



ESSA School Improvement

Designations & Grant Funding

December 2018



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

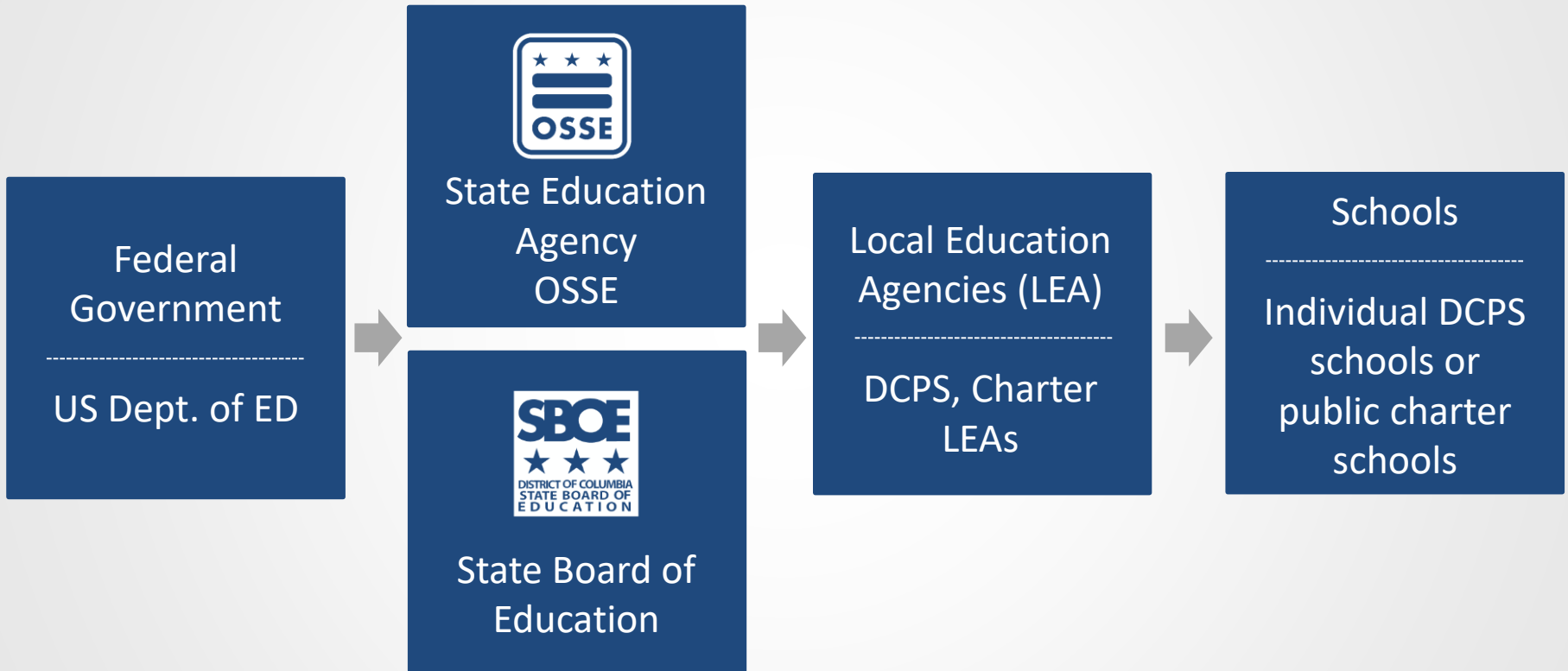
Role of the state (OSSE) is to distribute funding, set requirements, provide training and support, and oversee schools

ESSA requirements began in 2017 with some parts phasing in over time





How Education is Organized





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.

Designation	Definition	Timeline
Comprehensive Support and Improvement Schools, type 1 (CS1)	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.	Schools first identified in December 2018 and once every three school years thereafter.
Comprehensive Support and Improvement Schools, type 2 (CS2)	High schools in which both four-year and five-year adjusted cohort graduation rates (ACGR) fall below 67 percent.	Schools first identified in December 2018 and once every three school years thereafter.
Targeted Support and Improvement Schools, type 1 (TS1)	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.	Schools first identified by December 2018 and annually thereafter.

6 *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.

Designation	Activity
Comprehensive Support and Improvement (CS) schools	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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



OSSE is investing **\$11 million** over three years to dramatically support the city's lowest performing schools

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...

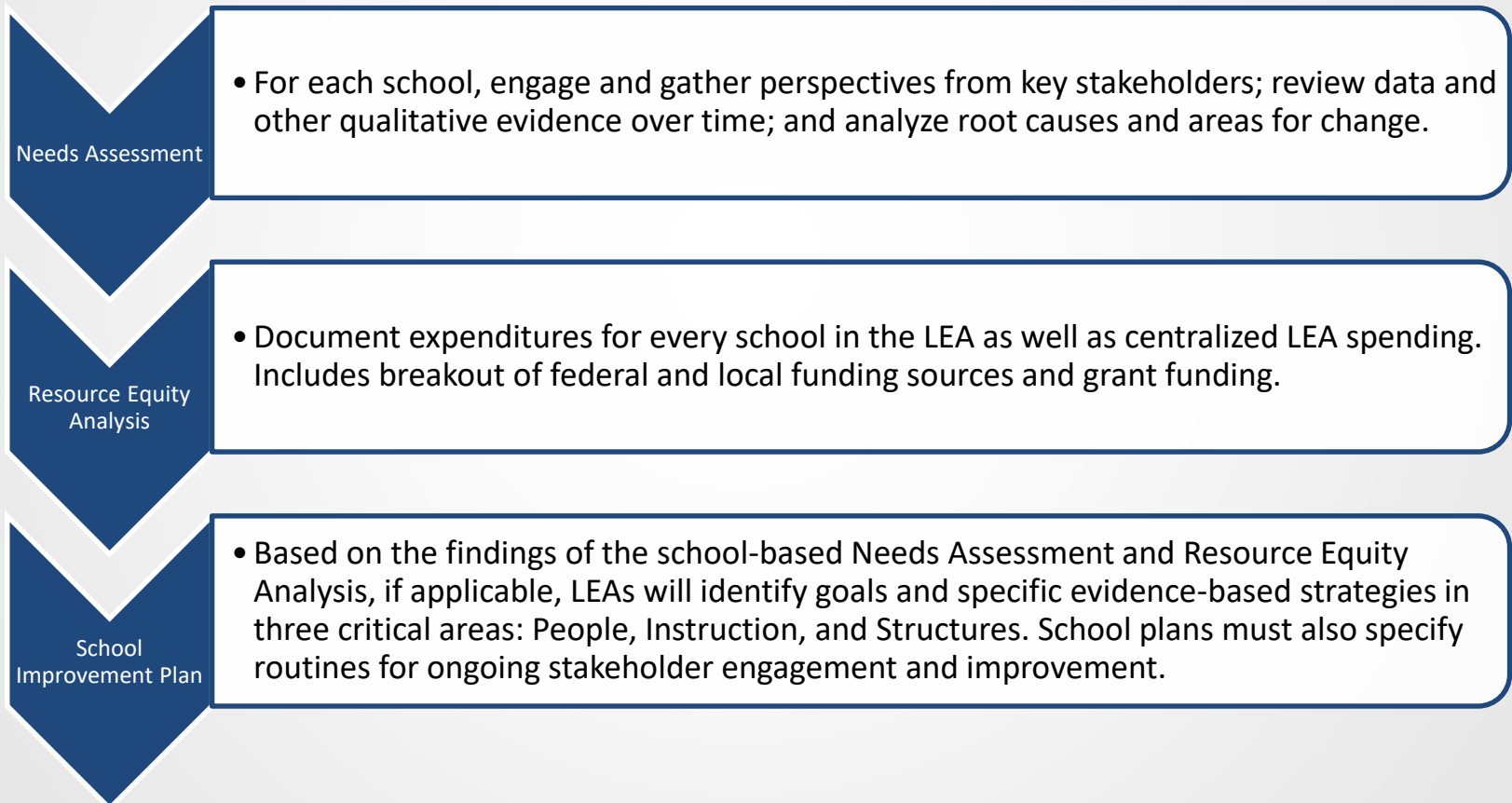
Then, together DC will dramatically improve student outcomes in our lowest-performing schools, accelerating progress faster for students furthest behind.

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.



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:





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.



Key Dates



2018-19 School Year

Nov. 13, 2018

OSSE released templates

- Needs Assessment
- Resource equity analysis
- School Improvement Plan

to enable planning and engagement

Dec. 7, 2018

OSSE released new DC School Report Card, which includes

- STAR Framework scores and rating
- School designations

Investment in Schools grant is also available

Feb. 28, 2019

LEAs with CS1 schools must submit Investment in Schools grant application to receive funding (*earlier than this is encouraged*)

Charter LEAs with CS1 schools not applying for funding or CS2 schools may coordinate with PCSB on alternative templates.

DCPS must submit alternative template to OSSE for CS2 schools.

May 31, 2019

LEAs must submit for each CS school:

- Needs Assessment
- Resource Equity Analysis (if applicable)
- School Improvement Plan



Q&A



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| Thank you!