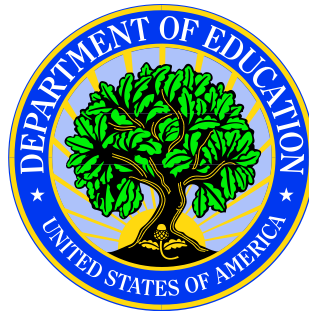


Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

District of Columbia



**U.S. Department of Education
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Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Addendum to the ESEA Consolidated State Plan

Introduction

To address the extraordinary circumstances of extended and widespread closures of schools due to the novel coronavirus (COVID-19) pandemic, on March 20, 2020, the U.S. Department of Education (Department) invited, pursuant to section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA), each State educational agency (SEA) to request a waiver, for the 2019-2020 school year, of assessment, accountability and school identification, and certain related reporting requirements. The Department approved waivers for 53 SEAs (including the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and the Bureau of Indian Education) for the following assessment, accountability and school identification, and reporting requirements for the 2019-2020 school year to address the COVID-19 National Emergency (“COVID-19 waivers”):

- Assessment requirements in section 1111(b)(2) for the 2019-2020 school year.
- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D) that are based on data from the 2019-2020 school year.
- Report card provisions related to assessments and accountability in section 1111(h) based on data from the 2019-2020 school year. These include:
 - Section 1111(h)(1)(C)(i) (accountability system description).
 - Section 1111(h)(1)(C)(ii) (assessment results).
 - Section 1111(h)(1)(C)(iii)(I) (other academic indicator results).
 - Section 1111(h)(1)(C)(iv) (English language proficiency results).
 - Section 1111(h)(1)(C)(v) (school quality or student success indicator results).
 - Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress).
 - Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed).
 - Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment).
 - Section 1111(h)(2)(C) with respect to all waived requirements in section 1111(h)(1)(C) as well as 1111(h)(2)(C)(i)-(ii) (information showing how students in a local educational agency (LEA) and each school, respectively, achieved on the academic assessments compared to students in the State and LEA).

The waiving of these requirements, as well as the continued implications of COVID-19, impact how each SEA will implement its ESEA consolidated State plan in the 2020-2021 school year. Thus, the Department has created a streamlined process, this COVID-19 State Plan Addendum, for an SEA to amend its ESEA consolidated State plan to account for one-year changes (e.g., changes to how the SEA will hold schools accountable for the 2020-2021 school year) and two specific long-term changes: (1) shifting forward timelines by one year for identifying schools and (2) shifting forward timelines by one year for meeting measurements of interim progress (MIPs) and long-term goals due to COVID-19. All other amendment requests must be made using the regular State plan amendment process outlined in the letter sent to SEAs on October 24, 2019 (see <https://oese.ed.gov/files/2019/10/csso-letter.pdf>).

All amendment requests must be submitted by **February 1, 2021**, in order for the Department to determine whether a requested amendment complies with all applicable statutory and regulatory requirements in time for your State to implement changes to its accountability system for determinations in fall 2021 based on data from the 2020-2021 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2021-2022 school year).

The Department has also issued a “Frequently Asked Questions: Impact of COVID-19 on Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)” document which includes information on the general amendment process, accountability systems, school identification, and report card requirements. The document is available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

For any questions or additional information please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to the ESEA Consolidated State Plan

COVID-19 State Plan Addendum Process

If an SEA proposes to amend its ESEA consolidated State plan due to COVID-19 for the 2020-2021 school year only (e.g., for accountability determinations in the fall of 2021 based on data from the 2020-2021 school year) using the streamlined ESEA consolidated State plan addendum process, it must submit the following:

1. A COVID-19 State Plan Addendum, using this template, to the approved ESEA consolidated State plan that reflects all proposed changes due to COVID-19;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the State provided the public a reasonable opportunity to comment on the plan.

Prior to submitting an amendment to the Department, the SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

In order to ensure transparency, the Department will post each approved addendum along with the currently approved version of the ESEA consolidated State plan at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

If the SEA chooses to submit a State plan addendum to propose the two specific longer-term changes that can be proposed through the addendum process (i.e., shifting forward timelines for identifying schools or meeting MIPS and/or long-term goals), the SEA must submit the items listed above and also submit, at a later date, an updated State plan that incorporates those changes.

Redlined ESEA Consolidated State Plan Process

If an SEA proposes to amend its ESEA consolidated State plan to make changes that are not included in this template, it must follow the process the Department has used for the past two years. As indicated in a letter sent to SEAs on October 24, 2019 (see <https://oese.ed.gov/files/2019/10/csso-letter.pdf>), prior to submitting an amendment to the Department, the SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304. An SEA submitting an amendment under the regular process must submit to the Department the following:

1. A redlined version of the approved ESEA consolidated State plan that reflects all proposed changes;

2. A cover letter describing the proposed changes;
3. The signature of the chief State school officer or authorized representative; and
4. A description of how the State provided the public a reasonable opportunity to comment on the plan.

Cover Page

Authorized SEA Representative (Printed Name)	Office of the State Superintendent of Education (OSSE)
Signature of Authorized SEA Representative	Date:

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template):

- a. Establishment of Long-Term Goals. (ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template) Due to the COVID-19 waivers, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one year for:
 1. Academic Achievement. If a State is proposing to shift the timeline forward by a year, check the box.
 2. Graduation Rate. If a State is proposing to shift the timeline forward by a year, check the box.
 3. Progress in Achieving English Language Proficiency (ELP). If a State is proposing to shift the timeline forward by a year, check the box.
- b. Indicators. (ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template) Due to COVID-19, the State is revising one or more of its indicators for the 2020-2021 school year to be used in accountability determinations in fall 2021. These revisions are limited to the 2020-2021 school year.
 1. Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2020-2021 school year.

Currently the Academic Achievement indicator is based on the same measure as the state-long term goals (percent of students scoring at the level of CCR (4+) on the Partnership for Assessment Readiness for College and Careers (PARCC) and level 3 and higher on the Multi-State Alternate Assessment (MSAA).

Due to current learning environments our schools are in a mixture of in-person, hybrid, and remote learning settings. The Office of the State Superintendent of Education (OSSE) is exploring the possibility of administering the PARCC assessment in both a remote and in-person manner, but the MSAA requires in-person administration and schools may be unable to administer these if learning is in a remote structure. If that were the case the only data available would be the data from a combination of remote and in-person administered PARCC assessments which could only represent a subset of students, not all students.

Additionally, there are concerns from data experts and psychometricians related to using remote administered assessments, as well as combining remote and in-person administration results, in a high stakes accountability manner. OSSE's Technical Advisory Committee (TAC) also discussed this option and advised against using these data in a formal accountability system.

After reviewing the impacts of these alternatives, OSSE determined that under such conditions these data would not be suitable for use in the STAR Framework, which is DC's system of annual meaningful differentiation. OSSE is committed to collecting assessment data and

working with its stakeholders to determine how best to use them in improving programs and supports for all students and schools.

2. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2020-2021 school year.

DC's Academic Progress indicator is made up of two academic growth metrics: Median Growth Percentile and Growth to Proficiency. Both utilize assessment scores for students from two consecutive years of statewide annual assessments in ELA and math.

As a result of the waiver from March 2020, which waived the administration of statewide assessments by USED, DC does not have the data necessary to calculate the metrics as outlined in the Academic Progress domain. OSSE analyzed the calculation of student growth percentiles and annual targets within the Growth to Proficiency metric and determined that it could not provide information in an equitable manner regarding the growth of students within all student groups and at all elementary and middle schools.

Such adaptations would not be suitable for use in the STAR Framework, which is DC's system of annual meaningful differentiation, thus the Academic Progress indicator metrics of Median Growth Percentile and Growth to Proficiency as outlined in the STAR Framework, DC's system of annual meaningful differentiation, will not be calculated for 2020-21.

3. Graduation Rate. Describe the Graduation Rate indicator for the 2020-2021 school year.

[No change is proposed to this section](#)

4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2020-2021 school year.

DC's ELP Indicator is a calculation of the growth students make on the ACCESS assessment from one year to another based on consecutive years of assessment and their identified growth goal each year to make acceptable growth toward the goals of ACCESS level 5. As a result of the waiver from March 2020, which waived the administration of statewide assessments by USED, DC does not have the data necessary to calculate the metrics as outlined in the Progress in Achieving English Language Proficiency (ELP) indicator.

As a result, the Progress in Achieving English Language Proficiency (ELP) Indicator referred to in our plan as ACCESS Growth will not be calculated for 2020-21. OSSE will continue to work with stakeholders to collect and review information and data related to English Language Proficiency progress and provide necessary supports and information to continue improving programs and supports for all students and schools.

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator for the 2020-2021 school year.

Addressing Chronic Absenteeism: In OSSE's system of annual meaningful differentiation, the STAR Framework, each school has two measures of Chronic absenteeism calculated: 90%+

Attendance and Attendance Growth; schools receive points for the metric addressing chronic absenteeism which represents their chronic absenteeism better. 90%+ Attendance is the percentage of students who attend school 90% or more of the possible school days and Attendance Growth is the change in attendance rate growth percentile for students at the school from one year to the next. OSSE also calculates In-Seat Attendance as a separate indicator within the School Quality and Student Success Indicator.

In response to the school building closures due to COVID-19 in March 2020, schools provided instruction in remote settings from March through June 2020. Additionally, the schools returned to school in the 2020-21 school year in a mix of remote, hybrid, and in-person learning environments. These shifts in learning environments resulted in significant changes to attendance policies and reporting. Data is not available to calculate the metrics as outlined in the state ESSA plan as they relate to Addressing Chronic Absenteeism and Attendance. As such, OSSE will not be calculating these indicators for use in DC's system of annual meaningful differentiation for SY 2020-21.

OSSE is committed to collecting attendance data and working with its stakeholders to determine how best to use them in improving programs and supports for all students and schools.

Classroom Assessment Scoring System (CLASS) for Pre-K: As a result of the change in learning environment from traditional in-person learning to remote and hybrid learning structures, the CLASS is not able to be administered in all Pre-K classrooms and as such the data is unavailable to be calculated for this indicator.

OSSE will not calculate the CLASS indicator for use in the system of annual meaningful differentiation, which is known as the STAR Framework, for SY 2020-21. OSSE will continue to work with stakeholders to collect and review information and data related to early learning environments and provide necessary supports and information to continue to support schools and programs.

College and Career Readiness: AP/IB Participation and AP/IB Performance: The participation metric uses data from throughout the student's four-year experience in high school and the performance metric uses data from the assessments administered during that accountability year. As a result of shifts in learning structure, access, and assessment administration the data used for these calculations has comparability and equity concerns outside of OSSE's control.

As a result of these cumulative impacts, it is determined that these data under these conditions are not appropriate for use in a system of annual meaningful differentiation. As a result, OSSE will not calculate these indicators for use in the system of annual meaningful differentiation STAR Framework in 2020-21. OSSE is committed to collecting data related to college and career readiness and working with its stakeholders to determine how best to use them in improving programs and supports for all students and schools.

- c. **Annual Meaningful Differentiation.** (ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template) Due to COVID-19, the State is revising its system of Annual Meaningful Differentiation in fall 2021 based on data from the 2020-2021 school year:
 1. **State's System of Annual Meaningful Differentiation.** Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2021 based on data from the 2020-2021 school year.

Per sec. 1111(c)(4)(C)(i) of the ESSA, the State’s system of annual meaningful differentiation of all public schools, which is the School Transparency and Reporting (STAR) Framework, shall be based on all indicators in the State’s accountability system. OSSE annually assigns an overall rating to public schools based on all required indicators of the STAR Framework.

Given that OSSE is not able to calculate the Academic Progress indicator (the component with the largest weight for elementary and middle schools), the Progress in Achieving English Language Proficiency, and nearly all of the measures of School Quality/Student Success; it cannot meet the requirement to differentiate all public schools based on all required indicators.

As such, OSSE will not calculate STAR Framework scores or assign STAR ratings of one to five stars based on 2020-21 data. OSSE is committed to collecting data related to school performance and working with its stakeholders to determine how best to use them in improving programs and supports for all students and schools in the absence of these more formal accountability metrics and scores.

2. Weighting of Indicators. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation in fall 2021 based on data from 2020-2021 school year.

No changes are needed here since we are not calculating summative scores based on 2020-21 data.

3. Different Methodology. If the State uses a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2021 based on data from 2020-2021 school year.

DC’s STAR Ratings are based on the metrics scores within the STAR Framework. The Framework has grade configuration frameworks for elementary, middle, and high school grade bands. Schools serving a configuration spanning multiple levels (Grades PreK – 5, Grades 6-8, and Grades 9-12) have their score determined by a summative score based on the aggregation of grade band frameworks.

Since the STAR Framework cannot be calculated as outlined in ESSA, there will not be any grade band aggregations or alternative methodologies used in 2020-21 to calculate scores for a system of annual meaningful differentiation.

- d. Identification of Schools. (ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template) Due to COVID-19, the State is revising its timeline or methodologies for identifying schools using data from the 2020-2021 school year:

1. Timeline. A State may, but is not required to, shift forward by **one-year** school identifications. Complete the below table to indicate each school identification category (i.e., comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support and improvement (ATSI)) for which the State will shift identification forward for one year. Although CSI schools must be identified at least once every three years, due to the COVID-19 waivers, a State may choose not to count the 2019-2020 school year. Only complete the rows for the categories of identified schools for which the State chooses to shift the timeline forward.

A. Type of Identification	As Defined in Approved State Plan		
	B. Most Recent Year of Identification (e.g., identified in 2018-2019 based on data from the 2017-2018 school year)	C. Next Year of Identification as described in the current ESEA consolidated State plan	D. Revised Next Year of Identification (i.e., one year forward from column C)
<i>Comprehensive support and improvement: Low performing ESEA section 1111(c)(4)(D)(i)(I) – Referred to as Comprehensive Support 1 (CS 1) in DC ESSA Plan</i>	<i>2018-2019 school year (based on data from the 2017-2018 school year)</i>	<i>2021-2022 school year (based on data from the 2020-2021 school year)</i>	<i>2022-2023 school year (based on data from the 2021-2022 school year)</i>
<i>Comprehensive support and improvement: Low graduation rate ESEA section 1111(c)(4)(D)(i)(II) – Referred to as Comprehensive Support 2 (CS 2) in DC ESSA Plan</i>	<i>2018-2019 school year (based on data from the 2017-2018 school year)</i>	<i>2021-2022 school year (based on data from the 2020-2021 school year)</i>	<i>n/a</i>
<i>Comprehensive support and improvement: Not Exiting Additional targeted support and improvement status ESEA section 1111(c)(4)(D)(i)(III) – Referred to as Comprehensive Support 3 (CS 3) in DC ESSA Plan</i>	<i>n/a, this is not a category that has been identified previously in DC</i>	<i>2024-2025 school year (based on data from the 2023-2024 school year)</i>	<i>2025-2026 school year (based on data from the 2024-2025 school year)</i>
<i>Additional targeted support and improvement ESEA section 1111(d)(2)(C) – Referred to as Targeted Support 2 in DC ESSA Plan</i>	<i>n/a, this is not a category that has been identified previously in DC</i>	<i>2021-2022 school year (based on data from the 2020-2021 school year)</i>	<i>2022-2023 school year (based on data from the 2021-2022 school year)</i>

* Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in the fall of 2021 (i.e., the 2021-2022 school year based on data from the 2020-2021 school year).

2. Methodologies. The State is revising its methodology or methodologies for identifying schools in fall 2021 based on data from the 2020-2021 school year for the following types of school identification:
 - a. Comprehensive Support and Improvement Schools: Low Performing. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2021 based on data from the 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- b. Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2021.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- c. Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2021 based on data from the 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- d. Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2021 based on data from at least the 2020-2021 school year.

OSSE is submitting a waiver request separate from this addendum request that no annual identifications be made based on this designation category (referred to as Targeted Support 1 in the DC ESSA plan). Since it is based on the ability to measure the performance of student subgroups in all metrics and indicators of the system of annual meaningful differentiation, this calculation cannot be made for 2020-21 due to an absence of necessary data.

- e. Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2021 based on data from the 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- e. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))
(corresponds with A.4.viii in the revised State plan template)

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using either or both of the options below.

A. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to be exited.

B. The State is revising the statewide exit criteria only for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2021 based on data from the 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using either or both of the two options below:

A. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to be exited.

B. The State is revising the statewide exit criteria only for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2021 based on data from the 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.