DC’s New State Education Plan:
Meeting the Needs of All Learners through the Every Student Succeeds Act (ESSA)

Public Comment Period Engagement Session
Welcome and Goals for This Meeting

Make sure you know what’s in the new federal education law and what it means for DC

Hear what is important to you and your community

Understand your questions and address them through conversation today, ongoing communication, the state plan, and future outreach
• ESSA overview and timeline
  – What is the law
• Long-term goals
  – Know where we are going
• Consultation and performance management
  – Getting input and monitoring plans
• Academic assessments
  – How we are measuring progress

• Supporting excellent educators
  – Focus on teachers
• Supporting all students
  – Funding and programs to help specific groups of students
• Accountability, support, and improvement for schools
  – Knowing how our schools are doing
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.

Some ESSA requirements are in effect now, most begin taking effect in 2017-18 school year, with some parts phasing in over time.
How Education is Organized

Federal Government
US Dept. of ED

State Education Agency
OSSE

State Board of Education

Local Education Agencies (LEA)
DCPS, Charter LEAs

Schools
Individual DCPS schools or public charter schools
Long-Term Goals

Where do we want to go?
Goals for Education in DC

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
The percent of students who are on track for the next grade level and to leave high school ready for college and career (scoring 4+) increased overall for both ELA and math.
Last year, nearly all groups of students saw growth in the percent of students scoring 4+ with the greatest gains for economically disadvantaged students at 4 points.

<table>
<thead>
<tr>
<th>% Scoring Level 4 or 5</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>27%</td>
<td>↑ 1.9%</td>
</tr>
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</table>

### Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>19%</td>
<td>↑ 2.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25%</td>
<td>↑ 2.9%</td>
</tr>
<tr>
<td>White</td>
<td>74%</td>
<td>↓ -4.8%</td>
</tr>
</tbody>
</table>

### Race by Gender

<table>
<thead>
<tr>
<th>Race by Gender</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Female</td>
<td>24%</td>
<td>↑ 2.6%</td>
</tr>
<tr>
<td>Black Male</td>
<td>15%</td>
<td>↑ 2.1%</td>
</tr>
<tr>
<td>Hispanic Female</td>
<td>30%</td>
<td>↑ 3.9%</td>
</tr>
<tr>
<td>Hispanic Male</td>
<td>19%</td>
<td>↑ 2.0%</td>
</tr>
</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>32%</td>
<td>↑ 2.3%</td>
</tr>
<tr>
<td>Male</td>
<td>22%</td>
<td>↑ 1.5%</td>
</tr>
</tbody>
</table>

### Special Populations

<table>
<thead>
<tr>
<th>Special Populations</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>5%</td>
<td>↑ 1.2%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>14%</td>
<td>↑ 2.7%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>18%</td>
<td>↑ 3.8%</td>
</tr>
<tr>
<td>At-Risk</td>
<td>13%</td>
<td>↑ 1.8%</td>
</tr>
</tbody>
</table>
Last year, gains in the percent of students scoring 4+ for specific groups were consistent across the board in math, ranging from 2 to 3 points.

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<tr>
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<td>25%</td>
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<tr>
<td>Black</td>
<td>17%</td>
<td>↑ 2.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22%</td>
<td>↑ 2.0%</td>
</tr>
<tr>
<td>White</td>
<td>71%</td>
<td>↑ 2.7%</td>
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### Race by Gender

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<tbody>
<tr>
<td>Black Female</td>
<td>19%</td>
<td>↑ 2.9%</td>
</tr>
<tr>
<td>Black Male</td>
<td>16%</td>
<td>↑ 1.6%</td>
</tr>
<tr>
<td>Hispanic Female</td>
<td>22%</td>
<td>↑ 2.0%</td>
</tr>
<tr>
<td>Hispanic Male</td>
<td>22%</td>
<td>↑ 2.1%</td>
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<tbody>
<tr>
<td>Female</td>
<td>26%</td>
<td>↑ 3.2%</td>
</tr>
<tr>
<td>Male</td>
<td>24%</td>
<td>↑ 2.4%</td>
</tr>
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<tr>
<td>Special Education</td>
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<td>13%</td>
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</tbody>
</table>
## PARCC Results by Ward

<table>
<thead>
<tr>
<th></th>
<th>ELA % 4+</th>
<th></th>
<th>Math % 4+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
<td>2016</td>
<td>% Change</td>
</tr>
<tr>
<td>All</td>
<td>24.8%</td>
<td>26.7%</td>
<td>↑ 1.9%</td>
</tr>
<tr>
<td>Ward 1</td>
<td>21.0%</td>
<td>26.2%</td>
<td>↑ 5.2%</td>
</tr>
<tr>
<td>Ward 2</td>
<td>49.0%</td>
<td>49.6%</td>
<td>↑ 0.6%</td>
</tr>
<tr>
<td>Ward 3</td>
<td>64.5%</td>
<td>59.8%</td>
<td>↓ -4.8%</td>
</tr>
<tr>
<td>Ward 4</td>
<td>27.6%</td>
<td>28.4%</td>
<td>↑ 0.7%</td>
</tr>
<tr>
<td>Ward 5</td>
<td>20.5%</td>
<td>23.5%</td>
<td>↑ 3.0%</td>
</tr>
<tr>
<td>Ward 6</td>
<td>21.5%</td>
<td>24.6%</td>
<td>↑ 3.1%</td>
</tr>
<tr>
<td>Ward 7</td>
<td>12.1%</td>
<td>16.2%</td>
<td>↑ 4.1%</td>
</tr>
<tr>
<td>Ward 8</td>
<td>11.2%</td>
<td>13.1%</td>
<td>↑ 1.9%</td>
</tr>
</tbody>
</table>
Progress for All Students, Accelerating Progress for Students Who are Furthest Behind
Consultation and Performance Management

How are we hearing from the community and making sure we are on track?
To date: **50 meetings** with participation by more than **100 organizations**

Moving forward: Engagement to continue as we carry out and continue to improve

[www.osse.dc.gov/essa](http://www.osse.dc.gov/essa)
Making Sure Schools are On Track

1. **STATE SETS REQUIREMENTS**
2. **LEAs SUBMIT PLANS**
3. **STATE SUPPORTS AND REVIEWS PROGRESS**
Academic Assessments

How can we measure student progress?
Required to assess students at the state level once annually in grades 3-8 and one assessment during high school

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Content and Grades Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC</td>
<td>Students take for ELA and math in grades 3-8 and for one assessment in HS</td>
</tr>
<tr>
<td>DC Science</td>
<td>Students take in grades 5, 8 and for Biology in HS</td>
</tr>
</tbody>
</table>
Some students take the following assessments

<table>
<thead>
<tr>
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<th>Content and Grades Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-State Alternate Assessment (MSAA)</td>
<td>Students with significant cognitive disabilities take for ELA and math in grades 3-8 and for one assessment in HS in place of PARCC</td>
</tr>
<tr>
<td>DC Science Alt</td>
<td>Students with significant cognitive disabilities take in grades 5, 8 and for Biology in HS</td>
</tr>
<tr>
<td>ACCESS for ELLs 2.0</td>
<td>English learners take in grades K-12 to assess English language proficiency</td>
</tr>
</tbody>
</table>
How can we make sure every child has a great teacher?
Educator Development, Retention, and Advancement

Teachers are a critical part of schools: How do we attract, keep, and grow them?

**Examples:**
- Communities of practice
- Setting policies for programs that prepare teachers
- Model (optional) teacher evaluation system
- Additional pathways for teachers to get licenses
Great Teachers in Every School

State plan requires us to do research and reporting on how different groups of teachers are spread across our community.

Here and as part of a separate plan, we also provide state level strategies to ensure all students have good teachers.
Support for all students

How do we make sure the students who need the most help are getting it?
Supporting All Students

In the state plan, OSSE addresses the needs of students in our community who need extra support - such as at-risk and economically disadvantaged students – by laying out the programs we have to support them, such as:

- Restorative Practices Project
- Community Schools Initiative
- Safe Schools Certification Pilot
- Re-engagement Center
- Instructional Communities of Practice
Supporting All Students

ESSA requires states to describe support and oversight for specific groups of students:

- Students with Disabilities
- English Learners (ELs)
- Students Experiencing Homelessness
- Students in Foster Care
- Neglected, Delinquent, or At-Risk
- Eligible Private School Students
- Military Families
How We Coordinate Supports

Collaboration with other city agencies to make sure we have information we need about students across the city

Specific training from OSSE to contacts in schools serving students with disabilities, English learners, and homeless students
Well-Rounded and Supportive Education

What other programs and areas help make schools great and students successful?

- Continued expansion and emphasis on quality of early learning
- Health and wellness supports
- Training and opportunities for success in college and other postsecondary opportunities
- Launching additional resources for family and community engagement in 2017-18 school year
Accountability, support, and improvement for schools

How do we make sure every school is a great school?
Opportunity for Clear Information for Families

- Shows common information for all schools in DC
- Provides clarity and consistency to families to make informed choices
- Identify schools that need support across both sectors
- Drive improvement and recognition
What is an Accountability System?

Uses academic performance and other factors to show how well schools are doing.

System is then used to identify successful schools and schools in need of support.

DC is creating a plan to make sure every school can be a successful school.
Key Beliefs

What beliefs and ideas help guide us in creating a system?

- Focuses on all students
- Provides information on where students are and where they are going
- Uses measures that are available, understood, and common
- Values multiple measures when possible
- Is clear, consistent, and fair to schools
Clear Information for Families and Schools

STAR Annual Reporting

Schools receive star rating from one star (lowest) to five stars (highest) based on multiple measures

Provides a snapshot on all DC schools to families, the community, and schools based on common information
STAR - Middle School

**ACADEMIC ACHIEVEMENT** (40%)
- PARCC 4+ (25) ELA Math
- PARCC 3+ (15) ELA Math

**ACADEMIC GROWTH** (40%)
- Median Growth Percentile (20) ELA Math
- Growth to Proficiency Metric (20) ELA Math

**SCHOOL ENVIRONMENT** (15%)
- 90% + Attendance (7.5)
- In Seat Attendance (3.75)
- Re-enrollment (3.75)

**ENGLISH LANGUAGE PROFICIENCY** (5%)
- ACCESS Growth (5)
## STAR - Elementary Schools and Kindergarten-Grade 8 with Pre-K

### ACADEMIC ACHIEVEMENT (40%)
- PARCC 4+ (25)
  - ELA
  - Math
- PARCC 3+ (15)
  - ELA
  - Math

### ACADEMIC GROWTH (40%)
- Median Growth Percentile (20)
  - ELA
  - Math
- Growth to Proficiency Metric (20)
  - ELA
  - Math

### SCHOOL ENVIRONMENT (15%)
- 90% + Attendance* (7.5)
- In Seat Attendance* (3.75)
- Re-enrollment* (3.75)
- CLASS*
  - Classroom Organization
  - Emotional Support
  - Instructional Support

### ENGLISH LANGUAGE PROFICIENCY (5%)
- ACCESS Growth (5)

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*Weights will be set proportionally based on the percentage of students in pre-K versus other grades; methodology TBD.
STAR - High School

**ACADEMIC ACHIEVEMENT (50%)**
- PARCC 4+ (15)
  - ELA
  - Math
- ACT/SAT (15)
  - College-ready 50th Percentile Threshold
- PARCC 3+ (10)
  - ELA
  - Math
- AP/IB (10)
  - Participation Performance

**SCHOOL ENVIRONMENT (25%)**
- 90%+ Attendance (12.5)
- In Seat Attendance (6.25)
- Re-enrollment (6.25)

**ENGLISH LANGUAGE PROFICIENCY (5%)**
- ACCESS Growth (5)

**GRADUATION RATE (20%)**
- 4-Year Graduation Rate (10)
- 5-Year Graduation Rate (6)
- Alternate Graduation Metric (4)
Schools identified for comprehensive and targeted support every three years

Brings focus and funding to schools in need of additional support to improve

Schools submit plans and apply for funding for programs to support their students' learning
Next Steps

Review full state plan by March 3 on www.osse.dc.gov/essa

Send feedback to OSSE.ESSA@dc.gov or through the public comment survey on our website

Review prior materials and notes available on www.osse.dc.gov/essa
Thank you!
The Law At a Glance

Title I: Improving the Academic Achievement of the Disadvantaged
Title II: Preparing, Training and Recruiting Teachers, Principals or Other School Leaders
Title III – English Learners and Immigrant Students
Title IV – 21st Century Schools (Parts A-F)
Title V – State Innovation and Local Flexibility
Title VI – Indian, Native Hawaiian, and Alaska Native Education
Title VII – Impact Aid
Title VIII – ESEA General Provisions (Equitable Services)
Title IX – McKinney-Vento Act and Other Provisions (Preschool Grant)
We believe OSSE can play a unique role in *sustaining, accelerating,* and *deepening* the progress being made in DC education by successfully carrying out four key priorities:

**HIGH-QUALITY & ACTIONABLE DATA**
OSSE will provide high-quality data and analysis that will empower Local Education Agencies (LEAs), Community Based Organizations (CBOs), and providers to meet the needs of all learners and allow education partners to make informed policy decisions.

**QUALITY & EQUITY FOCUS**
OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need.

**RESPONSIVE & CONSISTENT SERVICE**
OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on instruction and support for students.

**TOP-NOTCH TALENT**
OSSE will attract, develop, and retain top-notch talent to build a highly effective state education agency that makes a meaningful contribution to DC education.