Purpose of this Presentation

• Provide an overview of ESSA school improvement designations

• Share details of Investment In Schools funding opportunity

• Build understanding of the role of OSSE, LEAs, schools, principals and other school leaders, teachers, parents and other community members in school improvement
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.

ESSA requirements began in 2017 with some parts phasing in over time.
How Education is Organized

Federal Government
US Dept. of ED

State Board of Education

State Education Agency
OSSE

Local Education Agencies (LEA)
DCPS, Charter LEAs

Schools
Individual DCPS schools or public charter schools

- Federal Government
- US Dept. of ED
- State Board of Education
- Local Education Agencies (LEA)
  - DCPS, Charter LEAs
- Schools
  - Individual DCPS schools or public charter schools
OSSE is investing $11 million over three years to dramatically support the city’s lowest-performing schools

• As part of the federal ESSA law, in December 2018, OSSE must designate low-performing schools – Comprehensive Support and Improvement (CS) and Targeted Support and Improvement (TS).

• All CS schools identified based on performing at the bottom 5 percent on the STAR Framework are eligible to apply for $1 million grants which can be spent over three years to support their improvement efforts. The application is available in the Enterprise Grants Management System (EGMS) now for eligible LEAs.
In December, 2018, OSSE designated schools for improvement.

In our ESSA plan, DC committed to identify schools into categories based on their performance.

<table>
<thead>
<tr>
<th>Designation</th>
<th>Definition</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Comprehensive Support and Improvement Schools, type 1 (CS1)</td>
<td>Title I schools that score in the bottom 5 percent of the total number of points on the STAR Framework as compared to their peers.</td>
<td>Schools first identified in December 2018 and once every three school years thereafter.</td>
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<td>Comprehensive Support and Improvement Schools, type 2 (CS2)</td>
<td>High schools in which both four-year and five-year adjusted cohort graduation rates (ACGR) fall below 67 percent.</td>
<td>Schools first identified in December 2018 and once every three school years thereafter.</td>
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<td>Targeted Support and Improvement Schools, type 1 (TS1)</td>
<td>Schools receiving this designation have at least one student group that is performing at or below the level of the lowest-performing schools in DC, which are the schools designated for Comprehensive Support 1.</td>
<td>Schools first identified by December 2018 and annually thereafter.</td>
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*Under ESSA, CS1 is the only designation that specifies Title I schools (as opposed to all). OSSE may identify non-Title I schools with comparable low performance.

**OSSE will identify TS2 and CS3 schools in the future.
Schools designated for improvement are responsible for a number of requirements

OSSE **developed templates** for CS school requirements that are aligned to grant requirements. LEAs will work directly with TS schools.

<table>
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<tr>
<th>Designation</th>
<th>Activity</th>
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| Comprehensive Support and Improvement (CS) schools | • Conduct a school-level **Needs Assessment** with input from stakeholders  
• Complete a **Resource Equity Analysis** at the LEA level to analyze resource distribution at all schools, if applicable  
• Develop a **School Improvement Plan** with input from stakeholders  
• Have the plan approved by the LEA and OSSE (and the Public Charter School Board, PCSB, if a charter)  
• Participate in periodic monitoring of the plan by OSSE (and PCSB if a charter)  
• Participate in state-level intervention if plan is not successful after three years, or with an extension, after four years |
| Targeted Support and Improvement (TS) schools     | • Develop a school-level targeted support and improvement plan with principals, other school leaders, teachers, parents  
• Have the plan approved by the LEA (and PCSB if a charter)  
• Participate in monitoring of the plan by the LEA (and PCSB if a charter)  
• Participate in LEA-level intervention or escalate to designation of CS if plan is not successful |

*The required templates for CS schools provided by OSSE will also meet a school’s requirements for a schoolwide plan under Title I, Part A.*
OSSE is investing **$11 million** over three years to dramatically support the city’s lowest performing schools.

Under ESSA, OSSE is able to focus its school improvement funds under Section 1003 of ESEA to provide a larger monetary investment in a fewer number of schools than in prior years in order to maximize the impact of the funds.

OSSE believes if LEAs, in partnership with school leaders, educators, parents, the community, and other stakeholders, conduct a meaningful **Needs Assessment** and **Resource Equity Analysis**...

And use them to design a strategic **School Improvement Plan** driven by urgency for student outcomes and a commitment to continuous improvement and ongoing engagement...

Then, together DC will dramatically improve student outcomes in our lowest-performing schools, accelerating progress faster for students furthest behind.
LEAs are required to engage with stakeholders and plan strategically for improvement for each CS school.

To provide guidance while also leaving room for flexibility, OSSE is providing templates for each of these requirements:

- **Needs Assessment**
  - For each school, engage and gather perspectives from key stakeholders; review data and other qualitative evidence over time; and analyze root causes and areas for change.

- **Resource Equity Analysis**
  - Document expenditures for every school in the LEA as well as centralized LEA spending. Includes breakout of federal and local funding sources and grant funding.

- **School Improvement Plan**
  - Based on the findings of the school-based Needs Assessment and Resource Equity Analysis, if applicable, LEAs will identify goals and specific evidence-based strategies in three critical areas: People, Instruction, and Structures. School plans must also specify routines for ongoing stakeholder engagement and improvement.
Schools do many things to improve and the process of school improvement must consider each school’s unique context.

OSSE funding and resources are designed to focus on areas shown to improve student outcomes. To receive *Investment in Schools* funding, school plans will have to address:

- **People**: This category **must include** how a school is planning to ensure it will have effective leadership over the next three years, including the principal and any other key leadership roles and how it is building a pipeline of strong leadership; ensuring retention of effective educators; and developing and helping educators who are in need of support to improve.

- **Instruction**: This category may include how a school is implementing strategies such as increasing the rigor of curricular materials, the institution of specific academic programs, supports and interventions, or the implementation of instructional methods or other activities to improve the performance of all students or specific groups of students.

- **Structures**: This category may include how a school is implementing strategies such as multi-year design partners, dividing schools into grade-based academies, other internal restructuring and autonomies, reorganizing school time, or other structural changes designed to improve outcomes for students.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Nov. 13, 2018</td>
<td>OSSE released templates</td>
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<tr>
<td></td>
<td>• Needs Assessment</td>
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<td></td>
<td>• Resource equity analysis</td>
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<td></td>
<td>• School Improvement Plan</td>
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<tr>
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<td>to enable planning and engagement</td>
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<td>Dec. 7, 2018</td>
<td>OSSE released new DC School Report Card, which includes</td>
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<td></td>
<td>• STAR Framework scores and rating</td>
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<td></td>
<td>• School designations</td>
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<td></td>
<td><em>Investment in Schools</em> grant is also available</td>
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<td>Feb. 28, 2019</td>
<td>LEAs with CS1 schools must submit Investment in Schools grant application to receive</td>
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<td></td>
<td>funding (<em>earlier than this is encouraged</em>)</td>
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<td>Charter LEAs with CS1 schools not applying for funding or CS2 schools may</td>
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<td></td>
<td>coordinate with PCSB on alternative templates.</td>
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<td></td>
<td>DCPS must submit alternative template to OSSE for CS2 schools.</td>
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<td>May 31, 2019</td>
<td>LEAs must submit for each CS school:</td>
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<tr>
<td></td>
<td>• Needs Assessment</td>
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<td></td>
<td>• Resource Equity Analysis (if applicable)</td>
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<td>• School Improvement Plan</td>
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