review and approval.

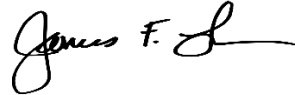
Please be aware that approval of this amendment to the District of Columbia's consolidated State plan is not a determination that all information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is the District of Columbia's responsibility to comply with these civil rights requirements.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Thank you for all the work that the District of Columbia has put into its consolidated State plan under the ESEA. If you have any questions, please contact my staff at OESE.TitleI-a@ed.gov.

Sincerely,

A handwritten signature in black ink that reads "James F. Lane". The signature is written in a cursive style with a large initial "J" and a long horizontal stroke at the end.

James F. Lane, Ed.D.
Principal Deputy Assistant Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Danielle Branson, OSSE
Raphael Park, OSSE
Ben Peisch, OSSE
Elizabeth Ross, OSSE
Kelley Scholl, OSSE
Nikki Stewart, OSSE
Justin Tooley, OSSE

Amendment to the District of Columbia Consolidated State Plan

The following is a summary of the District of Columbia’s amendment request. Please refer to the Department’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for the District of Columbia’s complete consolidated State plan.

Title I, Part A of the ESEA: Improving Basic Programs Operated by Local Educational Agencies

- *Academic Standards and Assessments*
For end-of-course assessments administered in high school and to 8th grade students enrolled in high-school level mathematics courses, OSSE removed Integrated Math I, II, and III and will continue to offer Algebra I, Geometry, and Algebra II.
- *Native Language Assessments*
OSSE updated its plan to reflect the languages, other than English, in which its statewide assessment administration directions are available to address student needs.
- *Academic Achievement Long Term Goals*
OSSE shifted forward its long-term goals for academic achievement from the 2038-2039 school year to the 2040-2041 school year to align its ESEA consolidated State plan with the timeline approved through the District of Columbia’s request using the optional addendum template for the 2021-2022 school year (Addendum).
- *Graduation Rate Long Term Goals*
OSSE set long-term goals and measurements of interim progress for its five-year adjusted cohort graduation rate (ACGR) based on baseline data from the 2020-2021 school year. The long-term goal for its five-year ACGR is 94 percent by the 2038-2039 school year. OSSE will also continue to use its previously approved long-term goal for its four-year ACGR of 90 percent by the 2038-2039 school year.
- *English Language Proficiency Long Term Goals*
OSSE updated its definition of English language proficiency (ELP) to require an overall composite score of 4.5 or higher on the statewide ELP assessment for a student enrolled in grades 1-12. For a student enrolled in kindergarten, OSSE will still require a score of 5.0. OSSE further updated its definition to set student-level growth targets using median growth based on State and national data over the seven-year timeline for a student to demonstrate proficiency. Finally, OSSE updated its measurements of interim progress towards its previously approved ELP long-term goal to reflect new baseline data from the 2017-2018 school year.
- *Academic Achievement Indicator*
OSSE clarified that the Academic Achievement indicator is based on students scoring at “meeting expectations” or “exceeding expectations” on the statewide general academic assessment (score of 4 or higher) and the academic assessment aligned to alternate state standards (score of 3 or higher). For high schools, OSSE added a measure of student

growth as a component of its Academic Achievement indicator. It will compare a student's performance on the current-year statewide assessment against students who had similar performance on the same assessment in the prior year.

- *Other Academic Indicator for Elementary and Middle Schools That Are Not High Schools*

OSSE moved the description of its existing measure of the percentage of students scoring at the “approaching expectations,” “meeting expectations,” or “exceeding expectations” achievement levels on the stateside assessments to the section for its Other Academic indicator for elementary and secondary schools that are not high schools.

- *Graduation Rate Indicator*

OSSE modified its Graduation Rate indicator to take into account a school's five-year adjusted cohort graduation rate, in addition to the four-year adjusted cohort graduation rate.

- *Progress in English Language Proficiency Indicator*

OSSE changed its methodology for calculating the Progress in Achieving ELP indicator such that its definition of proficiency requires composite score of 4.5 or higher on the statewide ELP assessment for a student enrolled in grades 1-12. For a student enrolled in kindergarten, OSSE will still require a score of 5.0. The State's methodology to determine progress remains unchanged.

- *School Quality or Student Success Indicators*

OSSE removed three previously approved SQSS indicators (i.e., SAT Percentile Threshold, Access and Opportunity, and Alternate Graduation Measure) and combined its previously approved AP/IB Participation measure, (updated to include dual enrollment), and its Performance AP/IB measure into a new College and Career Readiness indicator. The State also updated its Addressing Chronic Absenteeism which combines the percentage of students absent ten percent or more of the days enrolled and the year-to-year improvement in student attendance compared to students of the same age.

- *Annual Meaningful Differentiation/Weighting*

OSSE updated its system of annual meaningful differentiation to replace its School Transparency and Reporting (STAR) system. OSSE will calculate each indicator in its accountability system separately for all students and each student group (i.e., economically disadvantaged students, students with disabilities, English learners, and major racial/ethnic groups). To calculate a school's overall accountability score, OSSE will assign points based on the performance of all students and each student group as compared to floors (i.e., bottom 10th percentile) and targets (i.e., top 90th percentile) set based on the prior year's data for the indicator, grade span, and student group. A school performing at or below the floor receives no points, at or above the target receives full points, and in between receives proportionate points to the position of the school's performance between the floor and target. To ensure meaningful differentiation, OSSE will adjust the floor and target thresholds to achieve an appropriate distribution among schools.

OSSE will calculate a weighted average for each indicator using the points assigned to all students and each student group. OSSE will use the weights of 30% for all students, 40% for economically disadvantaged, 10% for students with disabilities, 5% for English learners, and 15% for race/ethnicity (divided equally over all student racial groups represented at a school). Finally, OSSE will calculate an overall accountability score by weighting each indicator using three different weighting categories for elementary schools serving grades preK-5, middle schools serving grades 6-8, and high schools serving grades 9-12. For elementary and middle schools, OSSE will use the following indicator weighting: 20% Academic Achievement, 60% Other Academic, 5% Progress in ELP, 15% SQSS. For high schools, OSSE will use the following indicator weighting: 30.6% Academic Achievement, 22.2% Graduation Rate, 5.6% Progress in ELP, 41.7% SQSS.

For schools that serve more than one grade span (e.g., 6-12), OSSE will average the overall accountability scores based on the proportion of enrolled students within each grade span at the school. OSSE will no longer report separate accountability scores for schools that serve more than one grade span.

- *Additional Categories of Schools*
While OSSE will still identify the lowest-performing 5 percent of Title I schools every three years, OSSE will no longer identify the bottom 10 percent of schools in the intervening years.
- *Targeted Support and Improvement-Consistently Underperforming Subgroups*
OSSE updated its methodology to identify schools for targeted support and improvement (TSI) to annually identify schools when any student group performs at or below the level of schools identified for comprehensive support and improvement (CSI) due to being in the lowest performing five percent of Title I schools for two consecutive years.
- *Additional Targeted Support and Improvement*
OSSE updated its methodology to identify schools for additional targeted support and improvement (ATSI) every three years (i.e., on the same cycle OSSE uses to identify schools for CSI) from among those schools identified for TSI.
- *Comprehensive Support and Improvement – Exit Criteria*
OSSE will not count the 2019-2020 or 2020-2021 school year towards the total number of years in which a school must meet the exit criteria for comprehensive support and improvement (CSI) to align its ESEA consolidated State plan with the timeline approved through its approved Addendum.

OSSE updated its exit criteria to require that a school identified for CSI due to being in the lowest performing 5 percent of schools receive a higher accountability score than that of the year it was identified, show improvement on the statewide academic assessments in reading/language arts and mathematics from the year it was identified and no longer

meet the criteria for identification (i.e., is not in the lowest performing 5 percent of schools).

Similarly, OSSE updated its exit criteria to require a school identified for CSI due to low graduation rate to both increase the four- and five-year ACGR to be higher than its ACGR in the year it was identified and to no longer meet the identification criteria (i.e., graduates 67 percent or more of students).

Finally, OSSE updated its exit criteria to require a school identified for CSI due to failure to exit ATSI to both achieve a higher accountability score for the student group for which it was identified than the score it achieved in the year it was identified and no longer meet the criteria for identification for the specific student group for which it was previously identified.

- *Additional Targeted Support and Improvement – Exit Criteria*
OSSE updated its exit criteria for schools identified for ATSI to require that the school achieve, for at least two years, an overall accountability score for the identified student group that is above the threshold for the lowest performing five percent of schools in the year it was first identified.
- *Other Continued Support*
OSSE updated its timeline to first implement more rigorous State-determined actions for CSI schools that fail to exit in three years in 2023-2024 to align its ESEA consolidated State plan with the timeline approved through its Addendum.
- *Disproportionate Rate of Access to Educators*
OSSE updated its analysis regarding the percentage of all students, and disaggregated by student subgroups, in public schools served by ineffective, out-of-field and inexperienced teachers. OSSE updated its methodology to evaluate and publicly report its progress through a public, interactive data dashboard that it will update annually.
- *School Transitions*
OSSE added details regarding the progress of its work on the list of approved supports for LEAs receiving assistance under Title I, Part A to meet the needs of students at all levels of schooling (particularly students in the middle grades and high school), including effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Title II, Part A of the ESEA: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

- *Use of Funds*
OSSE's Professional Learning Implementation team will ensure that professional development provided is culturally responsive and designed to assist educators in developing the academic achievement and general wellness of a diverse student population.

OSSE will no longer use Title II, Part A (Title II-A) funds to support its educator evaluation system.

OSSE will use Title II-A funds to cover some of the costs associated with an interactive application, the Educator Talent and Equity Dashboard, which provides all LEAs with interactive data on teacher workforce and teacher equity, situating stakeholders to improve staffing policies and practices. It also provides data on educator demographics, educator retention and mobility, and equitable access to excellent teachers along lines of student race, income, ability, and lingual background. Stakeholders are able to manipulate the application to compare LEA schools to one another, to LEA averages, and to citywide averages.

OSSE will support a Mentoring and Induction Program Development Professional Learning Community that provides an intensive, year-long experience to support instructional leaders in building or improving in-house new teacher development systems in its LEAs.

- *Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools*
OSSE has updated the strategies it uses to address root causes for inequity. Strategies in use include analysis of data from the Educator Talent and Equity Dashboard, rulemaking to improve educator preparation programs, data collection on success of preparation programs, improving school leaders' ability to create an inclusive school environment, and mentoring for school leaders.
- *Improving Skills of Educators*
OSSE has added information about strategies it is using to improve educators' ability to work with students with disabilities to address an achievement gap between students with disabilities and other students by fostering an inclusive mindset and developing the competencies required to successfully implement effective practices of inclusion.

OSSE has provided updated information on strategies it is currently implementing to support educators in providing instruction to a diverse student population, especially focused on students who need additional support, students with disabilities, and English learners.

- *Data and Consultation*
OSSE conducts required consultation with stakeholders about how Title II-A funds will be employed. OSSE consults with stakeholders, including the State Board of Education, City Council, and Title I Community of Practice, on educator workforce data, including the rates at which different student groups have access to effective, infield, and experienced teachers. These engagements help to inform the activities OSSE undertakes under Title II-A. OSSE also consults with a Teacher Advisory Council and a Principal Advisory Council about educator needs. These consultations inform decisions about how Title II-A funds are used.

- *Teacher Preparation*

OSSE has completed rulemaking on State educator preparation provider and subject area program approval policies, which include updated educator preparation provider standards and approval processes aligned to national educator preparation provider accreditation standards and processes; a needs assessment requirement for educator preparation providers to examine whether their enrollment practices are attentive to District of Columbia educator workforce needs and student diversity; and a requirement that educator preparation providers that prepare candidates with primary responsibility of teaching literacy demonstrate evidence of competency in scientifically based reading instruction.

OSSE collects and reports on educator preparation provider data regarding educator preparation provider candidates' and completers' demographics, content and pedagogy tests pass rates, OSSE credentialing data, and LEAs' faculty and staff data (employment outcomes) to provide actionable data to and support for educator preparation providers. OSSE also collects data from LEAs to produce an educator workforce report that provides a landscape snapshot of schools, students, and educators and examines the educator pipeline.

Title III, Part A of the ESEA

- *Standardized statewide entrance and exit procedures*

OSSE updated its entrance procedures for English learners to clarify that the requirement to notify parents within the first two weeks of placement in a language instruction educational program applies specifically for students identified as English learners *after* the beginning of the school year.

OSSE updated the description of its English learner entrance procedures to reflect that, as of 2020, based on stakeholder feedback, OSSE revised its home language survey for the identification of potential English learners and that OSSE has adopted a new kindergarten screener assessment. OSSE also updated its plan to reflect the training and technical assistance it is providing to LEAs for the implementation of its entrance procedures for English learners.

OSSE amended its exit procedures for English learners in grades 1 through 12 to require a student to achieve a composite score of 4.5, rather than a 5.0, on the State's English language proficiency assessment to be considered proficient in English and to exit English learner status.

- *State Educational Agency Support for English Learner Progress*

OSSE updated the description of how it will assist eligible entities receiving Title III funds in meeting its long-term goals and measurements of interim progress for progress toward English language proficiency, as well as the challenging State academic standards.

- *Monitoring and Technical Assistance*

OSSE made changes to the description of how it monitors and provides technical assistance to eligible entities receiving Title III funds in order to help English learners achieve English language proficiency.