

DRAFT
January 30, 2017

District of Columbia
Consolidated State Plan
Under the Every Student Succeeds Act



U.S. Department of Education
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Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)¹, permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan.

The U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated State plan. Further, the Department aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.²

The Department identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support local educational agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time and manner for submission of the consolidated State plan, the Department has established this template for submitting the consolidated State plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated State plan. The consolidated State plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated State plan, the Department encourages each SEA to reflect on its overall vision and how the different sections of the consolidated State plan work together to create one

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

² In developing its consolidated State plan, each SEA must meet the requirements section 427 of the General Education Provisions Act (GEPA) and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs.

comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017 is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017 is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

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Signature of Authorized SEA Representative	Date:
Signature of Governor (If Applicable)	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Executive Summary

Background

DC is making tremendous progress in educational outcomes for students. We have seen strong and sustained progress on state assessments and on the National Assessment of Educational Progress (NAEP) over many years. We have also seen our high school graduation rate increase steadily. And we see more and more families choosing our public schools, with enrollment topping 90,000 students in the 2016-17 school year for the first time in decades. Importantly, we see this progress in both DC Public Schools (DCPS), our largest local education agency (LEA) that serves 55 percent of the students in DC, and in the more than 60 public charter LEAs that serve 45 percent of our students.

At the same time, we know that we have a long way to go. Our second year of results on the Partnership for Assessment of Readiness for College and Careers (PARCC) from the 2015-16 school year showed us that only about one-quarter of DC students were on track for college and career readiness, and there are serious and persistent gaps in outcomes between specific groups of students. For example, 17 percent of economically disadvantaged students in DC were on track for college and career readiness in mathematics, compared with 54 percent of their peers who are not economically disadvantaged. Of students in special education, only 6 percent were on track for college and career readiness. While these results represented gains on the assessment across nearly all grade levels, subjects, and groups of students from the first year of PARCC, clearly there are deep and troubling gaps that persist.

Moreover, we know that while our current system provides many options and choices for parents and families through our public charter schools and DCPS, many parents, families, and community members also express struggling with how to find consistent information about schools and make informed choices. To date, DC has had multiple types of accountability systems and public reporting channels running in parallel, including the statewide waiver from the Elementary and Secondary Education Act (ESEA waiver) under which the Office of the State Superintendent of Education (OSSE) categorized all schools as Priority, Focus, Developing, Rising, and Reward; the Public Charter School Board (PCSB) Performance Management Framework that categorizes public charter schools as Tier I, Tier II, or Tier III; DCPS's 40/40 strategy under its Capital Commitment strategic plan that identified the 40 lowest-performing schools in DCPS; the DC Equity Reports that were a collaboration between DCPS, PCSB, OSSE and the Deputy Mayor for Education's Office to make additional points of information on all schools clear for families; LearnDC, an OSSE website with state-issued information on all schools; and the website for My School DC, the common lottery system used by DCPS schools of choice and nearly all public charter schools.

Opportunity

The Every Student Succeeds Act (ESSA) provides an opportunity for us to step back and consider how we can collectively further the progress that has been taking place in DC education. We have set forth the goals of **being the fastest improving state and city in the nation in student achievement outcomes**, and **ensuring greater equity in outcomes for our students, by accelerating progress for those who are furthest behind**. Our State Education Plan describes how we will continue implementation of and update strategies to support students and schools, teacher and leader training, and statewide assessments to meet these goals. Central to our plan is the belief that providing clear and consistent information for families and

schools through a common model of school accountability for all schools in DC is a powerful lever toward these goals, particularly one that is jointly adopted and used by all parties in DC.

A school accountability system uses academic achievement, academic progress, and other factors to show how well schools are doing. Such a system is then used to identify successful schools and schools in need of support. DC is at a unique moment in time to develop, implement, and leverage a common accountability system used across all our public schools. There has been exciting progress and innovation taking place in both DCPS and public charter schools, and a foundation of joint cross-sector efforts, such as the DC Equity Reports and the My School DC common lottery system. There is broad commitment among education leaders to a shared citywide vision of improving all public schools. We now have the opportunity to use a common system of school accountability to ensure that the progress in DC schools is not only sustained, but accelerates and deepens to benefit more and more of our students.

Common Accountability - Theory of Action

Having a common accountability system will allow us to provide consistent and clear information to parents, families, and community members about school options and the quality of schools. Just as importantly, a common accountability system helps us identify our highest performing schools that are best serving our students so that we can recognize, learn from, and emulate them, while also identifying our schools that are struggling the most and need greater supports and interventions. This collective understanding of the performance of our schools will set the foundation for informed collaboration and meaningful learning and improvement among our educators and leaders across DC.

We believe that a common accountability system will create the foundation for and drive the progress in student outcomes that we know is possible and that our students need and deserve, through these two key avenues, by 1) providing parents and families with the choices they need to make informed decisions for their children, and 2) providing educators, leaders and policymakers with a collective understanding of our schools' outcomes, including our highest- and lowest-performing schools, to form the basis for real collaboration and learning, as well as focused supports and interventions.

The STAR—School Transparency and Reporting—system of school accountability described in this plan will serve both of these purposes, and is based on thoughtful, purposeful design choices made after engaging with a wide range of stakeholders and conducting substantial research and analysis. Among its key features are:

- An **overall rating** for each school, ranging from one star (lowest) to five stars (highest), based on multiple measures. This annual, overall rating will be calculated primarily by looking at the overall performance of all students in the school, but also by placing substantial weight on the performance of specific groups of students. If there are gaps for certain groups of students, schools can use this information to understand how they can better serve them to ensure all students receive a high-quality education.
- A focus on the academic outcomes we want for our students, with a **balanced view of academic progress and achievement**. We believe our collective mission in education is to ensure students graduate from our schools with the skills they will need to succeed in college, career, and life. Given that, we believe it's essential to understand and gauge the extent to which students within a school have attained foundational academic skills such as the ability to understand and analyze literary and

technical texts. Our system incorporates multiple ways to recognize and value the progress schools are making with students, including two different measures of school-level growth in academic outcomes. At the same time, we balance this with a clear focus on the extent to which schools are preparing students to achieve at the performance level that will ultimately position them to succeed after their pre-K-12 educations.

- A recognition of the **importance of the school environment**, and concrete measurements of that environment. Many of these measures already exist in current reporting and accountability systems used in DC and serve as additional important indications of how schools are serving students. For example, reenrollment gives schools credit for establishing an environment in which students and families want to remain at the school the following year. In addition, given the strong correlation between attendance and student outcomes, our system rewards schools with students accessing as much instructional time as possible.
- **Additional indicators that broaden our view of school performance** and seek to capture the many ways that schools support students. For example, we have included in the system the extent to which high schools make Advanced Placement and International Baccalaureate options available to students and help them succeed in these challenging programs; a new alternate graduation metric that credits schools that support students in graduating from high school even when they need some additional time to do so; and CLASS measures that assess the extent to which pre-Kindergarten classrooms provide high-quality interactions between teachers and students in the areas of classroom organization, instructional support, and emotional support.
- For the launch of the STAR system, a focus primarily on **currently available and established measures**, with a commitment to continuing to explore additional measures in future years. Given current data availability, some measures that could be valuable are not included in the system at this time, and may be explored in the future pending further data, analysis, and policy consideration. Specifically, we will conduct further review and engagement with stakeholders by the 2018-19 school year for possible inclusion of additional measures (see 4.1A for additional detail). In particular, we are deeply committed to incorporating academic progress/growth on academic assessments into our high school framework in the future.

We will publicly report on the results of our new STAR system for school accountability and issue new school report cards in fall 2018, based on data from the 2017-18 school year. Based on the results of these ratings, we plan to celebrate and recognize schools that are showing exemplary results—e.g., we may highlight schools making outstanding academic progress, or those that are best supporting their English learners in language acquisition—and help other schools learn from and replicate their success. At the same time, for those schools that are struggling in their current outcomes for students, we will provide additional resources and supports to help them improve. Specifically, ESSA requires that we identify certain schools for comprehensive support and for targeted support. See sections 4.2 and 4.3 for additional detail. Over the course of the next year, we will also be seeking community input on the design and development of the new school report card. The report card will include additional reporting required under ESSA as well as other points of information on schools that families may find valuable beyond what is included in the STAR system.

Designing and implementing a common accountability system is a challenging and ambitious task. But it is one that we believe is essential to furthering the progress that has been taking place in DC. As in so many

other areas, we believe DC can lead the nation in creating a system that better supports our parents and families in making knowledgeable choices for their children, that allows our schools to improve faster than ever, and most importantly that has the best possible chance of providing all of our students with the incredible education they deserve.

Guide to the Overall DC State Education Plan

In addition to discussion of a common accountability model to enable a citywide view of how all of our schools are doing, our plan includes five other main sections that provide responses to the following key questions:

- Long-term goals: *Where do we want to go?*

As discussed above, while there has been much progress in student performance in DC, the reality is that we currently have deep and persistent gaps between specific groups of students. We believe that every child is capable of learning and achieving at high levels, and yet our current results as an education system do not yet reflect this core belief and truth. Our goals chart out an ambitious, yet feasible path toward ensuring every child in every corner of the city is successful. We will work persistently and urgently toward cutting gaps in half over 10 years by setting an ambitious growth trajectory, particularly for the students who are furthest behind. At the same time, our interim progress goals for the short-term recognize where our schools are currently performing while pushing for substantial improvement year over year. Under No Child Left Behind, we saw how goals could lose their meaning if they were perceived as unrealistic and unattainable. Setting ambitious, yet achievable goals will help ensure buy-in from schools and educators as they engage in the hard, day-to-day work of improving outcomes for all students. Above all, we will maintain a relentless belief that each individual student can achieve at high levels and work toward a system that supports each and every student in doing so.

- Consultation and performance management: *How are we hearing from the community and making sure we are on track?*

Our DC State Education Plan could not have been drafted without the input of a dynamic and broad range of stakeholders. Community surveys and more than 50 meetings attended by more than 100 organizations contributed to the strategies and decisions reflected in this plan.

Our approach to performance management continues to build on efforts underway to streamline the process by which LEAs apply for and receive federal funding. For monitoring, a “risk-based approach” that reviews fiscal, programmatic, and other factors to differentiate the frequency and depth of review both reduces burden for LEAs and allows the state, LEAs, and schools to direct time and resources on oversight for those that need it most while providing greater flexibilities and opportunities for LEAs that are on track.

- Academic assessments: *How can we measure student progress?*

OSSE believes that it is important to measure our students’ progress annually with assessments aligned to academic standards that help us determine how well our students across the city are being prepared for college and careers after high school. ESSA maintains the requirement for students to take

statewide assessments in English language arts and mathematics, in grades 3-8, and for one assessment in high school. In DC, we have been implementing a suite of next generation assessments that are designed to measure the knowledge and skills that matter most for our students, including PARCC in English language arts and math, as well as the DC Science assessment to measure students' science content mastery. In our ESSA plan, we plan to continue with the momentum around implementation of these assessments that better align to the expectations of how our students need to be performing in order to be ready for college and careers. No new assessments are proposed in our state plan, and we plan to continue to support schools to integrate implementation of statewide assessments in the least burdensome way possible (e.g., through testing window options and business rules).

- Supporting excellent educators: *How can we make sure every child has a great teacher?*

Research shows that effective teaching is the most critical in-school factor for school improvement and student success. Therefore, DC's plan includes a number of strategies to attract, keep, and grow excellent educators. Our state plan builds on DC's initial plan for ensuring that all children have access to excellent educators, which was finalized in 2015. Key strategies of this work include the creation of multiple pathways to certification, streamlined licensure procedures, innovative educator policies and opt-in evaluation tools, strategic analysis of school staffing patterns, and high-quality professional development.

- Supporting all students: *How do we make sure the students who need the most help are getting it?*

In addition to educators, our plan describes how the state and schools will work to ensure specific groups of students – students with disabilities, English learners, students experiencing homelessness, students who are in foster care, neglected, delinquent or at-risk – receive the support they need to be successful. In addition to ensuring that schools are clear regarding the policies, procedures, and practices they need to have in place to support students, as required under ESSA, we will work with LEAs to implement additional reporting on the outcomes of specific groups of students. This data will help OSSE support schools through providing technical assistance and high-quality professional development in areas where they are struggling and ensure that all children have access to the help they need.

Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each

SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

In DC, like the rest of the nation, we currently have deep and persistent gaps between specific groups of students. We believe that every child is capable of learning and achieving at high levels, and yet our current results as an education system do not yet reflect this core belief and truth. Our goals chart out an ambitious, yet feasible path toward ensuring every child in every corner of the city is successful. We will work persistently and urgently toward cutting gaps in half over 10 years by setting an ambitious growth trajectory, particularly for the students who are furthest behind. At the same time, our interim progress goals for the short-term recognize where our schools are currently performing while pushing for substantial improvement year over year. Under No Child Left Behind, we saw how goals could lose their meaning if they were perceived as unrealistic and unattainable. Setting ambitious, yet achievable goals will help ensure buy-in by schools and educators as they engage in the hard, day-to-day work of improving outcomes for all students. Above all, we will maintain a relentless belief that each individual student can achieve at high levels and work toward a system that supports each and every student in doing so.

Specifically, OSSE's long-term goal is for the vast majority, or 85 percent, of all students and students in each subgroup to demonstrate college and career readiness on its statewide standardized achievement assessment, the Partnership for Assessment of Readiness for College and Careers (PARCC) by the year 2039, fully closing gaps between groups of students by that point in time, with a key milestone of seeing all student groups improve and cutting gaps in half over the next ten years. "College and career readiness" is defined as scoring at a Level 4, Meeting Expectations, or Level 5, Exceeding Expectations, on the PARCC assessment (hereafter referred to as "4+"). PARCC scores at Level 4 and Level 5 correspond to achievement levels indicating that students are on-track to succeed in the next grade level and ultimately in the first year of postsecondary education. In keeping with the principles and core beliefs that undergird our accountability framework, the long-term goal of reaching 85 percent proficiency on PARCC by 2039 was intended to value both growth and overall performance while also emphasizing equity, by requiring that the state as a whole achieves faster progress for the students who are currently furthest behind.

With respect to growth and overall performance, it was important that our long-term goals be ambitious while still feeling attainable to even the lowest performing schools. In the 2015-16 school year, 27 percent of DC students scored 4+ on PARCC English and language arts (ELA), and 25 percent of students scored 4+ on PARCC Mathematics (Math), leaving much room for growth in academic achievement among DC schools. At the same time, examination of statewide growth in the percentage of students scoring 4+ on PARCC between the baseline (2014-15 school year) and second year (2015-16 school year) of administration revealed an overall increase of approximately 2 percent with some subgroups demonstrating lower rates of growth.

Our long-term goal of 85 percent of students scoring at the college- and career-ready level requires the percentage of all students scoring at 4+ to increase by approximately 2.5 percentage points each year for PARCC ELA and 2.9 to 3.4 percentage points each year for PARCC Math, depending on grade level. Lower performing subgroups will have to demonstrate an increase of up to 3.5 percentage points each year to meet the state’s long-term achievement goals. The same long-term goal of 85 percent proficiency was set for all subgroups with the interim progress goals that reduce current achievement gaps between subgroups each year along that path. As such, interim progress goals were calculated for each subgroup by framework in addition to being calculated for all students.

These interim progress goals require student proficiency for all students and subgroups to grow at a rate that is more ambitious than the increase of two percentage points that was observed between baseline and Year 2 of PARCC, while remaining attainable for students and schools. Specifically, measurements of interim progress were set by calculating the difference between the percentage of students scoring 4+ in the baseline year and the long-term goal of 85 percent of students scoring 4+ by the long-term goal year 2039 and dividing the difference by the number of years between the baseline year and the long-term goal year. Because we currently have only two years of PARCC data, our measurements of interim progress assume linear growth from baseline to the 2039 goal.

ii. Provide the baseline and long-term goals in the table below.

Table 1. PARCC 4+ Long-term Goals: All Students

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	24.8% (2014-15)	85% (2038-39)	20.1% (2014-15)	85% (2038-39)
Economically disadvantaged students	14.4% (2014-15)	85% (2038-39)	12.6% (2014-15)	85% (2038-39)
Children with disabilities	4.2% (2014-15)	85% (2038-39)	3.4% (2014-15)	85% (2038-39)
English learners	11.0% (2014-15)	85% (2038-39)	13.9% (2014-15)	85% (2038-39)
Black or African- American	17.0% (2014-15)	85% (2038-39)	13.8% (2014-15)	85% (2038-39)
Hispanic or Latino	21.8% (2014-15)	85% (2038-39)	18.4% (2014-15)	85% (2038-39)
White	79.2% (2014-15)	85% (2038-39)	66.0% (2014-15)	85% (2038-39)
Asian	54.8% (2014-15)	85% (2038-39)	54.1% (2014-15)	85% (2038-39)

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
American Indian or Alaska Native	25.6% (2014-15)	85% (2038-39)	17.3% (2014-15)	85% (2038-39)
Native Hawaiian or Other Pacific Islander	28.6% (2014-15)	85% (2038-39)	25.0% (2014-15)	85% (2038-39)
More than one Race	63.9% (2014-15)		53.2% (2014-15)	

Table 2. PARCC 4+ Long-term Goals: Grades 3-8 Students

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	24.8% (2014-15)	85% (2038-39)	21.7% (2014-15)	85% (2038-39)
Economically disadvantaged students	14.1% (2014-15)	85% (2038-39)	14.3% (2014-15)	85% (2038-39)
Children with disabilities	4.2% (2014-15)	85% (2038-39)	3.8% (2014-15)	85% (2038-39)
English learners	11.7% (2014-15)	85% (2038-39)	15.5% (2014-15)	85% (2038-39)
Black or African- American	16.6% (2014-15)	85% (2038-39)	15.6% (2014-15)	85% (2038-39)
Hispanic or Latino	21.3% (2014-15)	85% (2038-39)	20.2% (2014-15)	85% (2038-39)
White	79.0% (2014-15)	85% (2038-39)	69.0% (2014-15)	85% (2038-39)
Asian	55.6% (2014-15)	85% (2038-39)	57.7% (2014-15)	85% (2038-39)
American Indian or Alaska Native	23.5% (2014-15)	85% (2038-39)	22.5% (2014-15)	85% (2038-39)
Native Hawaiian or Other Pacific Islander	28.1% (2014-15)	85% (2038-39)	27.5% (2014-15)	85% (2038-39)

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
More than one Race	62.6% (2014-15)	85% (2038-39)	54.7% (2014-15)	85% (2038-39)

Table 3. PARCC 4+ Long-term Goals: High School Students

Subgroups	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long- term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	25.0% (2014-15)	85% (2038-39)	8.8% (2014-15)	85% (2038-39)
Economically disadvantaged students	16.5% (2014-15)	85% (2038-39)	4.1% (2014-15)	85% (2038-39)
Children with disabilities	3.7% (2014-15)	85% (2038-39)	0.7% (2014-15)	85% (2038-39)
English learners	4.6% (2014-15)	85% (2038-39)	3.8% (2014-15)	85% (2038-39)
Black or African- American	19.6% (2014-15)	85% (2038-39)	4.6% (2014-15)	85% (2038-39)
Hispanic or Latino	25.5% (2014-15)	85% (2038-39)	8.1% (2014-15)	85% (2038-39)
White	81.6% (2014-15)	85% (2038-39)	49.1% (2014-15)	85% (2038-39)
Asian	47.9% (2014-15)	85% (2038-39)	46.8% (2014-15)	85% (2038-39)
American Indian or Alaska Native	DS (2014-15)	85% (2038-39)	DS (2014-15)	85% (2038-39)
Native Hawaiian or Other Pacific Islander	DS (2014-15)	85% (2038-39)	DS (2014-15)	85% (2038-39)
More than one Race	83.4% (2014-15)	85% (2038-39)	36.0% (2014-15)	85% (2038-39)

* These results are inclusive of all required high school PARCC math tests taken by students enrolled in high school grades 9 to 12. Students in grades 7 or 8 who took a high school math test (Algebra I, Geometry, Algebra II, and Integrated Math II) are not included in these results. The required math

assessment for students in grades 9 to 12 is Geometry or Integrated Math II. Algebra II is a required math test students in grades 9 to 12 who took Geometry or Integrated Math II in middle school.
DS (Data Suppression): The n-sizes is not sufficient for making robust long-term projections: n<10

B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

OSSE's long-term goal is for 90 percent of all students in its adjusted cohort to graduate within four years by the year 2039, fully closing gaps between groups of students by that point in time, with a key milestone of seeing all student groups improve and cutting gaps in half over the next ten years. Similar to the philosophy adopted in setting the long-term goals for academic achievement, the long-term goal of a 90 percent four-year adjusted cohort graduation rate emphasizes continued growth and equity.

Over the past three years, DC has seen almost an 8 percentage point increase in its four-year adjusted cohort graduation rate, from 61.5 percent to 69.2 percent. Despite this success, DC has room for growth demonstrating a graduation rate approximately 20 percentage points lower than the national average when comparing similar years of data. As the DC four-year graduation rate continues to grow and approach the national average in future year, we anticipate that the faster rate of growth observed in recent years will slow. As such, we believe a 90 percent four-year graduation rate represents an ambitious goal for our state. We set 2039 as the target year for a 90 percent four-year graduation rate to align with the target year set for academic achievement.

To align with our value of equity, the same long-term goal of a four-year adjusted cohort graduation rate of 90 percent was set for all subgroups with interim progress goals of reducing gaps each year along the way. As with academic achievement, interim progress goals were calculated for each subgroup by framework in addition to being calculated for all students in order to track the progress of individual subgroups toward the overall state targets and to facilitate LEAs ability to track the progress of the specific student populations they serve relative to the statewide goals. In order to close current gaps in graduation rates between subgroups, these interim progress goals require specific subgroups that historically have experienced lower graduation rates to increase their graduation rates at a rate that is more ambitious than the rate of growth required of all students, while at the same time remaining attainable.

Specifically, the long-term goal of a 90 percent four-year graduation rate requires that the graduation rate for all students increase by approximately 1 percentage point each year, and the graduation rate of students with disabilities increase by approximately 2 percentage points each year. Measurements of interim progress were set by calculating the difference between the four-year adjusted cohort graduation rate in the baseline year and the long-term goal of a 90 percent graduation rate by the long-term goal year 2039 and dividing the difference by the number of years between the baseline year and long-term goal year.

- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	Four-year ACGR: 65.4% (2014-15)	Four-year ACGR: 90% (2038-39)
Economically disadvantaged students	Four-year ACGR: 65.8% (2014-15)	Four-year ACGR: 90% (2038-39)
Children with disabilities	Four-year ACGR: 42.9% (2014-15)	Four-year ACGR: 90% (2038-39)
English learners	Four-year ACGR: 59.6% (2014-15)	Four-year ACGR: 90% (2038-39)
Black or African-American	Four-year ACGR: 63.9% (2014-15)	Four-year ACGR: 90% (2038-39)
Hispanic or Latino	Four-year ACGR: 65.6% (2014-15)	Four-year ACGR: 90% (2038-39)
White	Four-year ACGR: 84.5% (2014-15)	Four-year ACGR: 90% (2038-39)
Asian	Four-year ACGR: 79.4% (2014-15)	Four-year ACGR: 90% (2038-39)
American Indian or Alaska Native	Four-year ACGR: DS (2014-15)	Four-year ACGR: 90% (2038-39)
Native Hawaiian or Other Pacific Islander	Four-year ACGR: DS (2014-15)	Four-year ACGR: 90% (2038-39)
More than one Race	Four-year ACGR: 74.4% (2014-15)	Four-year ACGR: 90% (2038-39)

DS (Data Suppression): The n-sizes is not sufficient for making robust long-term projections: n<10

- iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

OSSE's long-term goal is for 95 percent of all students in its adjusted cohort to graduate within five years by the year 2039. OSSE adopted an identical philosophy and methodology in establishing the five-year graduation rate as was used for the four-year graduation rate. Because DC typically sees approximately a 5 percentage-point increase in the five-year as compared to four-year graduation rate, we set a long-term goal that reflects this trend. It was important to include an extended-year cohort graduation rate in our accountability system due to the fact that some of our schools and LEAs see a significant increase between their four- and five-year graduation rates of up to 18 percentage points, and we want to incentivize and reward schools for helping students who are not able to graduate within the four-year timeframe achieve this important milestone.

As with the four-year adjusted cohort graduation rate, the same long-term goal of a five-year adjusted cohort graduation rate of 95 percent was set for all subgroups with the interim goal of reducing by half current gaps in graduation rates between subgroups by the year 2026-27. The long-term goal of a 95 percent five-year graduation rate requires that the five-year graduation rate for all students grow at a rate similar to that of the four-year graduation rate, with an increase of approximately 3 percentage points every three years. Measurements of interim progress were similarly set by calculating the difference between the five-year adjusted cohort graduation rate in the baseline year and the long-term goal of a 95 percent graduation rate by the target year 2039 and dividing the difference by the number of years between the baseline year and the target year. This annual required growth rate was then multiplied by 3 to obtain the interim progress goals.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	Five-year ACGR: 66.8% (2014-15)	Five-year ACGR: 95% (2038-39)
Economically disadvantaged students	Five-year ACGR: 66.3% (2014-15)	Five-year ACGR: 95% (2038-39)
Children with disabilities	Five-year ACGR: 49.8% (2014-15)	Five-year ACGR: 95% (2038-39)
English learners	Five-year ACGR: 68.9% (2014-15)	Five-year ACGR: 95% (2038-39)
Black or African-American	Five-year ACGR: 65.5% (2014-15)	Five-year ACGR: 95% (2038-39)
Hispanic or Latino	Five-year ACGR: 67.5% (2014-15)	Five-year ACGR: 95% (2038-39)
White	Five-year ACGR: 85.8% (2014-15)	Five-year ACGR: 95% (2038-39)
Asian	Five-year ACGR: 87.0% (2014-15)	Five-year ACGR: 95% (2038-39)
American Indian or Alaska Native	DS (2014-15)	Five-year ACGR: 95% (2038-39)
Native Hawaiian or Other Pacific Islander	DS (2014-15)	Five-year ACGR: 95% (2038-39)
More than one Race	Five-year ACGR: 83.7% (2014-15)	Five-year ACGR: 95% (2038-39)

DS (Data Suppression): The n-sizes is not sufficient for making robust long-term projections: n<10

C. English Language Proficiency.

- i. **Description.** Describe the State’s uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
 1. How the State considers a student’s English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
 2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
 3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

The District of Columbia is a member of the WIDA consortium. OSSE administers the ACCESS for ELLs 2.0 as an annual measure of English language proficiency for students identified as English learners. The ACCESS for ELLs measures proficiency in four domains – listening, speaking, reading, and writing. The levels include: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching. Students are deemed proficient when they achieve a composite score of 5.0 (bridging) on the summative assessment. Targets will be based on the student’s starting overall composite proficiency level demonstrated after participation in their first test.

Our goal is to develop a model that reflects the true trajectory of language development in our students. As such, we are adopting a modified version of the WIDA growth-to-target model that will take into account starting language proficiency level and, eventually, other student-level factors, such as grade. Students at each identified level will be given predetermined annual interim growth goals. Depending on starting level achieved on the initial *baseline exam*, students will have a certain number of years to reach level 5, with a maximum of five years. Students with a baseline exam result of level 1 have the most time to grow to proficient; these students will have five years after their initial ACCESS for ELLs 2.0 administration to achieve proficiency level 5.

The figure below provides details on how growth targets are set for students. Growth targets are recalculated each year to accommodate different growth trajectories.

Baseline ACCESS exam

- Students' first ACCESS exam. This score determines the total number of years students have to achieve ACCESS level 5. Once this goal is set, it does not change.
 - ACCESS level 1 = 5 more exams to achieve level 5
 - ACCESS level 2 = 4 more exams to achieve level 5
 - ACCESS level 3 = 3 more exams to achieve level 5
 - ACCESS level 4 = 2 more exams to achieve level 5

Acceptable growth towards level 5

- Each year after the baseline exam, students are expected to make acceptable growth towards the goal of ACCESS level 5.
 - Students' *growth target* is determined for the next year by calculating how many points a student needs to grow to reach level 5 then dividing by the number of exams remaining.
 - When students' *actual growth* is greater than or equal to their *growth target*, they have made *acceptable growth*.
 - Growth targets are recalculated each year.

For example, if a student achieves an ACCESS level 2 in first grade, that student has four more exams to reach level 5. If this same student then achieves ACCESS level 4 in second grade, she has greatly exceeded her growth target. Because she still has three more years to achieve level 5, her growth target for her third grade exam will be relatively modest: On average, she needs to grow one-third of a level each remaining year (as shown in the table below).

ACCESS Year	Level Achieved	Growth Target	Actual Growth	Result
#1	2.0	N/A	N/A	Baseline Set; student has four more years to level 5
#2	4.0	0.8	2.0	Exceeded Target; next year's growth target will be lower
#3	4.3	0.3	0.3	Met Target; next year's growth target will be similar
#4	4.4	0.3	0.1	Missed Target; next year's growth target will be higher
#5	5.0	0.6	0.6	Met Target – Proficient

We chose this uniform procedure for establishing student-level targets after careful consideration of research and consultation with practitioners. English language development occurs over multiple years, is variable and depends on many factors including age, maturation, classroom experiences, programming, motivation and attitude, making it difficult to establish fixed language expectations for any grade level or age (The WIDA Standards Framework and its Theoretical Foundations, p. 9). According to WIDA, “the breadth and depth of academic language students are expected to comprehend and produce increases as they advance in proficiency level.” DC is now developing a framework that takes into account the true trajectory of language development.

After analyzing longitudinal ACCESS for ELLs data locally, we found that five years was the average time it takes for ELs in DC to reach proficiency. This is also consistent with national research on English language acquisition. Also, after consulting linguistic experts and local stakeholders, including teachers of ELs, we decided that statewide growth targets should be:

- Differentiated;
- Linguistically sound;
- Reflective of expected language acquisition rates for students at varied levels
- Rigorous, yet realistic; and
- Should build toward reaching long-term ELP goals for all ELs.

We believe the procedure we have described here best meets these characteristics.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

We believe that the uniform procedure described in 1.C.i. establishes student-level goals that are rigorous, yet realistic. Our long-term goal at the state-level is for 85 percent of all ELs to be meeting individual student growth targets by 2039. Measurements of interim progress will be based on future analysis.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	46% of all ELs met growth targets (2015-2016)*	85% of all ELs will meet individual growth goals by 2038-39

*OSSE will re-calculate the baseline after the 2016-17 school year test administration once we have two years of data with the new ACCESS test. The 2015-16 school year was the first year with the new test. Baseline data currently available is 51 percent for the 2014-15 school year and 46 percent for the 2015-16 school year.

Section 2: Consultation and Performance Management

2.1 Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- The Governor or appropriate officials from the Governor’s office;
- Members of the State legislature;
- Members of the State board of education, if applicable;
- LEAs, including LEAs in rural areas;
- Representatives of Indian tribes located in the State;
- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;
- Charter school leaders, if applicable;
- Parents and families;
- Community-based organizations;
- Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;
- Institutions of higher education (IHEs);
- Employers;
- Representatives of private school students;
- Early childhood educators and leaders; and
- The public.

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. Be in an understandable and uniform format;
2. Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent

- A. Public Notice:** Provide evidence of the public notice that the State Education Agency (SEA) provided of the SEA’s processes and procedures for developing and adopting its consolidated state plan.

OSSE created a website for all ESSA-related news and resources for local education agencies (LEAs) and the public, osse.dc.gov/essa. These resources include the timeline for development and approval of the state plan as well as registration links for online and in-person engagement opportunities for various stakeholder groups during the development and design of the state plan, and during the public comment period.

A full description of the stakeholder engagement process is described in the section below.

Outreach and Input: For each of the four components of the consolidated State plan listed below (challenging academic standards and academic assessment; accountability and support for schools; supporting excellent educators; and supporting all students), describe how the SEA:

- Conducted outreach to and solicited input from the individuals and entities listed above during the design and development of the SEA’s plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of the consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to the submission to the Department for review and approval.
- Took into account the consultation and public comment, including how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment.

Introduction

Since the passage of the Every Student Succeeds Act (ESSA) in December 2015, OSSE has facilitated or participated in over 50 meetings, conferences, focus groups, webinars, or working sessions to gather stakeholder feedback and public comment on the design and development of the consolidated state plan. Individuals from more than 110 LEAs, government agencies, universities, consortia, and other organizations in the District of Columbia have participated in these meetings in addition to individual parents, educators, and community members who attended neighborhood-based working sessions or provided public testimony to the State Board of Education (SBOE).

In addition, OSSE and SBOE released two online surveys soliciting educator and public comment on the accountability framework, support for schools, and the state plan. In the community survey, respondents were asked about their vision for an excellent school and to identify potential measures of success. Community members felt that excellent schools develop strong critical thinkers with a passion for learning through a broad, rich academic curriculum. Excellent schools should prepare students for post-secondary education, focus on students at all achievement levels, and value engagement and collaboration with both students and parents. In terms of measures, the community was especially interested in focusing on growth in student achievement and supporting schools and teachers.

Throughout spring and early summer 2016, OSSE met with a variety of stakeholders, including charter and traditional public school and LEA leaders, members of the Washington Teachers Union (WTU), and community and advocacy groups. The two goals of these initial meetings were:

1. To inform stakeholders and the public about major changes under ESSA and communicate the timeline for developing and submitting a state plan to the U.S. Department of Education.
2. To establish guiding “north star” accountability principles that will help OSSE and stakeholders develop our accountability system and approach to providing support for schools.

Based on this initial feedback, OSSE developed guiding accountability principles, which were shared with stakeholders and published on the OSSE ESSA webpage during the first phase of engagement:

District of Columbia Accountability Principles

All schools and LEAs will be held accountable for increasing achievement and preparing every student to be successful in the next grade and ultimately in college and careers.

Our system:

- Is transparent and provides information about how all of our schools are serving all students. This enables:
 - State, authorizer, LEA, and school leaders to communicate about and make informed decisions based on school performance, including directing appropriate supports and resources and/or interventions to ensure we meet the needs of students.
 - Clear identification of excellent schools and low-performing schools.
 - Families and the community to better understand options and make informed choices.
- Values comparability.
 - There is value in sharing common measures of school performance.
- Emphasizes equity.
 - Expects schools to meet the needs of every student and takes into account the pace at which improvement is taking place for the groups (e.g., special populations, race, ethnicity, grade level) that need it most.
 - Uses more than a standardized test score to measure whether schools are supporting students to be on track for college and career readiness.
- Values growth and performance.
 - All our schools can and should grow student performance.
 - Our lowest achieving students can grow toward and beyond proficiency and our high-achieving students should continue to grow.
- Focuses on building the best system, even if that requires growing into it.
 - Committed to continuous review and improvement to provide a more meaningful picture of school quality.
 - Balances flexibility with the need for a stable, aligned framework.

OSSE adapted its plan after the initial rounds of stakeholder engagement. Based on feedback of LEA and school stakeholders, DC opted for the earlier timeline of submission of the state plan to the Department of Education. The earlier deadline ensures that schools have adequate notice on an approved state plan prior to the 2017-18 school year, and that all parties can shift focus from design to the critical work of implementation.

Beginning in September, OSSE hosted a series of focus groups on specific topics within ESSA, including supporting all students including English learners (ELs), special education students, and other special populations; Next Generation Assessments and standards; supporting excellent teachers and leaders; and the domains and measures within the accountability framework and public reporting of school information.

In each session, OSSE staff shared information on the law's key provisions, policy considerations and questions, and research and data as applicable. The meetings then transitioned into smaller breakout groups to

discuss guiding questions related to specific policies. Note-takers and facilitators were embedded in each group to capture the feedback provided by stakeholders.

For all fall focus group meetings, OSSE also hosted a recap webinar covering the core content and summarizing the discussion at in the in-person meeting. Webinar recordings and notes summarizing the discussion from meetings are posted on OSSE's [ESSA webpage](#).

In February, OSSE will host a citywide institute for LEAs titled "It Takes a City to Ensure Every Student Succeeds." The institute will focus on providing LEAs with an overview of the law's requirements, introducing key components of the draft plan for input, and helping LEAs plan for full transition and implementation by the 2017-18 school year. During the LEA Institute, OSSE will work with LEA leaders on an assessment to gauge LEAs' readiness for the ESSA transition and identify areas for future support.

OSSE worked closely with SBOE throughout the design and development of the state plan. OSSE leadership met regularly with members of the SBOE working group and SBOE leadership. In addition, OSSE contributed to conversations at monthly SBOE working sessions and assisted in facilitating presentations of experts, researchers, and stakeholders at SBOE public meetings. OSSE and SBOE coordinated on development and implementation of the Vision for DC Education community survey. Finally, OSSE and SBOE jointly hosted meetings in all wards across the District of Columbia to build awareness and gather input on the state plan during the public comment period from Jan. 31 to March 3, 2017, prior to submission to the Department of Education.

See Appendix D for a comprehensive list of organizations that provided consultation or public comment as well as a listing of stakeholder engagement opportunities and materials summarizing those meetings.

Challenging academic standards and academic assessments

The District of Columbia adopted the Common Core State Standards in 2010, and began administering the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in the 2014-15 school year. In addition, the District of Columbia also adopted the Next Generation Science Standards in 2013, and began field testing the DC Science exam aligned to those standards in the 2014-15 school year with all students in fifth grade, eighth grade, and high school biology. The first operational exam was administered to all students in the same grades in the 2015-16 school year. For students with the most significant cognitive disabilities, we began administering the National Center and State Collaborative (NCSC)/Multi-State Alternate Assessment (MSAA) in the 2014-15 school year in math and reading. MSAA measures student performance on alternate achievement standards aligned to the Common Core State Standards. OSSE also offers the DC Science Alternate Assessment (DC Science Alt), a portfolio assessment designed for students with the most severe cognitive disabilities who are unable to participate in the DC Science general assessment even with accommodations.

OSSE's assessments team convened stakeholders around Next Generation Assessments (NGA) throughout fall 2016. During the September NGA LEA Stakeholder meeting, OSSE provided information about standards and assessments in the new law. OSSE also held a focus group for LEA assessment and data leaders on the three primary areas in the standards and assessments section of ESSA: special populations, locally selected nationally recognized assessment, and exception for advanced mathematics in eighth grade.

OSSE also gathered written feedback from LEA assessment and data leaders through a survey sent via email. In addition, attendees at ESSA focus groups on supporting English learners and special populations provided feedback on testing accommodations for EL and special education students, the English language proficiency assessment, and the alternate assessment.

Accountability and support for schools

In summer 2016, OSSE opened an online survey to solicit feedback on measures to include in the accountability framework. The ESSA Accountability Measures Survey asked respondents to provide feedback on each domain within the accountability framework for high schools and elementary/middle schools. It also collected responses about the weighting of subgroups and how OSSE should publicly report information outside of the formal accountability framework. OSSE received 158 responses to the accountability framework survey, with more than half from teachers, school and LEA leaders, and school-based support staff. [Highlighted results from the survey](#) are posted on OSSE's ESSA website.

OSSE also revised its initial version of the accountability principles (see "Introduction" on page 22 for full text of principles). This change included shifting the language from "valuing commonality" in our framework to "valuing comparability." The shift allows OSSE and its stakeholders to communicate the importance of having comparable data points across schools and LEAs while supporting the continued diversity of school options available in DC.

As part of its focus group series in fall 2016, OSSE hosted eight sessions to collect stakeholder viewpoints on the accountability framework. Sessions included focused conversations on academic performance in high school and elementary/middle school; English learner proficiency measures; graduation measures, and measures of school quality and student success. Based on initial input and to hone in on areas for further research and discussion, OSSE also [shared initial draft accountability frameworks](#) at the high school and elementary/middle school levels for stakeholder reaction and public comment in September.

In winter 2017, prior to release of the state plan draft, OSSE held additional meetings with LEA leaders and other education stakeholders to gather feedback on the proposed approach to long-term goal setting, allocation of points, and school classification framework. OSSE also held a consultation meeting with leaders of DC's lowest-performing schools, where OSSE presented the proposed accountability and support systems and gathered feedback. OSSE will hold a subsequent consultation session with this same group in February 2017, during the aforementioned LEA Institute. This session will provide an update on the proposed accountability framework.

Per input from stakeholders, the current proposed framework design features the following:

- An annual overall rating that will be calculated primarily by looking at the overall performance of all students in the school, but also places substantial weight on the performance of specific groups of students. If there are gaps for certain groups of students, schools can use this information to better serve them to ensure all students receive a high-quality education.
- An English language proficiency domain that is based on growth, considering the contributions schools make to continuing students on their individual trajectories to language acquisition.

- Multiple measures of academic growth that are fair to schools with students at different starting points and considers increase of performance for all students at every level.
- Multiple measures of high school graduation, including an alternate metric to give schools credit for moving students to graduation even if they were not in their original 4-year adjusted cohort.
- Multiple measures of school environment, including the extent to which individual students are present for 90% or more of school days, a school's in-seat attendance rate, and a rate of reenrollment.

Supporting excellent educators

In spring 2016, three meetings were held with educators during which OSSE presented an update to stakeholders related to the implementation of DC's plan for equitable access to excellent educators and solicited feedback. Primary feedback focused on the importance of state-level support on leadership and professional development as tools to improve teacher retention in high-need schools.

In mid-October, OSSE hosted a focus group on ensuring access to excellent teachers and leaders for all students. During the focus group, LEA leaders, teachers, and national experts shared in-depth feedback on three key teacher policy areas where ESSA requires new policy considerations. In addition, Superintendent Kang and the executive director of SBOE also met with WTU members at meetings in April and September. In February, OSSE's aforementioned LEA Institute will include breakout sessions on the LEA equitable access plan, OSSE's state strategies promoting equitable access to excellent educators, and OSSE's proposed teacher evaluation standards policy.

Major points of feedback from stakeholders included:

- Improving access to quality teachers and leaders for all students means effective evaluation, professional development, and ongoing support. The state plan should focus on supporting LEAs to evaluate teachers and improve instruction, rather than putting onerous requirements in place.
- The District of Columbia has a need for highly effective teachers, especially in more difficult to staff areas such as science, technology, engineering, and math (STEM). OSSE should focus on strategies that increase the pipeline of excellent educators, not just educators overall.
- Outcomes are more important than inputs for identifying teacher effectiveness.

Supporting all students:

OSSE convened several focus groups in fall 2016 to gather feedback about supporting all students in the District of Columbia. One session concentrated on "special populations" of students, including special education students, homeless students, private school students, students in foster care, and students who are neglected, delinquent, or at-risk. OSSE convened a separate session to hear stakeholder comments on EL students, and one of the accountability-focused sessions specifically solicited feedback around the required measure of English language proficiency for EL students.

On Oct. 22, 2016, OSSE hosted its third Parent Engagement Summit and included a plenary session and breakout discussion groups on the ESSA state plan. More than 200 parents and family members attended the summit.

The February LEA Institute will include breakout sessions focusing on students with disabilities, ELs, students who are in foster care or experiencing homelessness, early education, post-secondary success, and health and wellness.

Major points of feedback from these stakeholder sessions included:

- More coordination among city agencies will ensure better support and services for students, especially those who are at-risk.
- Educators need more professional development around the needs and opportunities of special populations, particularly students experiencing homelessness, special education students, and EL students.
- Entry and exit procedures for EL students should be updated, clarified, and standardized across all LEAs in the state.
- Special considerations should be made in goal setting and systems of support for students who are dually identified as EL and special education.

C. Governor’s consultation. Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor’s office met during the development of this plan and prior to the submission of this plan.

In the District of Columbia, Mayor Muriel Bowser leads the executive branch and her primary representative on education is the Deputy Mayor for Education, Jennifer Niles. Conversations between State Superintendent of Education Hanseul Kang and the mayor’s team began in January 2016 and are ongoing, primarily through the Office of the Deputy Mayor for Education.

- Between January and June 2016, staff from OSSE and office of Deputy Mayor for Education (DME) Jennifer Niles met to discuss the development of the principles and core beliefs, outlined above. The DME provided critical feedback around decision-making on guiding values and principles as well as input on key pieces of the draft accountability framework.
- The DME and the superintendent held ongoing, frequent conversations regarding ESSA, the development of the state plan, and stakeholder engagement during weekly check-in meetings and meetings with other education leaders.
- In addition to regular review of components of the DC State Education Plan, the DME received the full state plan on Jan. 30, 2017. The DME will be reviewing the draft during the DC public comment period and also will be providing feedback subsequent to the public comment period prior to submission to the U.S. Department of Education.

Date SEA provided the plan to the Governor: 1/30/2017

Check one:

- The Governor signed this consolidated State plan. (*NOTE: DME is expected to sign after the public comment period*)
- The Governor did not sign this consolidated State plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

- A. Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

OSSE utilizes a consolidated grant application process for ESEA Title I-A, II-A, and III-A to minimize burden and ensure that LEAs are able to engage in a coordinated planning and funding process. Each year, OSSE releases a consolidated application that is designed to encompass all statutory and regulatory requirements. The application process is completed in two phases. The first phase, which upon approval allows LEAs to obligate funds, is the review and submission of required grant assurances. The second phase, which upon approval allows the LEA to begin submitting reimbursement requests, addresses required programmatic activities, such as assessing needs and creating LEA and school plans. To ensure a smooth transition for the 2017-18 school year, OSSE is reviewing and updating its consolidated application to align with all ESSA requirements and, beginning in February 2017, initiating a series of state-led activities to support LEAs with a meaningful assessment of each LEA's needs and full alignment of resources in accordance with each LEA's needs. Specific guidance, virtual, and in-person technical assistance sessions will be provided to all LEAs to review requirements and ensure alignment with the SEA's consolidated state plan as they develop their applications. Once applications are submitted, a team will review the applications and give timely feedback. The review team will be comprised of relevant staff from across OSSE, including grants management, teaching and learning, accountability, and data operations within the agency. The team will evaluate each plan based on whether the planned activities align with the specific needs of the LEA, and whether the activities, taken together, are likely to improve student achievement. Upon approval, LEAs will have the opportunity to receive technical assistance from OSSE as they implement their planned activities.

- B. Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

OSSE will continue to utilize a risk-based monitoring framework for monitoring implementation of the included programs to ensure compliance with statutory and regulatory requirements. OSSE's risk matrix includes multiple fiscal and programmatic measures that include school classifications under ESEA and other data already available to the SEA. The framework also will continue to consider accountability designations

and, moving forward, additional available data from LEA report cards. Each LEA's risk level will continue to be calculated annually. OSSE applies the following levels of oversight based upon the outcome of the application of the matrix: For LEAs that receive a designation of high risk, OSSE conducts on-site monitoring. OSSE notifies LEAs of on-site visits 30 days in advance. For LEAs that receive a designation of medium risk, additional data is reviewed and desktop monitoring may occur based upon this review. OSSE notifies LEAs of desktop monitoring 30 days in advance. LEAs designated as low risk will not be monitored for the federal fiscal year in which this designation is received. In addition, OSSE also will continue to review statewide and LEA-level data in alignment with DC's accountability system.

- C. Continuous Improvement.** Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

As noted in Section 2.2 B, OSSE utilizes a risk-based monitoring framework to review multiple data elements on an annual basis and determine level of risk and the related monitoring approach for each LEA each year. In addition, OSSE will review statewide and LEA-level data in alignment with DC's accountability system in order to identify areas of progress or continued challenge. OSSE believes the most effective way to support continuous improvement is to increase support for effective use of resources and provide technical assistance that increases the LEA's ability to effectively use funding to implement improvement strategies and make progress toward meeting the desired outcomes. OSSE will provide enhanced support through the following strategies: 1) the provision of robust technical assistance provided to all LEAs related to completing the consolidated application, as described in Section 2.A; 2) the provision of high-quality, optional professional development opportunities for all LEAs, including LEAs serving a significant percentage of schools identified for comprehensive or targeted support and improvement, as described in Section 2. D, 4.3 B, and in Section 5.2 A and B; and 3) continued refinement of OSSE's risk-based monitoring activities to maintain a focus on compliance while ensuring an increased emphasis on outcomes.

- D. Differentiated Technical Assistance.** Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

OSSE hosts ongoing gatherings for LEAs and delivers technical assistance to role-specific points of contact from schools and LEAs. For example, OSSE hosts monthly meetings for LEAs' data, special education, and assessment points of contact, respectively. These meetings enable formation of practitioner communities to support upcoming implementation of key projects, troubleshoot common problems, and gather feedback from key users to inform policy and advance training tools and resources.

OSSE's [LEA Institute](#) serves as a flagship event that brings together LEA teams consisting of multiple points of contact. These full-day gatherings that take place two to three times a year and include breakout sessions and keynote addresses around a core, timely topic area to support student achievement. Each spring, OSSE hosts a capstone LEA Institute that emphasizes best practice in sharing between LEAs.

OSSE also utilizes a specialized support team model for new LEAs in their first year of operation. Through this work, a dedicated team of OSSE staff are assigned to each LEA to provide a “one stop shop” approach for LEAs that need support navigating the requirements of operating a LEA in DC. LEAs receive tailored technical assistance from a cross-agency team at a time and location convenient to them. Support focuses on helping new LEAs navigate OSSE’s data systems, understand key grant management processes, review regulatory and policy requirements, and take advantage of high-quality professional development. In addition to scheduled training, the team is on call to answer questions and support swift problem resolution to ensure that LEAs are positioned for success.

In addition, OSSE facilitates communities of practice that support LEAs and schools working to address a specific practice challenge, such as integrating STEM into the curriculum, planning effective behavior support, designing effective teacher evaluations, improving middle school math/literacy methodology, and ensuring effective instructional programming for ELs and students with disabilities. These communities of practice allow LEAs and school leadership teams to learn from each other regarding lessons learned and how to leverage what works. Participation in communities of practice is optional.

As detailed in section 2.2 B, OSSE also has shifted to a risk-based monitoring approach for core K-12 grants that emphasizes the use of programmatic and fiscal data to drive technical assistance and support. In the 2017-18 school year, OSSE’s risk-based monitoring approach will continue to be built out with an eye toward maintaining a focus on compliance but increasing its emphasis on technical assistance and continuous improvement. As detailed in Section 2.2 A, OSSE works to ensure that LEAs are best positioned for success with implementing grants received under ESEA by providing clear guidance and high-quality technical assistance to all LEAs up front, during the federal grants application process.

In addition, OSSE ensures that LEAs are made aware of both regulatory requirements and evidence-based practices through regulatory and policy issuance, non-regulatory guidance, and practitioner toolkits that support implementation.

Beyond these foundational technical assistance efforts, OSSE currently conducts trainings and provides tailored supports in the following issue-specific areas:

Teacher and Leader Effectiveness

- **Model LEA Teacher Evaluation System:** The DC Model Teacher Evaluation System was developed in partnership with a consortium of LEAs and became available for optional adoption and implementation by all DC LEAs at the beginning of the 2016-17 school year. The system includes a framework to assist LEAs with supporting effective teaching and includes a corresponding rubric, a teacher action plan tool, and a suite of related resources.
- **Data Staffing Collaborative:** The DC Staffing Data Collaborative was created through partnership with a consortium of LEAs to examine staffing data to inform talent management and support planning related to recruiting, developing, and retaining effective teachers. Through this partnership (in which all LEAs had the option to participate), LEAs are able to examine data trends related to teacher inputs (e.g., education levels, compensation) and outcomes (e.g., effectiveness and retention) and providing participants with recommendations on how to attract and retain effective teachers in their LEAs.

- **Master Teacher Cadres:** OSSE’s teacher leader cadres focus on cultivating and engaging highly effective educators from across the District in year-long communities of practice. The program facilitates discussion and collaboration among school educators as they identify and implement evidence-based strategies to drive student success, provide feedback around state policies and initiatives, and lead professional development.

Special Education

- **Webinars for LEA Special Education Points of Contact:** OSSE hosts monthly LEA special education point of contact webinars at which LEA special education leads learn about regulatory and policy updates, receive training in best practices, and are provided support with operational and programmatic challenges. Through this series, OSSE ensures that each LEA has a way to access information and resources and identify, raise, and address problems of practice.
- **Data Review for IDEA:** OSSE annually reviews programmatic and fiscal data to determine performance as required by the IDEA, and provides differentiated technical assistance based on LEA performance level. LEAs that are noncompliant in particular performance areas are referred to technical assistance available through OSSE or other vehicles to ensure they work to address practice challenges.

Post-Secondary Preparation

- **DC FAFSA Portal:** OSSE manages the DC FAFSA Portal, which provides regularly updated student-level Free Application for Federal Student Aid (FAFSA) and DC Tuition Assistance Grant (DCTAG) application information for LEA and school users. Up-to-date information about which students have submitted FAFSA, and errors that might be limiting successful completion help LEAs better target students and families for assistance.
- **College Application and Exploration Month:** Through College Application and Exploration Month in October, OSSE recruits and coordinates volunteers from college access organizations to assist LEA-driven efforts to have more students completing college applications during their senior year. OSSE also develops and shares an online college application and financial aid tool kit with participating LEAs, decreasing the need for each LEA to purchase or develop materials for use with students.
- **SAT School Day:** OSSE administers an in-school SAT School Day twice per school year that provides all juniors and seniors in public and public charter schools free access to the SAT twice during their high school career. In 2017, OSSE centralized its student registration and data collection process for LEAs, lessening the burden on LEA administrators who coordinate the assessment. To provide smooth transition to the new process, OSSE hosted a training with representatives from the College Board for LEA staff.

Early Childhood

- **Trainings on DC Common Core Early Learning Standards:** OSSE provides all early childhood professionals in the District of Columbia with free access to professional development training on the DC Common Core Early Learning Standards.

- **Community of Practice for Classroom Assessment Scoring System (CLASS) Professional Development:** OSSE offers a four-part professional development series for early childhood leaders that explores a range of effective instructional leadership strategies to support teacher- and program-level quality improvement in the Instructional Support Domain of CLASS. The content areas and approach to these trainings are tailored each year based on the needs reflected in the assessment results.

Health & Wellness

- **Youth Risk Behavior Survey:** OSSE gathers information about students’ knowledge of health topics and their engagement in risky behaviors through the Youth Risk Behavior Survey (YRBS). This information informs our health and wellness programming for schools, allowing us to tailor it to where the needs are greatest.
- **Agency Partnerships:** OSSE liaises between schools and the Department of Health and the Department of Behavioral Health to ensure adequate resources in the form of social workers, psychologists, and nurses are allocated to schools to promote the mental and physical health of students.
- **School Gardens:** OSSE provides funding and technical assistance each year to assist LEAs with staffing and supplies for school gardens, keeping students engaged in gardening, nutrition education and STEM activities.

Data and Assessments

- **LEA Data Manager Meetings:** OSSE facilitates monthly LEA data manager meetings at which LEA data management leads are provided with key updates regarding system enhancements, data collections, student privacy requirements, and individualized LEA support opportunities.
- **Next Generation Assessment meetings:** OSSE hosts monthly NGA meetings to communicate with test coordinators and stakeholders about updates on assessment policy, test administration, and professional development opportunities.
- **PARCC workshops:** OSSE has presented PARCC workshops at its office and onsite at schools about the structure of the assessment and how it relates to the Common Core State Standards as well as about the data reports students and LEAs receive when the tests are complete.

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State’s academic assessments in the text boxes below.

DC began using PARCC in 2014-15 as our state assessment for math and reading. DC and a number of other states came together to create PARCC to solve for a serious and troubling issue—too many of our students who graduated high school and went on to college were finding that they were not actually prepared for first-year coursework, even when they had done well in high school and scored well on standardized tests. Too many students who had been told they were “proficient” on former state assessments were having to take remedial coursework, spending precious time and financial aid on a track that left them much less likely to

graduate with a degree. Others found that they struggled with the challenging independent writing, critical thinking, and analysis required to succeed in first-year English and math classes.

Unlike prior state assessments, PARCC begins with this end goal in mind—what are the skills and knowledge our students need in order to succeed in the first year of college? It then works backward to measure what our students need to know and be able to demonstrate in high school, middle school, and elementary school to reach that outcome. Because of this difference in design, PARCC assessments measure the knowledge and skills that matter most for students — understanding complex texts, evidence-based writing, mathematical problem-solving — all skills that lead to confidence and success in key academic areas. The PARCC assessments allow DC to compare our performance with other states (at the state, LEA and school levels) to ensure we are preparing our students well relative to their peers across the country, and also help families and teachers better understand the progress students made during the school year. Early research validates the high quality of the PARCC assessment, relative to other assessment systems.ⁱ

A. **Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

Yes. If yes, describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

No.

The District of Columbia administers the PARCC assessments in English language arts/literacy (ELA) and mathematics in grades 3-8 and once in high school. The PARCC assessments are aligned to the Common Core State Standards in ELA and mathematics and were created to measure student achievement and preparedness for college and careers. The PARCC end-of-course mathematics assessments are Algebra I, Geometry, Algebra II, Integrated Math I, Integrated Math II, and Integrated Math III. High school end-of-course PARCC mathematics assessments are administered to students in middle school who take high school level mathematics courses (e.g., Algebra I, Geometry, etc.). This policy is consistent with the provisions in section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4). The District of Columbia has a history of allowing students who take high school level mathematics coursework to take the corresponding assessments in seventh and eighth grades. Given that ESSA only stipulates this exception at eighth grade, OSSE will seek clarity on the pathway for students taking advanced mathematics coursework in seventh grade. OSSE continues to work with LEAs, including District of Columbia Public Schools (DCPS), to ensure that all students have the opportunity to be prepared for and to take advanced mathematics coursework in middle school. LEAs have a variety of strategies for providing accelerated mathematics coursework for students, while ensuring that students cover all grade-level mathematics concepts and skills. For example, middle schools in DCPS are provided with (1) comprehensive guidelines for identifying which advanced mathematics courses would be appropriate to offer in their schools, and (2) requirements that students must meet in order to be accepted into such courses. In addition, given the robust traditional public school and charter school sectors in DC, students and families have choices in a wide array of academic offerings for students who are on accelerated mathematics pathways

B. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.

- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

The District of Columbia uses the threshold of 5 percent of the total tested student population to identify the languages other than English present to a significant extent in the participating student population. Under this definition, Spanish is currently the only language present to a significant extent. As a member of the PARCC consortium, DC also recognizes the following languages present to a significant extent across the multiple states in the consortium: 1) Arabic, 2) Chinese Mandarin, 3) Haitian Creole, 4) Navajo, 5) Polish, 6) Portuguese, 7) Russian, 8) Spanish, 9) Urdu, and 10) Vietnamese. However, with the exception of Spanish, these languages are not present to a significant extent within DC.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The District of Columbia offers PARCC mathematics assessments in grades 3-8 and high school in Spanish. PARCC mathematics assessments have been trans-adapted into Spanish for the computer-based tests, paper-based tests, text-to-speech computer-based tests, and large print paper-based tests. For all PARCC assessments (ELA/literacy and mathematics), general test administration directions are provided in the following languages: (1) Spanish; (2) Arabic; (3) Navajo; (4) Chinese Mandarin; (5) Vietnamese; (6) Portuguese; (7) Polish; (8) Haitian Creole; (9) Urdu; and (10) Russian. If needed, test administrators may clarify general administration directions in a student’s native language. Test administrators, or other qualified interpreters, providing this accommodation should ideally be literate and fluent in English as well as in the student’s native language. In addition, in the 2016-17 school year, the District also will offer a Spanish trans-adaptation of the paper-based DC Science assessment in grades 5, 8, and biology.

- iii. Indicate the languages other than English identified in section B.i. above for which yearly student academic assessments are not available and are needed.

Spanish represents the language of greatest need for translation of content assessments. As indicated above, the District of Columbia provides Spanish assessments in mathematics and science. Presently, there are no additional native language assessments provided. The District will conduct research to determine if there is another language present to a significant extent as the population shifts over time. This research may inform any shifts to the availability of assessments in languages other than English.

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:
 1. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

The District of Columbia already provides Spanish trans-adaptations for its mathematics assessments in grades 3-8 and high school. In the 2016-17 school year, the District will be developing and providing Spanish trans-adaptations of the paper-based DC Science assessments in grades 5, 8, and biology.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

OSSE conducted an in-person focus group on Oct. 6, 2016 attended by more than 20 stakeholders representing school and LEA-based EL specialists, advocacy groups, and think tank experts. OSSE also hosted a recap webinar on Oct. 13, 2016 attended by 10 stakeholders, including additional LEAs and civil rights groups. On Oct. 27, 2016, OSSE hosted an NGA LEA focus group meeting to provide feedback on the assessment portions of ESSA, including the provisions for ELs. In addition, beginning in June 2016, OSSE's EL Work Group conducted targeted outreach to national experts on EL issues, including at the September Council of Chief State School Officers (CCSSO) conference in Atlanta and subsequent calls, as well as engagement with national civil rights groups, researchers, and additional local school-based educators. OSSE's EL Work Group also discussed these policy issues in its regular meetings with the State Title III Advisory Committee (STAC), and OSSE's EL Work Group requested and received additional written feedback from members.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

A. Indicators. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).
- To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high

performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).

- For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
- To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

Indicator	Measure(s)	Description (see below for research)
i. Academic Achievement	PARCC 4+: PARCC 3+: ACT/SAT “College Ready” Benchmark: ACT/SAT:DC 50th Percentile Threshold: AP and IB Participation: AP and IB Performance:	Percentage of students performing at the “meeting expectations” (4) or “exceeding expectations” (5) levels on PARCC (or equivalent on MSAA—level 3 or 4, of 4 possible levels). Percentage of students performing at the “approaching expectations” (3), “meeting expectations” (4) , or “exceeding expectations” (5) levels of PARCC (or equivalent on MSAA) Percentage of students meeting or exceeding the “college ready” benchmark on SAT/ACT Percentage of students meeting or exceeding the threshold set at DC 50th percentile score on SAT/ACT Percent of students taking at least one AP or IB exam by the end of high school Percent of students scoring 3+ on at least one AP exam and/or 4+ on at least one IB exam by the end of high school <i>Note: Analyses were conducted on each measure above to ensure that each measure demonstrated meaningful differentiation among schools across DC.</i>
ii. Academic Progress	Median Growth Percentile:	The student growth percentile (SGP) for the median student at a school when students are ordered from lowest to highest SGP. The Student Growth Percentile measures how a student performed in this

Indicator	Measure(s)	Description (see below for research)
	Growth To Proficiency:	<p>year’s assessment when compared with DC students who had similar achievement on the previous year’s exam.</p> <p>The percentage of students who meet a scale score growth target based on their current year scale score.</p> <p>More detail on these indicators is included below the table.</p> <p><i>Note: Analyses were conducted on each measure above to ensure that each measure demonstrated meaningful differentiation among schools across DC.</i></p>
iii. Graduation Rate	<p>4 Year Adjusted Cohort Graduation Rate:</p> <p>5 Year Adjusted Cohort Graduation Rate:</p> <p>Alternative Graduation Rate:</p>	<p>Methodology for the adjusted cohort rate is set by the U.S. Department of Education</p> <p>Percentage of students in the four-year adjusted cohort who graduate within a 5-year time frame</p> <p>In a given year, number of total graduates (regardless of time frame) divided by the number of students in the four-year adjusted graduation cohort</p>
iv. Progress in Achieving English Language Proficiency	ACCESS Growth:	ACCESS for ELLs 2.0 is the assessment given to students in grades K-12 to assess English language proficiency. Students exit once they reach level 5. Each year after the baseline exam, students are expected to make acceptable growth toward the goal of ACCESS level 5.
v. School Environment	<p>90%+ attendance:</p> <p>In-seat attendance:</p> <p>Reenrollment:</p>	<p>Percentage of enrolled students who were had present attendance for 90% or more of enrolled days. This differs from in-seat attendance, in that it measures student-level attendance patterns, as opposed to the average attendance across a school.</p> <p>Daily average percentage of enrolled students who were present in school</p> <p>Percentage of students who are able to re-enroll in the same school and actually choose to re-enroll. This metric is calculated based on the percentage of students enrolled in year one who re-enroll in year</p>

Indicator	Measure(s)	Description (see below for research)
	CLASS:	<p>two, excluding students enrolled in terminal grade levels (the final grade level served by a given school) and students who exit the state.</p> <p>Program-level score on CLASS, a research-based observational tool that assesses the quality of classroom interactions to promote children’s development and learning, administered in pre-K 4-year old classrooms in DC. Scores from each of the three domains, classroom organization, emotional support, and instructional support, relative to national benchmarks, will be used as part of the School Quality and Student Success domain for those schools with pre-K classrooms.</p> <p><i>Note: Analyses were conducted on each measure above to ensure that each measure demonstrated meaningful differentiation among schools across DC.</i></p>

During the development process for the accountability framework, OSSE explored additional measures across the academic achievement, academic progress, graduation rate, and school environment domains. These measures included alternate growth measures, such as growth measures at the high school level; inclusion of the DC Science assessment, additional measures of academic achievement prior to third grade; a measure of ninth graders’ on-track status for high school graduation; dual enrollment and career and technical education measures; and additional school engagement measures including one or multiple school climate surveys. OSSE chose not to include these measures at this time due to challenges with data availability and comparability across schools, operational and implementation complexities, and further policy conversations that are needed. However, we remain committed to further review of these measures for possible inclusion over time. Specifically, we will conduct further review and engagement with stakeholders by the 2018-19 school year for possible inclusion of additional measures.

In particular, OSSE heard interest from community members around incorporating school climate surveys as a measure in the accountability system. We believe that a school’s climate and student and family engagement are deeply important and are necessary foundations for academic achievement and progress. However, we do not believe that a school survey instrument is ready for inclusion in a formal accountability system at this time. We support the ongoing efforts of LEAs and schools in using a range of school climate instruments and surveys, and are also coordinating the implementation of a school climate initiative with more than 20 schools (both DCPS and public charter schools) and other DC government partners under a grant from the National Institutes of Justice. Because we are committed to the importance of school climate work and to exploring this measure, OSSE also plans to begin an opt-program with LEAs and schools who are interested in piloting a school survey for possible future use in the accountability framework.

Research Base for School Environment Indicators

Classroom Assessment Scoring System (CLASS) for Pre-K:

Washington, DC is a national leader in early childhood education access, providing 90 percent of 4-year-olds and 65 percent of 3-year-olds with public pre-Kindergarten (pre-K).ⁱⁱ

A number of short- and long-term studies show the benefit of early childhood education on student learning and life outcomes.ⁱⁱⁱ While not required in the U.S. Department of Education guidelines, the District of Columbia has significant interest in continuing to support the accessibility of high-quality early childhood education for every family. Thus, OSSE will incorporate a measure of pre-K quality into its accountability framework for schools that have pre-K classrooms. The Classroom Assessment Scoring System (CLASS) is an observation instrument that assesses the quality of teacher-child interactions in classrooms from early childhood through secondary school. CLASS for Pre-K includes three domains of teacher-child interaction that support student learning, including emotional support, classroom organization, and instructional support.

Research indicates that CLASS for Pre-K scores are tied to student learning and kindergarten readiness. A 2008 study assessing children's academic, language, and social skills using CLASS in 671 pre-K classrooms in 11 states found that teachers' instructional interactions predicted academic and language skills and teachers' emotional interactions predicted teacher-reported social skills in kindergarten.^{iv} A more recent 2013 study of nearly 2,500 children showed that CLASS was more significantly correlated to academic and socio-emotional kindergarten outcomes than other frequently utilized early childhood quality indicators, including staff qualifications, physical environment, class size, family partnerships, and teacher-child ratio.^v

Re-enrollment

Students and families choosing to return to their school each year is one signal of positive school environment, investment in the school community, and school quality. Particularly in Washington, DC's landscape of diverse school options, re-enrollment can be considered an indication of a family's vote of confidence in their child's school.

In addition, research indicates that the choice to change schools itself also may impact student learning. While much of the research focuses on student mobility and decreased learning as a function of factors that may be outside school control (e.g., families experiencing homelessness are more likely to change communities and schools), research also indicates that other types of school changes may affect student learning. A study of students in the Metropolitan Nashville Public Schools that was conducted after the system's school boundary policy changed and many students were re-assigned schools (1998-2003) looked at four types of school changes – compulsory and non-compulsory changes, and changes between and during the academic year. The author found that changing schools was associated with lower academic outcomes in reading and math the following year, no matter the reason for the change.^{vi} These results suggest that re-enrolling in the same school each year contributes to steady academic growth and performance, and that a steadier student population would contribute to increased learning outcomes.

In-seat attendance and access to instructional time (90 percent+ attendance):

Students must be present in school in order to learn, and a growing body of research demonstrates the strong link between attendance and student learning at all levels of schooling.

OSSE will include two separate measures of attendance as indicators of student success and overall school climate: in-seat attendance and instructional time.

In-seat attendance expresses the school-level average of student attendance rates and includes both excused and unexcused absences. District of Columbia schools are currently collecting and reporting in-seat attendance, making this indicator a familiar and understood benchmark for educators, families, and the community. Research indicates that schools with an in-seat attendance rate of 93 percent or below may face challenges with student disengagement and likely have high numbers of students who are absent frequently, which impacts the ability of all students to learn.^{vii}

OSSE also will include a measure of **instructional time present**, or the percentage of students who are present for 90 percent or more of their enrolled days at a given school. In attendance research, this metric is frequently expressed as its inverse – the percentage of students who miss more than a 10 percent of the school year – and is termed “chronic absenteeism.” Students who are not in school at least 90 percent of school days are at risk for diminished learning outcomes across grade levels:

- A 2011 study in California found that only 17 percent of children chronically absent in both kindergarten and first grade were proficient readers by the end of third grade as compared to 64 percent of their peers who attended regularly (missing less than 5 percent of school).^{viii}
- In addition, the benefit of early preparedness for school may be lost for students who are chronically absent in the early grades. A 2011 study found that students who scored highly on kindergarten readiness skills but were chronically absent lost their academic advantage compared to those with low readiness by third grade.^{ix}
- High numbers of absences in middle and high school are tied to lack of credit accumulation, lower grade-point average, and reduced odds of graduation from high school. Research from Chicago Public Schools found that middle school grades and attendance were stronger predictors of high school performance than test scores.^x Absences for any reason in the ninth grade predicted 77 percent of eventual dropouts.^{xi}
- In Baltimore City Public Schools, chronic absenteeism in sixth grade was the strongest predictor of off-track graduation of all indicators included in the study, including course failure and suspensions.^{xii}

Given this strong grounding in research, we believe that more clearly reporting on the extent to which students are accessing 90 percent or more of instructional time, and learning from those schools doing well and making gains in this area will lead to increased student learning.

Academic Progress Indicators

OSSE’s goals are for Washington, DC to be both the fastest-improving city and fastest-improving state in the country. While DC has made progress, there is much room for improvement, and rewarding schools for helping students at all levels of proficiency to grow is crucial.

To reflect these goals, OSSE will include two measures of academic progress, or school-level growth – median growth percentiles (MGP) and growth to proficiency – in the accountability framework for students in

grades 4-8. Students in grade 3 are in their first year of PARCC assessments and do not have a prior year score for comparison. High school students are only tested one time during grades 9-12 and may have different course-taking pathways in mathematics; OSSE, therefore, does not include a growth indicator at the high school level at this time, though as noted above, it is a measure we very much hope to include in the future.

While PARCC is still relatively new, early research studies have indicated the link between success in first-year college courses and content assessed by PARCC. For example, in a study done by Mathematica Policy Research in Massachusetts, students who scored at the college- and career-ready level on PARCC were likely to succeed in first-year college courses.^{xiii} Given this positive research about the quality of PARCC, OSSE's believes that our two growth measures, MGP and growth to proficiency, will recognize meaningful improvements in student learning at the school level.

Median growth percentiles (MGP) assesses the relative year-to-year progress made by individual students in a school. MGP allows for measurement of school-level growth while taking into account students' prior year performance. To calculate MGP, each student with a prior-year exam score is given a student growth percentile (SGP), which shows how that student performed in this year's assessment when compared with DC students who had similar achievement on the previous year's exam. Next, the school's SGP scores are ranked from high to low, and the midpoint of these scores becomes the school's MGP. The higher the score, the more students at the school are improving relative to other DC students previously at the same academic performance level.

MGP communicates how fast students at a given school are improving relative to their peers across the city, and rewards those schools that are making progress with students at all levels. Specifically, schools making the most progress with low-proficiency students will have the strongest performance on this indicator. This progress metric will support DC's goals of improving quickly overall and having even faster growth for students who are the furthest behind. In addition, due to the comparative nature of MGP, schools with high performance in this area likely have students who have made larger-than-average leaps in student learning during the previous school year.

MGP is a relative measure – school performance on this indicator is tied to the performance of the state overall in a given year. Therefore, MGP scores are not comparable year over year. In a year where DC's performance statewide declined, a school with a slight decline might still have a strong MGP. Conversely, if DC had a year with outsized growth, a low MGP might mean that a school progressed, but only at a moderate rate. In addition, MGP does not assess or communicate whether students are closer to the college and career readiness level (level 4+) on PARCC. If DC aims to be the fastest improving city and state, our accountability framework must also reflect a focus on getting students to the college- and career-ready level even as we account for growth.

To complement MGP and address some of these limitations, OSSE will also include a measure of growth to proficiency in the accountability framework. Growth to proficiency is the percentage of students who meet a scale score growth target based on their current year scale score. For students who start in Level 1, 2 or 3, they must close at least a 1/3 of the gap between their initial scale score and 750 (750 is equal to Level 4 and is considered the college-and career-ready threshold). For students who start in Level 4, they must close at

least 1/3 of the gap between their initial scale score and the Level 5 cut score. For students who start in Level 5, they must stay in Level 5.

The growth to proficiency measure will capture student growth within or between any level of PARCC, irrespective of the average growth of DC overall. Including this type of non-normed growth metric provides the opportunity for all schools to demonstrate the growth they are making with students and supports OSSE's aim to build an accountability system where all schools can do well.

B. Subgroups.

- i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

The DC accountability system includes the following subgroups: All students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, Students with Disabilities, English Learners, and Economically Disadvantaged Students.

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

This is not applicable because OSSE does not include former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on state assessment results.

- iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

OSSE plans to continue to include former ELs in the EL subgroup for two years following exiting active status consistent with current procedures (see page 8 in the [2015-16 DC PARCC and MSAA Participation Verification Guide](#)): “For the LEP/ELL and special education subgroups, students who exited LEP/ELL or special education status within the past two years are included in performance reporting for that subgroup.”

As part of initial ESSA implementation and a continuous review and improvement cycle, OSSE plans to analyze data on EL student performance to consider whether including students in monitored status for up to four years, as allowable under ESSA, may be applicable in DC's context.

- iv. If applicable, choose one of the following options for recently arrived English learners in the State:
 - Exception under 34 C.F.R. § 200.16(c)(3)(i) or

- Exception under 34 C.F.R. § 200.16(c)(3)(ii) or
- Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

C. Minimum Number of Students.

- i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

Based on statistical modeling and stakeholder input, OSSE will lower its minimum number of students for purposes of accountability from 25 to 10, and will use the same minimum number for purposes of reporting. A minimum n size of 10 allows DC to include more schools and subgroups in its accountability system while also ensuring statistical reliability of the findings and protecting student privacy. Using the same minimum for both accountability and reporting also will ensure consistency and clarity in information for educators and the public. OSSE also will take additional measures to prevent disclosing students' personally identifiable information as described below.

- ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

Not applicable because OSSE's minimum number of students for purposes of reporting is the same as the minimum number of students for purposes of accountability.

- iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

OSSE conducted significant statistical modeling not only to inform the metrics ultimately chosen for the state accountability system, but also to determine the impact of n size on the reliability of the analysis. OSSE concluded that a minimum number of 10 students strikes the right balance of inclusivity and reliability. Raising the n size any further would unnecessarily hide reliable data and lowering the n size any further would compromise the reliability of the data. OSSE will apply this number consistently to all subgroups, for all purposes of the accountability system, and the number is fewer than 30 students. OSSE's n size for public reporting will also be 10; however, it will take additional measures to prevent disclosing students' personally identifiable information as described below in section v.

- iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

The minimum number of students required to calculate a metric is 10; this prioritizes the inclusion of all students and each subgroup of students without compromising the statistical reliability and soundness of

accountability data.

- v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

OSSE takes privacy and confidentiality seriously and employs multiple tactics and strategies avoid disclosing students' personally identifiable information (PII) when releasing data for accountability and public reporting. For accountability and public reporting purposes, OSSE will suppress subgroups that are composed of fewer than 10 students, but it also exploring additional steps to ensure the confidentiality of student information. Potential strategies include:

- **Suppress individual outcome categories:** Suppressing individual outcome categories means that OSSE will take into account a minimum number of students not only for the entire size of the subgroup but also individual categories of outcome information. For example, a subgroup might consist of more than 10 students but none of the students achieved a particular performance level on PARCC. OSSE will explore how to suppress outcome categories with few or no students in addition to suppressing based on subgroup size. This ensures that publicly released data on sensitive issues such as how someone scored on a test or whether he/she graduated high school is not linked to individual students.
- **Conduct secondary data suppression:** Primary suppression entails suppressing entire subgroups or individual outcome categories when the number of students falls below a certain threshold. For purposes of ESSA, that number is 10 students. Secondary suppression is needed when, without it, only one subgroup or outcome category is suppressed and totals are provided. Secondary suppression would lead to suppressing an additional category to avoid disclosing the value of the original category. This is important because only suppressing one category and providing totals could allow someone to use simple math to calculate the suppressed value.
- **Apply top and bottom coding to extreme percentages (e.g., 0 percent and 100 percent):** Extreme percentages can reveal information about students if general members of the public know where a student attends school (for example, through other sources of public information like news reports). An example of how to solve for this is by not reporting extreme percentages and instead applying top and bottom coding by reporting a range like <5 percent or >95 percent.

- vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

We believe that the minimum n of 10 students strikes the right balance of inclusivity and reliability. Raising the n size any further would unnecessarily hide reliable data, and lowering the n size any further would compromise the reliability of the data.

D. Annual Meaningful Differentiation. Describe the State’s system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

Schools’ summative scores will be determined based on calculating a “framework score” for all their students, as well as for each subgroup of students, as described in greater detail below. Schools will be assigned to one or more framework types based on grade configuration; the four framework types are Elementary School, K-8 School, Middle School, and High School. The metrics included in each framework are listed below with metric weights (which sum to 100) included in parentheses (for descriptions of each metric, please see section 4.1A).

1. Elementary Schools

- a. Achievement (40 percent):
 - i. PARCC 4+ ELA (12.5)
 - ii. PARCC 4+ Math (12.5)
 - iii. PARCC 3+ ELA (7.5)
 - iv. PARCC 3+ Math (7.5)
- b. Growth (40 percent):
 - i. Median Growth Percentiles ELA (10)
 - ii. Median Growth Percentiles Math (10)
 - iii. Growth to Proficiency ELA (10)
 - iv. Growth to Proficiency Math (10)
- c. School Environment (15 percent)
 - i. 90 percent+ Attendance (4.5, split between grades pre-K and other grades based on school population)
 - ii. In-seat Attendance (2.25, split between grades pre-K and other grades based on school population)
 - iii. Re-enrollment (2.25, split between grades pre-K and other grades based on school population)
 - iv. CLASS Classroom Organization domain (2 for schools with pre-K*)
 - v. CLASS Emotional Support domain (2 for schools with pre-K*)
 - vi. CLASS Instructional Support domain (2 for schools with pre-K*)
- d. English Language Proficiency (5 percent)
 - i. ACCESS Growth (5)

2. K-8 Schools

- a. Achievement (40 percent):
 - i. PARCC 4+ ELA (12.5)
 - ii. PARCC 4+ Math (12.5)
 - iii. PARCC 3+ ELA (7.5)
 - iv. PARCC 3+ Math (7.5)

- b. Growth (40 percent):
 - i. Median Growth Percentiles ELA (10)
 - ii. Median Growth Percentiles Math (10)
 - iii. Growth to Proficiency ELA (10)
 - iv. Growth to Proficiency Math (10)
- c. School Environment (15 percent)
 - i. 90 percent+ Attendance (4.5, split between grades pre-K and other grades based on school population)
 - ii. In-seat Attendance (2.25, split between grades pre-K and other grades based on school population)
 - iii. Re-enrollment (2.25, split between grades pre-K and other grades based on school population)
 - iv. CLASS Classroom Organization domain (2 for schools with pre-K*)
 - v. CLASS Emotional Support domain (2 for schools with pre-K*)
 - vi. CLASS Instructional Support domain (2 for schools with pre-K*)
- d. English Language Proficiency (5 percent)
 - i. ACCESS Growth (5)

3. Middle Schools

- a. Achievement (40 percent):
 - i. PARCC 4+ ELA (12.5)
 - ii. PARCC 4+ Math (12.5)
 - iii. PARCC 3+ ELA (7.5)
 - iv. PARCC 3+ Math (7.5)
- b. Growth (40 percent):
 - i. Median Growth Percentiles ELA (10)
 - ii. Median Growth Percentiles Math (10)
 - iii. Growth to Proficiency ELA (10)
 - iv. Growth to Proficiency Math (10)
- c. School Environment (15 percent)
 - i. 90 percent+ Attendance (7.5)
 - ii. In-seat Attendance (3.75)
 - iii. Re-enrollment (3.75)
- d. English Language Proficiency (5 percent)
 - i. ACCESS Growth (5)

4. High Schools (Year 1)

- a. Achievement (50 percent):
 - i. PARCC 4+ ELA (7.5)
 - ii. PARCC 4+ Math (7.5)
 - iii. PARCC 3+ ELA (5)
 - iv. PARCC 3+ Math (5)

- v. ACT/SAT 1050+ (5)
- vi. ACT/SAT College Board Threshold (10)
- vii. AP/IB Participation (5)
- viii. AP/IB Performance (5)
- b. School Environment (25 percent)
 - i. 90 percent+ Attendance (12.5)
 - ii. In-seat Attendance (6.25)
 - iii. Re-enrollment (6.25)
- c. English Language Proficiency (5 percent)
 - i. ACCESS Growth (5)
- d. Graduation Rate (20 percent)
 - i. 4YR ACGR (10)
 - ii. 5YR ACGR (6)
 - iii. Alternate Grad Metric (4)

*For elementary and K-8 schools that do not serve pre-K, the metric weights for CLASS are redistributed such that the metric weights for 90 percent+ Attendance, In-seat Attendance, and Re-enrollment are 7.5, 3.75, and 3.75, respectively.

Each metric will be assigned a “floor” and “target.” The floor is the metric score below which a school earns zero points for that metric, and the target is the metric score at which a school earns the full number of possible points for that metric. If a school’s metric score is between the floor and target (within the scored range), the points earned for that metric are calculated based on the following formula: $[(\text{score}-\text{floor})/(\text{target}-\text{floor})]*\text{metric weight}$. For example, if the floor and target for a metric with a weight of 10 are 50 and 90, respectively, and a school scores 60 on that metric, that school will earn 2.5 points for that metric $[(60-50)/(90-50)*10=2.5]$.

In order to calculate a school’s “framework score,” the total number of earned points is divided by the sum of metric weights for all applicable metrics; if a metric does not apply to a school (e.g., because the metric does not meet the requirement for minimum number of students), that metric’s weight is not included in the sum of metric weights (denominator). For example, if an elementary school has fewer than 10 students who were assessed on the ACCESS exam, the ACCESS Growth metric, which has a weight of 5 points, would not apply; in this case, the framework score would be calculated by dividing the total number of earned points for all of the remaining metrics by 95 (rather than 100). If the sum of metric weights for a framework is below a certain threshold of minimum points possible (because only a subset of metrics apply), no framework score is calculated.

For a given school, each framework is calculated for All Students and for all subgroups. A school’s final score is a weighted average of its framework scores: All Students (75 percent), Race/Ethnicity (5 percent divided evenly between all racial/ethnic subgroups), Economically Disadvantaged (5 percent), English Language Learners (5 percent), and Special Education (10 percent). If a framework does not have a score (because it does not meet the aforementioned threshold), that framework does not count toward a school’s overall score. For example, if a school only receives framework scores for All Students, Black/African

American students, White students, and Economically Disadvantaged students, its final score would be calculated as follows: $[0.75*(\text{Framework Score for All Students}) + 0.025*(\text{Framework Score for Black/African American Students}) + 0.025*(\text{Framework Score for White Students}) + 0.05*(\text{Economically Disadvantaged Students})]/(85)$.

- i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

Each metric will be assigned a “floor” and “target.” The floor is the metric score below which a school earns zero points for that metric, and the target is the metric score at which a school earns the full number of possible points for that metric. If a school’s metric score is between the floor and target (within the scored range), the points earned for that metric are calculated based on the following formula: $[(\text{score}-\text{floor})/(\text{target}-\text{floor})]*\text{metric weight}$. For example, if the floor and target for a metric with a weight of 10 are 50 and 90, respectively, and a school scores 60 on that metric, that school will earn 2.5 points for that metric $[(60-50)/(90-50)*10=2.5]$.

Floors and targets will be set according the following methodology:

- Median Growth Percentiles
 - Floor: 30 (Fixed)
 - Target: 70 (Fixed)
- Classroom Assessment Scoring System (CLASS)
 - Classroom Organization
 - Floor: 4(Fixed)
 - Target: 6 (Fixed)
 - Emotional Support
 - Floor: 4(Fixed)
 - Target: 6 (Fixed)
 - Instructional Support
 - Floor: 2 (Fixed)
 - Target: 4 (Fixed)
- PARCC 4+, PARCC 3+, 4-Year ACGR
 - Floor: Value of school at the 10th percentile (By framework and subgroup)
 - Target: Value aligned to principle of moving toward gap closure over time; target set at where we expect the 90th percentile to be in 3 years (By framework and subgroup)
- All other metrics
 - Floor: Value of school at the 10th percentile (By framework and subgroup)
 - Target: Value of school at the 90th percentile (By framework and subgroup)

All targets that are not fixed will remain consistent for a three-year period to establish consistent expectations over a period of time, and allow for clear demonstrations of progress and improvement. They will be reevaluated and updated every three years to continue to reflect statewide results up to that point, and allow

for continued progress toward our long-term vision and goals of improving results for all students, with faster progress for the students who are furthest behind.

- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

Throughout the system, we have placed substantial weight on those individual indicators that are of primary relevance in the domain, while also including additional indicators that provide greater nuance and context. For example, we have included the percentage of students who score at level 4 or higher as the primary weight in the Academic Achievement domain, while also including the percentage of students who score at level 3 or higher at a lesser weight.

Overall, the weights of the Academic Achievement, Academic Progress, and Graduation Rate domains are set such that the schools must make substantial progress on at least one of these domains in order to not be identified for comprehensive or targeted support, consistent with 34 C.F.R. § 200.18(c)(1) and (2).

- iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

Schools will be categorized into one of five summative levels (One Star being the lowest, Five Stars being the highest) based on their final score, based on the aggregation of their framework scores for all students and for each subgroup of students, as described above. The cut points for each level will be set to ensure that there is clear differentiation of schools across levels, with primary modeling suggesting cut points of up to 19.9 percent, 20.0 to 39.9 percent, 40.0 to 59.9 percent, 60.0 to 79.9 percent, and 80.0 to 100.0 percent.

- iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

DC's proposed School Transparency and Reporting (STAR) system presents an opportunity for DC to have a single statewide accountability system that differentiates performance among all schools. The STAR rating system will be run annually and shared with families and the community through school report cards. The same framework score methodology (see section 4.1D i-iii above) that is used in the STAR rating will be used to identify schools for improvement and support as comprehensive or targeted support schools. Schools with an overall framework score in the bottom 5 percent of schools will be identified for comprehensive support and schools with specific groups of students performing at the same level as schools identified for being in the bottom 5 percent for overall school performance will be identified for targeted support (see section 4.2 below for additional detail on these designations). Given that the same weighting methodology is used for reporting and identification, schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive or targeted support and improvement.

E. Participation Rate. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

OSSE is committed to the importance of all schools meeting the 95 percent participation threshold. It aligns with our core accountability principle to ensure that the accountability system focuses on the outcomes of all students.

For schools that do not meet the 95 percent participation rate, OSSE will implement a system of supports, technical assistance and monitoring for LEAs to support them in demonstrating improvement.

For schools that do not meet the participation rate for multiple years or who do not show sustained improvement in meeting the 95 percent participation rate, OSSE will implement additional actions and interventions as appropriate.

F. Data Procedures. Describe the State’s uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

The uniform procedure for averaging students across grades is pooling students (i.e., all students count once in the denominator of an indicator). Accountability indicators for annual meaningful differentiation and participation rates for all students and each subgroup will not be averaged across school years.

G. Including All Public Schools in a State’s Accountability System. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

Not applicable. Schools in which no grade level is assessed under the state’s academic assessment system will be assigned to a framework based on their grade configuration and all applicable metrics will be calculated.

- ii. Schools with variant grade configurations (e.g., P-12 schools);

Schools with variant grade configurations (i.e., schools that serve a combination of elementary/middle and high school grades) receive two frameworks, one for elementary/middle grades (ES, K8, or MS) and one for high school grades (HS). In order to determine the method for integrating multiple framework scores to a single summative score, we are conducting further modeling, but considering the following options.

[Option 1] A school's final score is the average of both framework scores. For example, if a K-12 school receives a score of 50 on the K8 framework and a score of 100 on the HS framework, its final score is equal to $[(50+100)/2]$ or 75.

[Option 2] A school's final score is the weighted average of both framework scores where the weights are equal to the proportion of total students counted in each framework. For example, if a K-12 school serves 600 students in grades K-8 and 400 students in grades 9-12 and receives scores of 50 and 100 on its K8 and HS frameworks, respectively, its final score is equal to $[(600/1000)*50+(400/1000)*100]$ or 70.

[Option 3] A school's final score is calculated by dividing the sum of framework numerators by the sum of framework denominators. For example, if a K-12 school scores 50 out of 100 points on its K8 framework (a score of 50) and 60 out of 60 points on its HS framework (100), its final score is equal to $[(50+60)/(100+60)]$ or 69.

- iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Not applicable. Small schools will be assigned to a framework based on their grade configuration and all applicable metrics will be calculated.

- iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

The methodology for calculating final scores and assigning summative determinations for schools that are designed to serve special populations will be structurally similar to the methodology for other schools; however, potential differences include:

- Alternate metrics aligned to these schools' purposes/missions
- Floors and targets specific to these schools' performance and populations
- Cut points for levels

Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

Not applicable. Newly opened schools will be assigned to a framework based on their grade configuration and all applicable metrics will be calculated.

4.2 Identification of Schools.

4.2 A Comprehensive Support and Improvement Schools Describe:

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

DC’s state plan recognizes the importance of school improvement and support. Separate from the annual process of running the accountability framework to provide schools and families with clear and consistent information on all schools through annual ratings from one star to five stars, OSSE will also identify schools for Comprehensive Support as follows:

Pathway to Comprehensive Support	Definition	Timeline for Identification
Comprehensive support type 1 (CS1)	Lowest-performing five percent of schools that score in the bottom 5% of total number of points on the accountability framework as compared to their peers	Schools first identified in 2018-19 school year and every three years thereafter
Comprehensive Support type 2 (CS2)	High schools with lower than a 67% four-year adjusted cohort rate*	Schools first identified in 2018-19 school year and every three years thereafter
Comprehensive Support type 3 (CS3)	Any school identified for Targeted Support that does not improve sufficiently to meet exit criteria after three years	Schools first identified in 2022-23 (after sufficient period for improvement under Targeted Support) and every three years thereafter

*Note that this will not apply for schools for which the alternative framework is determined to be applicable.

This three-year cycle of identification and intervention will provide LEAs the opportunity to create and have sufficient time to carry out a plan for improving results for their students within an identified school.

In addition, OSSE plans to annually calculate the schools that would have fallen into the bottom 5 percent if the designation were to be applied that year, as well as the bottom 6 to 10 percent (those schools close to the threshold for identification), and would provide this information to LEA and school leaders as well as the boards of charter LEAs for their information, to ensure awareness and drive urgency for improvement.

- ii. *The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).*

Schools will exit Comprehensive Support status if they no longer meet eligibility criteria of initial identification when the lists are re-run in three-year cycles.

We also recognize that there may be situations where schools are making substantial progress, even if they have not met the exit criteria within three years. Schools that are showing significant improvement, as defined by being in the top quartile of performance on the Academic Progress growth to proficiency measure in the most recent year will be provided with an additional year to continue LEA-led intervention and have an opportunity to exit status prior to implementation of more rigorous state intervention.

B. Targeted Support and Improvement Schools. Describe:

- i. The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).
- ii. The State’s methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

DC’s theory of action around overall framework design keeps central the need for faster progress for specific groups of students who are furthest behind. DC’s accountability system makes transparent how all students as well as specific groups of students are doing at a school, by calculating separate frameworks for each specific group of students and incorporating the scores of those specific groups as a substantial portion of the school’s overall score.

Through both annual differentiation of schools that takes into account the performance of specific groups of students (see 4.1D for additional detail) as well as identifying and supporting schools that are low performing with particular groups of students for one or multiple years, DC will better be able to meet its goals of becoming the fastest improving city and state by accelerating progress for the students who are furthest behind.

Pathway to Targeted Support	Definition	Timeline for Identification
Targeted Support type 1 (TS1)	Any school with “low-performing” subgroups, which in DC is defined as any school with a subgroup framework	Schools first identified in 2018-19 school year and every three years thereafter

	score that is below the threshold used to identify schools in the bottom 5 percent for Comprehensive Support	
Targeted Support type 2 (TS2)	Any school with one or more “consistently low-performing” subgroups, which in DC is defined as any school that for two years has one or more subgroup framework scores that repeatedly falls below the threshold used to identify schools in the bottom 5 percent for Comprehensive Support	Schools first identified in 2019-20 and every three years thereafter ³

- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

Schools will exit Targeted Support status if they no longer meet eligibility criteria of initial identification when the lists are re-run. If a school has a specific group of students that performs at the level of the bottom 5 percent of Title I schools overall for two years in a row, it becomes TS2. If progress is not shown after three years, the school will escalate to Comprehensive Support designation, and as part of the more significant intervention, the school would be required to participate in coaching embedded at the school level. Alternatively, if following the year of identification the school has two years with the specific group of students not at the level of the bottom 5 percent of Title I schools overall, the school would exit Targeted Support status.

4.3 State Support and Improvement for Low-performing Schools.

- A. **School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement

³ Note that meaningful differentiation of schools based on subgroup performance occurs annually through annual summative ratings based substantially on the performance of specific groups of students.

funds to LEAs and monitoring and evaluating the use of funds by LEAs.

In the past under DC’s ESEA waiver, the “Priority” and “Focus” labels served as both school improvement designations, defining particular interventions required, and also served as annual summative ratings. In order to offer schools a meaningful and substantial opportunity to improve while also providing clear and transparent information to the public, our approach to school classification under ESSA separates annual school ratings (one star to five stars as described in section 4.1) from Comprehensive and Targeted Support school improvement designations that will generally happen every three years (see 4.2 for further detail on timeline and methodology).

OSSE’s approach to school improvement under ESSA takes into account the unique role OSSE has in sustaining, accelerating, and deepening progress in DC education, as well as the roles other key partners in DC education have in serving and supporting schools, including the PCSB as the charter authorizer, and LEAs, including DCPS. Having a common, statewide STAR system will provide unprecedented public clarity and transparency into school performance in a multi-sector system. Given the school choice environment in DC, we believe common rating and reporting will be a key lever for improving school and student outcomes generally, while having a sustained, focused approach to school improvement in a small number of the most struggling schools will give the greatest chance for seeing real progress in those settings.

OSSE’s approach is particularly focused on concentrated attention and resources for schools designated for Comprehensive Support. In DC, as with most urban areas around the country, there are schools that have struggled for years to achieve strong results for students, despite many attempts and much effort on the part of educators and leaders. A key part of our strategy is to concentrate our collective focus on a small group of the schools with the lowest current outcomes, in order to fully leverage time, attention, and resources devoted to improvement. This includes financial resources like federal school improvement funds, priority access to supports from OSSE (such as immediate attention given to any requests for operational or technical assistance), and encouragement of similar focus and attention at the LEA level. In addition, our approach balances a thoughtful recognition of the appropriate roles of LEAs and the SEA in supporting improvement in outcomes for students. Under our approach, OSSE would take the following steps:

- Year 0 and 1: Notify LEAs and schools of their current status on accountability metrics, and official designation for Comprehensive Support. Design and launch a school improvement grant competition that LEAs would apply for by creating a plan of carefully tailored strategies for school improvement. The format of this grant would either be a competitive grant process, or a formula grant process with rigorous bar for approval, with the goal of making substantial funding available over a three-year period to schools that demonstrated thoughtful planning.
- Years 1-3 (or 1-4): Administer school improvement grants, providing substantial funds during this period of LEA-led improvement. In addition, OSSE will offer optional, high-quality training and programming to provide additional support for school improvement (e.g., communities of practice around key challenges). Finally, OSSE will review annually school progress against its plan as well as its student outcomes, and engage LEA and school leadership in meaningful review of these outcomes. Schools showing sufficient progress may be provided with an additional, fourth year to meet the exit threshold.

- Year 4 or 5: Schools that have not yet sufficiently improved to exit the Comprehensive Support category will go into a period of state-directed intervention. During this period, the state would invite and review proposals for additional intervention. The process would allow for multiple proposals and types of avenues for intervention, so as to not require a one-size-fits-all approach, but would require significant additional action beyond the steps already taken to improve. The process also would require community engagement and input into the selection of an intervention appropriate for the school's specific context. More information is included below in section 4.3C below.

Schools identified for Targeted Support, will be required to conduct self-assessments of the performance of specific groups of students that led them to be identified and create plans to address and improve the performance for those groups. OSSE also will provide technical assistance and supports to LEAs, potentially including funding opportunities as well as professional development. In the past, OSSE has delivered training to Priority and Focus schools such as foundational training conferences on topics including STEM and ELs, communities of practice to bring together schools around common challenges, and personalized coaching embedded at the school level. Moving forward, we expect to continue to offer professional development in a variety of formats and a range of topics such as school leadership and data-driven planning. In addition, OSSE will review annually school progress in student outcomes for the specific groups of students that led the school to be identified.

OSSE will incorporate oversight of schools in Comprehensive Support and Targeted Support categories as part of its annual ESEA Consolidated Application and risk-based monitoring process. Schools receiving funding to support their approach to school improvement also will participate in an annual review process, which will be conducted in-person for schools identified for Comprehensive Support. The review process, including documentation submitted in advance of the review and the approach to the on-site review, will be differentiated based on a variety of factors, including the school's individual plan, and areas of progress or need. OSSE will consider data available through multiple sources both already within the agency (e.g., from running the accountability framework) as well as relevant evidence collected by other oversight partners such as PCSB. The annual review process will enable the school, LEA, OSSE, and PCSB (for charter LEAs), to leverage each of their roles to best support the school toward improvement. A memorandum of understanding (MOU) between OSSE and PCSB will articulate this partnership and flexibility to support and oversee public charter schools with Comprehensive Support or Targeted Support designations in a strategic, coordinated manner. Allowing for the input and format of reviews to vary based on data available also will reduce burden and ensure as much time as possible is being used toward implementing meaningful interventions.

OSSE also will review results of the STAR system to annually identify and publicize schools with standout results. For example, schools demonstrating progress and/or high performance with specific groups of students or growth in specific metrics will be recognized publicly. OSSE also will consider privileges for schools that receive this type of honor, including how schools excelling in particular areas may receive priority preference for grants or other opportunities.

B. Technical Assistance Regarding Evidence-Based Interventions. Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for

comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

We believe it is important to use evidence-based strategies in seeking to improve schools, and believe that LEAs are uniquely positioned to design approaches to improvement that are suited to their local contexts and the root causes for their current performance. During the 2017-18 school year, OSSE plans to communicate to LEAs with schools likely to be identified for Comprehensive Support or Targeted Support based on their prior data to advanced support planning and preparation for an approach to school improvement. In order to support their planning, OSSE plans to share with LEAs existing, important catalogues of evidence-based interventions, including the U.S. Department of Education’s What Works Clearinghouse, and resources from other states, such as the Massachusetts Department of Elementary and Secondary Education’s Turnaround Practices Field Guide⁴.

Among the benefits of a common statewide accountability model are the opportunities for schools to learn from one another. OSSE expects that there will be a broad range of evidence-based interventions that LEAs will propose in grant applications and ultimately implement in DC schools identified for Targeted Support and Comprehensive Support. As part of our oversight and support to schools during the LEA-led intervention period, we will be documenting the extent to which the interventions outlined in the school improvement plan are delivering planned results. Given the diversity of our schools – from their student population, to grade offerings, to size – being able to contextualize the outcome of particular evidence-based interventions in the school context will provide a helpful resource for schools identified in the future.

- C. More Rigorous Interventions.** Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State’s exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

OSSE’s approach to more rigorous interventions in schools, as required under ESSA, is based on a recognition of what role is necessary and appropriate for the state education agency when it comes to struggling schools that have not improved after a significant period of time. We recognize that LEAs and schools are working incredibly hard to serve students well and improve outcomes. We do not believe that the solution for turning around schools can come from the state alone, and we recognize that the prescriptive, highly structured models of school improvement required under the School Improvement Grant (SIG) program and the ESEA waivers did not necessarily fit the needs and contexts of particular schools and LEAs. At the same time, we believe that it is not acceptable for schools to continue to demonstrate low outcomes for students year after year without improving. The state education agency has a necessary and essential role to play in these situations, by creating a clear sense of urgency, sharing and highlighting information with

⁴ <http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/turnaround-in-massachusetts/turnaround-and-emerging-practices-reports.html>

stakeholders, and facilitating a thoughtful process to define more rigorous interventions beyond those steps that have already been tried by the LEA and school during the initial three years of school improvement work.

As described in section 4.3A, schools identified for comprehensive support and improvement (primarily those in the bottom 5 percent of performance based on the overall accountability framework) would have up to three years to demonstrate improved outcomes and meet exit criteria, based on a plan of their design. During this time, OSSE would offer access to additional financial resources and a wide range of supports including high quality optional professional development and technical assistance. If a school showed progress on the path to meeting exit criteria based on their plan, the LEA could be granted an additional fourth year to continue its work. Throughout this period, OSSE would provide information and data to the school, LEA, and stakeholders so they had a clear sense each year of whether they were making progress and how much, and what they might need to do to improve.

Our hope is for all schools to improve rapidly across the city. If, however, a school did not meet exit criteria based on progress against their plan after this three- or four-year period, OSSE would initiate more rigorous interventions, as required under ESSA. Specifically, OSSE would issue a call for proposals for additional interventions, convene a process for community engagement and review of proposals, and ultimately select a more rigorous intervention that best fit the school's needs and context. This process would allow for consideration of multiple proposals with varying approaches to intervention and improvement, so as to not require a one-size-fits-all approach. All proposals would require significant additional action beyond the steps already taken by the LEA and school to improve, and OSSE would use all mechanisms within its purview to allow maximum flexibility of action to ensure the greatest likelihood of success. The process would invite proposals from both the LEA of the identified school as well as additional parties or operators, and proposals from all sources would be carefully reviewed and vetted through the same process.

Importantly, OSSE's call for proposal process would also include solicitation of community feedback and input of community members into the extent to which proposals were appropriate for a school's specific context. This feedback would ensure the consideration of the school community's views on strengths that could be built upon, challenges that would need to be addressed, and why previous attempts at improvement had fallen short. OSSE would ultimately select from among submitted proposals the intervention which we felt had the greatest likelihood of achieving significant improvement in outcomes. Unless specifically submitted as a proposal by the LEA of the identified school, the state-selected intervention would not include school closure. For any public charter schools that might be subject to the more rigorous intervention, we would also seek to specifically coordinate with the Public Charter School Board on any potential state action.

OSSE is committed to using a thoughtful process that considers the particular context of a school and LEA that has led to its identification for comprehensive support, feedback and engagement with the school community and stakeholders, and careful review of multiple proposals for how to move forward and improve. Our ultimate goal will be to provide the urgency and room to act to ensure better outcomes for students, while also minimizing disruption and working in partnership to the greatest possible extent.

Based on schools being identified for comprehensive support for the first time in fall 2018, with a minimum of three years of LEA-led intervention, the earliest that the state intervention would take place is in the 2021-22 school year. OSSE is committed to ongoing conversations with those LEAs with schools identified for

comprehensive support and other stakeholders about how to best design and implement the process for more rigorous interventions before the 2021-22 school year.

D. Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

ESSA requires states to review resource allocation between LEAs and between schools for those LEAs with a significant number of schools identified for Comprehensive or Targeted Support. A review of resource allocation must include a review of LEA and school-level resources, among and within schools, including:

- Per-pupil expenditures of Federal, State, and local funds required to be reported under section 1111(h)(1)(C)(x);
- Differences in rates at which low-income and minority students are taught by ineffective, out-of-field, or inexperienced teachers identified by the State and LEA under sections 1111(g)(1)(B) and 1112(b)(2) of the ESEA;
- Access to advanced coursework, including accelerated coursework as reported under section 1111(h)(1)(C)(viii);
- Access in elementary schools to full-day kindergarten programs and to preschool programs as reported under section 1111(h)(1)(C)(viii);
- Access to specialized instructional support personnel, as defined in section 8101(47), including school counselors, school social workers, school psychologists, other qualified professional personnel, and school librarians

Given the diversity of composition of LEAs in DC, OSSE will begin by conducting resource allocation review for all LEAs with 10 or more of their schools identified for Comprehensive or Targeted Support, or 20 percent of their schools identified for Comprehensive or Targeted Support (whichever is lower).

OSSE will incorporate review of data related to resource allocation as part of the annual review process for Comprehensive Support and Targeted Support schools, utilizing available LEA and school data to the extent practical. Up-to-date data on resource allocation will be updated publicly at minimum every three years.

To support LEAs in identifying and taking action, as appropriate, on resource inequities, as a first step, OSSE will incorporate an LEA self-assessment into the allocation review process. This will help both the state and LEA understand the root causes for the inequities and what type of remediation may be appropriate for the LEA. Incorporating resource review into the overall process of Comprehensive Support and Targeted Support School oversight will better position OSSE to understand the context for differences across schools such as school characteristics (e.g., size, grade bands and demographics) or type and stage of school improvement (e.g., Targeted Support versus Comprehensive Support status in year 1 versus year 3). Pending the outcome of the resource allocation analysis and LEA self-assessment, OSSE will provide technical assistance to support the LEA to address inequities. Such technical assistance may include sharing of best practices for school

improvement, review of existing flexibilities in state or local funding, amendments to school improvement grant project funding, or facilitating collaboration across schools/LEAs.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Certification and Licensure Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

Yes. If yes, provide a description of the systems for certification and licensure below.

No.

The District of Columbia has developed a robust multi-tiered licensing system for teachers, principals, other school leaders, and staff. Certification regulations aim to ensure that students in public schools are served by quality educators who must meet high standards. DC’s new teacher and administrator credential requirements were designed and approved in 2015, with the goal of addressing systematic barriers around recruitment and retention of effective educators. The newly launched regulations emphasize an outcome-based approach and introduce new pathways for educators to gain initial and standard credentials. The new regulations use DC’s robust teacher evaluation framework to increase the available pool of candidates for high-need schools and ensure that no effective teacher will be removed from the classroom due to licensure status.

The District of Columbia offers two educator credentials, initial and standard, each with multiple paths of entry. The initial teaching credential is a temporary, non-renewable, provisional teaching credential. Possession of the initial teaching credential signifies that the credential holder meets basic requirements to practice as a teacher in the District of Columbia, but must meet additional requirements in order to be issued a full, renewable credential. The three distinct eligibility pathways leading to the initial teaching credential include:

- Teachers enrolled in a state-approved teacher preparation program;
- Teachers from outside the District of Columbia who are licensed to teach, but have not completed a state-approved teacher preparation program; and
- First-time teachers who have been recruited by a DC LEA and have yet to demonstrate effectiveness within the LEA’s evaluation system.

The standard teaching credential is the full, permanent teacher credential for the District of Columbia. Possession of the standard teaching credential signifies that the credential holder meets all requirements to be issued a full, renewable credential. The four distinct eligibility pathways leading to the standard teaching credential include:

- Teachers who have completed a state-approved teacher preparation program in DC or another state recognized by the District of Columbia through its interstate agreement;
- Teachers who have satisfied all requirements of an initial teaching credential;
- Experienced teachers from outside the District of Columbia who are licensed but have not completed a state-approved teacher preparation program; and
- Experienced teachers from within the District of Columbia, without formal teacher preparation, who have been recruited and validated as effective by a DC LEA.

B. Educator Preparation Program Strategies. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State’s strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

- Yes. If yes, provide a description of the strategies to improve educator preparation programs below.
- No.

The District of Columbia is home to a robust community of traditional teacher education programs supported by local institutions of higher education as well as a number of alternative certification programs seeking to address teacher shortages in high-need subject areas.

There are two pathways for state-level accreditation of professional education units in the District of Columbia. The first pathway is via national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). This option applies to educator preparation programs operating within colleges/universities where candidates for educator licensure often complete a full preparation program prior to serving as a teacher or administrator of record, and/or earn an undergraduate or graduate degree upon program completion.

The second pathway is via OSSE’s application process for Non-Degree Post-Baccalaureate Accreditation. This option is intended for institutions, agencies, and organizations that solely prepare post-baccalaureate teacher and administrator candidates for roles in District of Columbia schools. Prior to being admitted into an approved program of this type, candidates must demonstrate proficiency in the subject area for which they are seeking DC licensure.

The following chart shows the currently approved programs in each pathway:

Institution of Higher Education Programs	Alternative Route Non-Baccalaureate Programs
1. American University	Capital Teacher Residency
2. Catholic University of America	Center for Inspired Teaching
3. Gallaudet University	New Leaders
4. The George Washington University	Teach for America
5. Howard University	TNTP Academy
6. Teach-Now Educators School of Education	Urban Teachers
7. Trinity Washington University	
8. University of the District of Columbia	

In addition, OSSE intends to award \$1.5 million in competitive grants from Scholarships for Opportunity and Results (SOAR) Act funds for the public charter sector for teacher pipeline initiatives. These grants will support efforts that a) recruit high-quality candidates new to teaching for DC charter school teacher residency or teacher roles, and b) train and/or certify these teachers. Grant awards will be made on a per-teacher basis to nonprofit organizations with a demonstrated history of success working with charter schools on similar projects.

State program approval and accreditation assures the public that OSSE has examined the quality of programs that prepare teachers and other school personnel for the District of Columbia's classrooms, and has made a determination that the programs meet state standards for entry into the profession.

Through the DC Staffing Data Collaborative, a component of DC's equitable access plan, DC launched a partnership between a third-party expert and interested LEAs to examine staffing data in a way that can inform talent management and support planning related to recruiting, retaining, and developing effective teachers. Through this partnership, which currently includes 35 LEAs that are serving more than 90 percent of DC students, OSSE supports LEAs by facilitating the third-party review of data related to teacher inputs (e.g., education levels, compensation, licensure, teacher preparation program, teacher working conditions survey) and outcomes (e.g., effectiveness and retention) and providing participants with recommendations on which teacher preparation programs are linked with effectiveness and retention and how to attract and retain effective teachers in their LEAs. The collaborative supports LEA leaders throughout the talent management cycle including teacher recruitment, preparation, professional learning, evaluation and retention. Through the work of the DC Staffing Data Collaborative, OSSE for the first time links teacher preparation programs to their graduates' actual outcomes. The outcomes include graduates' assignment to high-need schools, diversity, retention, and effectiveness. This innovative work will allow OSSE to provide programs with actionable feedback.

C. Educator Growth and Development Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders? This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

Yes. If yes, provide a description of the educator growth and development systems below.

No.

OSSE leads a number of activities designed to support the professional growth and improvement of educators. These activities consist of:

- Foundational professional development opportunities, available to all educators, which address key areas of policy and practice;

- Specialized professional development opportunities, anchored in communities of practice which focus on particular areas of practice; and
- The development and support of a state model teacher evaluation system.

Foundational Professional Development

OSSE creates an annual professional development calendar anchored in a series of citywide conferences that occur four times a year (three LEA Institutes and content-specific summer symposia, i.e., ELs, STEM, etc.).

These professional development opportunities focus on key aspects of professional practice that need to be addressed to ensure that all students have access to rigorous instruction and standards and can graduate from high school college- and career-ready. The content of these foundational sessions is informed by stakeholder input and student achievement data.

Specialized Professional Development

OSSE also facilitates professional learning communities related to specific areas of practice which are aligned to the District's priorities based on student achievement data. OSSE partners with institutions of higher education and nationally recognized organizations to provide educators with opportunities to receive specialized supports and resources in specific areas of practice, such as special education, ELs, STEM, and restorative practices. These communities of practice produce core artifacts which are shared and made available on OSSE's website and related web-based platforms.

State Model Teacher Evaluation System

The state provides comprehensive guidance, resources, and technical assistance to LEAs for implementation of rigorous teacher and leader evaluation systems. Over the past four years, the District has invested in the development of innovative, rigorous, and meaningful systems of educator evaluation, coordinating with both DCPS and PCSB to ensure that all Title I schools meet evaluation system requirements.

Developed by DC educators, DC's Model Teacher Evaluation System pilot was designed to value ongoing feedback, high quality instructional goals, rigorous expectations, and teacher voice. In order to incorporate teacher voice and support LEAs in the development of evidence-based systems of evaluation, OSSE partnered with Thurgood Marshall Academy Public Charter School and 13 other DC LEAs that opted in to develop a voluntary Model Teacher Evaluation System. DC educators, principals, and other expert stakeholders at these LEAs convened as a planning committee over the course of a year, offering critical feedback and expertise regarding teacher evaluation. The result of this work has been the creation of a comprehensive teacher evaluation framework and associated rubric developed by educators, for educators. Teachers receive fair observations, robust and actionable feedback, and targeted professional development. LEA administrators may use the framework to assess the performance and assist in the professional growth of their teachers. The model teacher evaluation framework consists of domains grouped into five major categories: learning environment, instruction, planning and preparation, student achievement goals, and professional foundations. This framework serves multiple purposes throughout the teacher evaluation process including observation, feedback, and coaching. In the 2015-16 school year, the model system was piloted with seven LEAs. During

the 2016-17 school year, the model system became available for adoption and implementation in all DC LEAs.

An external evaluation of the model system pilot found that much of the pilot worked well and was well-received. Participants found the sessions informative, and the framework and observation rubric were a strong basis for their evaluation systems. The classroom observation tool was effective for reviewers, teachers, and administrators to create an action plan for improving teacher effectiveness. In additions, participants found community of practice sessions to be very useful in sharing experiences across LEAs and comparing best practices. At a 2016 summer information session on the model system, an evaluator reported that attendees were “very impressed with (the Model Teacher Evaluation System) and showed significant interest in learning more about it and implementing in in their schools. The idea that the (Model Teacher Evaluation System) can be customized to LEAs’ priorities and needs, and can supplement other forms of evaluation, seemed to resonate. One attendee remarked that her school was looking for something exactly like this and that she was going to email her principal and set up a meeting to go over what she learned.” The external evaluation is available here: <http://learndc.org/classrooms/resource/dc-model-teacher-evaluation-system-external-evaluation-report>.

Minimum State Standards on Teacher Evaluation

OSSE plans to develop a set of minimum state standards for teacher evaluation systems that would apply to all DC LEAs. The statewide minimum standards would ensure LEA autonomy in setting expectations for teachers and evaluating staff, as they will allow for a significant amount of flexibility and leave key decision-making to LEAs. In developing the minimum state standards, OSSE and LEAs will continue the positive collaboration in the pilot Model Teacher Evaluation System above.

These standards would allow OSSE to meet the new ESSA requirement to ensure that low-income and minority students are not disproportionately served by ineffective teachers^{xiv}, and would allow some degree of comparability to measure teacher effectiveness and equitable access. At the same time, the standards can help LEAs meet the law’s new requirement to address minority and low-income students’ access to effective teachers, while continuing to allow for flexibility and autonomy in meeting their individual needs.^{xv}

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;
 - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;

- iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

To increase the quality of the educator pool and increase achievement, especially for low-income and minority students, the state will use Title II, Part A funds and funds from other included programs to support:

- A Cohesive System of Professional Development;
- Teacher Leadership Pathways;
- State Model Teacher Evaluation System;
- Support to LEAs with Strategic Staffing; and
- Development of Pipeline Management Capacity.

A Cohesive System of Professional Development: As mentioned in Sections 2.2D, 4.4B, and 5.1, OSSE will utilize federal funds to launch a variety of high-quality, optional professional development initiatives available to LEAs to support implementation of college- and career-ready standards, school climate and culture, support for special populations, and school planning and support. These activities consist of foundational professional development opportunities that would be available to all educators and address key areas of policy and practice, and specialized professional development opportunities anchored in communities of practice which focus on particular areas of practice. This multi-tiered system of professional development targets classroom teachers, teacher leaders, school leaders, district and LEA leadership, and community partners. Training and programming are informed by stakeholder input, student achievement data, and priority implementation areas.

Teacher Leadership Pathways: OSSE's teacher leadership pathway program will focus on cultivating and engaging highly effective educators from across the District in a year-long community of practice. The program facilitates discussion and collaboration among school educators as they identify and implement evidence-based strategies to drive student success, provide feedback and guidance around state policies and initiatives, engage in community outreach, and lead professional development. This program serves as an opportunity for teachers to obtain state-level recognition.

Support to LEAs with Strategic Staffing: Through the DC Staffing Data Collaborative, a component of DC's equitable access plan, DC launched a partnership between a third-party expert and interested LEAs to examine staffing data in a way that can inform talent management and support planning related to recruiting, retaining, and developing effective teachers. Through this partnership, which currently includes 35 LEAs serving more than 90 percent of District students, OSSE supports LEAs by facilitating the third-party review of data related to teacher inputs (e.g., education levels, compensation, licensure, preparation program, teacher working conditions survey) and outcomes (e.g., effectiveness and retention) and providing participants with recommendations on strategic staffing, including how to attract and retain effective teachers in their LEAs. The collaborative supports LEA leaders throughout the talent management cycle, including recruitment, preparation, professional learning, evaluation and retention.

In addition, OSSE's work related to supporting the State Model Teacher Evaluation System, developing a statewide policy related to minimum teacher evaluation standards, and creating guidance on principal effectiveness competencies, described in Section 5.1 C will continue. In this section, OSSE describes the specific state-level activities designed to improve the effectiveness of, and access to, teachers and school leaders, to ensure that the District is best positioned to increase student achievement consistent with our challenging state academic standards.

DC Talent Management Hub: OSSE is exploring the possibility of further building upon the success of the DC Staffing Data Collaborative by creating an online hub where LEAs can opt in to post vacancies and receive information on available candidates and candidates can voluntarily post information regarding their profiles, including program attended, education levels, interests, and experience. Through this hub, OSSE would be able to support LEAs in strategically addressing teacher shortages at the LEA, neighborhood, school and subject level.

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

In 2014, OSSE combined its separate divisions of general education and special education in order to ensure that SEA activities include the support of all students, including students with specific learning needs.

OSSE's system of high-quality, differentiated technical assistance includes support to LEAs with implementation of evidence-based frameworks including Universal Design for Learning (UDL), Response to Intervention, and Positive Behavior and Instructional Supports. These evidence-based school-wide models are designed to ensure that academic programs are designed and delivered in a manner that ensures access to the curriculum for all students and allows educators to proactively identify and address learning challenges.

In addition to supporting the implementation of school-wide models, OSSE will continue to provide a variety of ongoing trainings and technical assistance to educators, administrators, and other school-based staff through a differentiated technical assistance model, as outlined in Section 2.2.D and 4.3.B.

In addition, OSSE specifically focuses on developing additional opportunities, resources, and tools for supporting the success of students with specific learning needs. A few examples of such work are provided below.

- *Literacy Support for Dually Identified Students:* OSSE provides an intensive training series for LEAs serving students with disabilities who are ELs.
- *English Learner Guidebook:* OSSE has issued comprehensive guidance on building effective EL program services, which includes procedural requirements of identification, reclassification, and monitoring, as well as instructional best practices and resources for program evaluation. This will be updated for LEAs by summer 2017 to include new policies, procedures, and supports required by ESSA.

- *EL Summer Symposium:* OSSE provides an annual Summer Institute for educators to engage with national experts on federal EL policies, share and highlight DC promising practices that have successfully strengthened student achievement for ELs, and learn reading and writing instructional strategies that improve outcomes.
- *OSSE DC Lesson Generator:* OSSE developed a web-based lesson planning tool with educators, for educators, which allows teachers to develop lesson plans aligned to the Common Core State Standards that are specifically designed to support teachers with differentiated lesson planning. This tool provides teachers with a flexible platform to create and share lesson plans that are anchored in UDL principles.
- *Master Teacher Cadres for English Learners and Special Education:* OSSE is facilitating two new communities of practice in partnership with institutions of higher education to address practice challenges and foster the dissemination of best practices related to serving students with disabilities and ELs. Through this initiative, OSSE will bring together master teachers who will work with institutions of higher education representatives to tackle practice challenges and facilitate instructional best practice sharing with colleagues through mentoring, coaching, and didactic training activities.
- *IDEA Child Find Training:* OSSE provides LEAs with core training on the Individuals with Disabilities Education Act (IDEA) Child Find obligations related to the requirement to identify, locate, and evaluate students who may have a disability. Further, OSSE reviews practices through annual monitoring of child find data. In instances where LEAs appear to have a lower than anticipated percentage of students identified, OSSE will conduct a review of practices and provide technical assistance where a need is indicated.
- *Special Education “Nuts and Bolts” Training:* OSSE will be conducting special education “nuts and bolts” training for teachers and principals in advance of the 2017-18 school year to ensure that all educators are aware of compliance requirements and best practices related to instruction.

5.3 Educator Equity.

A. **Definitions.** Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Key Term*	Definition
Ineffective teacher	Teacher rated on one of the two lowest tiers of an approved teacher evaluation system.
Out-of-field teacher*	Teacher who do not have a major, certification, or an “effective” teacher evaluation designation in the subject which they are teaching.
Inexperienced teacher+	Teacher in their first two years of teaching

Low-income student	Student who qualifies for Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), students who are homeless; or were wards of the state (CFSA).
Minority student	Any student who is identified as a minority race or ethnicity (e.g., African American, Latino, Native American, Asian, Pacific Islander, or more than one race).
Low-Income School	School where 50% or more of students qualify for TANF or SNAP
High-Minority School	School where 75% or more of students are racial or ethnic minorities.
Low-performing School	A school designated as “Priority,” “Focus,” “Comprehensive Support School” or “Targeted Support School”
High-Need School	A school that is either low income, low-performing, or high minority.

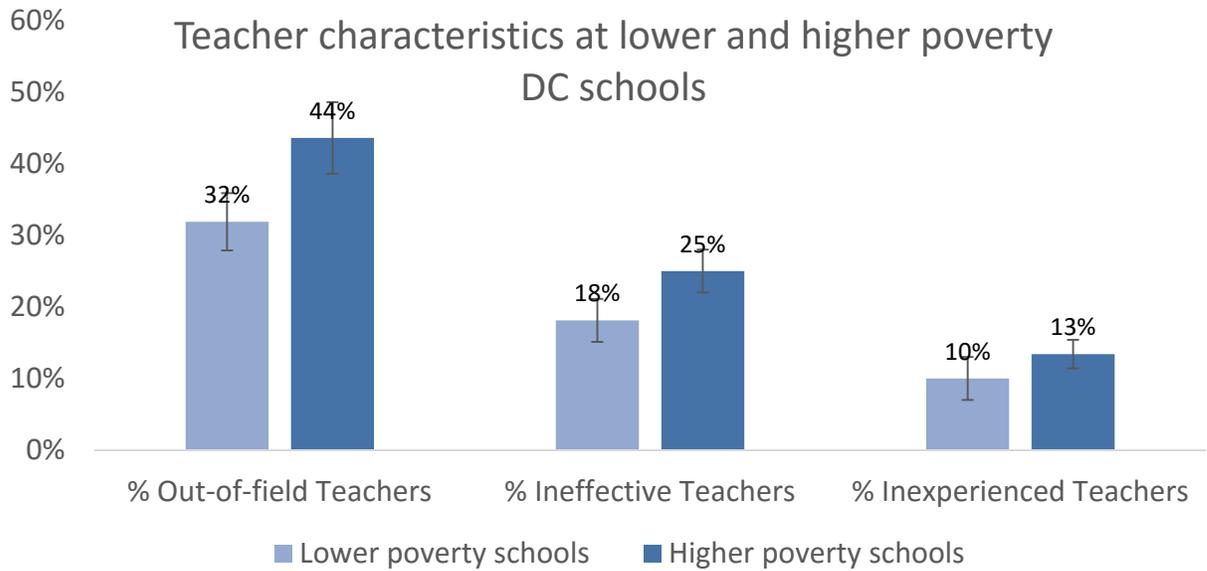
*For this year’s plan, out-of-field is defined by teachers who were not Highly Qualified based on the No Child Left Behind definitions. Following the 2016-17 school year, OSSE will reestablish a baseline using the definition above.

+For this year’s plan, inexperienced is defined by teachers who are in their first year. Following the 2016-17 school year, OSSE will reestablish a baseline using the definition above.

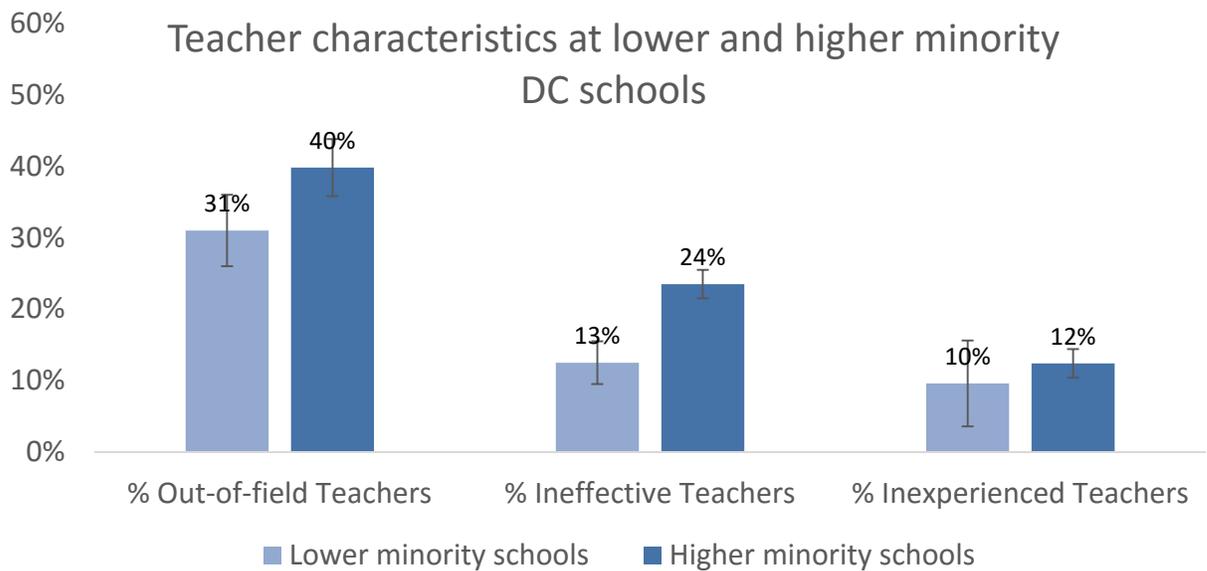
B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

The following graphs depict the results of OSSE’s analysis of data collected during the 2015-16 school year (or what is accurate).

By Poverty



By Minority



- C. Public Reporting.** Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):
- i. The rates and differences in rates calculated in 5.3.B;
 - ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;

- iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
- iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

OSSE will report annually on the equity gaps and the implementation of the strategies described in this plan. The annual report will be posted on: <http://osse.dc.gov/service/elementary-secondary-specialized-education-esse>. Please note that OSSE is re-organizing its website, and this link may change. The data will be reported annually on an accessible page along with other data resources and reports published by OSSE. For example, please see <http://www.learnDC.org/>.

D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

OSSE conducted a qualitative root-cause analysis to uncover the factors driving the disproportionate rates in access to ineffective, out-of-field and inexperienced teachers presented in Appendix B. During the development of the 2015 Equitable Access Plan, OSSE sought feedback from teachers and leaders around the root causes of equity gaps. OSSE also held conversations with LEA leaders and completed a review of relevant research. Since the release of the Equitable Access Plan, OSSE has continued these conversations on an ongoing basis.

OSSE used the results of this root-cause analysis to develop aligned strategies. Both root causes and aligned strategies are presented in the table below (see section 5.3.E).

E. Identification of Strategies. If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:

- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and
- ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

This section presents strategies that OSSE, in partnership with its stakeholders, will take to address root causes of DC's inequitable distribution of effective teachers. The table below presents the results of the root-cause analysis, and introduces the aligned strategies that OSSE will implement to eliminate disproportionate rates of ineffective teachers.

Table for 5.3D and E - Potential Root Causes and Strategies

As of 2015, the District of Columbia has used qualitative discussions with teachers and leaders to identify the potential root causes of educator equity gaps and undertaken the strategies below. OSSE will continue its implementation of the following strategies to respond to the identified root causes. These strategies are described in more detail in the Equitable Access Plan in Appendix D.

Potential Root Cause		Strategy
Teacher Preparation Program Misalignment	<ul style="list-style-type: none"> Teaching at high-need schools reflects inadequate preparation for managing behaviors and social emotional challenges. 	<ul style="list-style-type: none"> Use data to identify teacher turnover trends, examine needs and support strategic staffing efforts (DC Staffing Data Collaborative) Provide high need schools with high quality professional development related to evidence-based behavior intervention models
Lack of Data on Preparation Outcomes	<ul style="list-style-type: none"> A lack of robust data on teacher preparation program outcomes makes it difficult to know which programs effectively prepare teachers for high-need schools, and how programs can improve. 	
Inadequate Teacher Supply	<ul style="list-style-type: none"> A shortage in supply prevents principals at high-need schools from having access to high-quality teaching candidates. 	
Principal Leadership	<ul style="list-style-type: none"> A lack of effective leadership practices can exacerbate the challenges of teaching at high-need schools. A lack of voice in decisions may drive teachers away from high-need schools. A lack of a strong culture of collaboration may drive teachers away from high-need schools. A lack of school-wide procedures that eliminates misbehaviors may drive teachers away from high-need schools. A lack of planning schedules that allows teachers to focus on preparation and instruction may drive teachers away from high-need schools. 	<ul style="list-style-type: none"> Refine and disseminate OSSE evidence-based principal competency rubric Provide high need schools with high quality professional development related to evidence-based behavior intervention models Explore possibilities for optional additional supports and technical assistance (see below)
Teacher Support	<ul style="list-style-type: none"> Insufficient supports around non-academic challenges like social-emotional issues and family engagement may drive teachers away from high-need schools. Insufficient coaching support beyond teachers' first year and throughout teachers' careers may drive teachers away from high-need schools. 	<ul style="list-style-type: none"> Provide high-need schools with high-quality professional development related to evidence-based behavior intervention and parent engagement models
Differentiated Evaluation and Compensation	<ul style="list-style-type: none"> Misalignment between teachers' evaluation and compensation systems and the unique challenges of high-need schools may drive teachers away from high-need schools. 	<ul style="list-style-type: none"> Continue support of DC state teacher evaluation model

In addition to the continuing the strategies discussed above, OSSE is engaging a wide range of stakeholders to consider and develop additional strategies for improving access to excellent teachers in high-need schools including:

- **Principal Leadership Support:** After a thorough stakeholder feedback process, OSSE may explore new strategies including:
 - Offering a principal leadership cadre opportunity, similar to the Master Teacher Cadres discussed in Section 5.2B;
 - Optional guidance to LEAs around evidence-based competencies for effective principals;
 - Developing data infrastructure and identifying principal pipeline needs (DC Staffing Data Collaborative); and
 - Developing an optional model principal evaluation system that LEAs may choose to adopt, similar to the Model Teacher Evaluation System pilot program in Section 5.2A.
- **Talent Information Hub:** A state-level human capital management system that will generate information on teacher shortage and support LEAs in the hiring process.
- **Staffing Data Collaborative:** Support participating LEAs with coaching on implementing the recommendations on hiring and retention, which they receive on their annual report.

F. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating **all** differences in rates.

The goals below were established based on 2015-16 school year data. In this plan, OSSE introduces a new educator equity data collection plan that would meet the proposed definitions for out-of-field and novice. Thus, OSSE plans to reset the long term goals following the 2016-17 school year reporting, to match these definitions.

Effective Teachers

By 2021, the difference in the rate of ineffective teachers between high-need and non-high-need schools will be eliminated.

Income Goals

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
7%	6%	5%	4%	2%	0%

Minority Goals

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
11%	9%	7%	5%	3%	0%

Out-of-Field Teachers

By 2021, the difference in the rate of out-of-field teachers between high-need and non-high-need schools will be eliminated.

Income Goals

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
11.7%	10%	8%	6%	3%	0%

Minority Goals

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
8.8%	8%	7%	5%	3%	0%

Experienced Teachers

By 2019, the difference in the rate of novice teachers between high-need and non-high-need schools will be eliminated.

Income Goals

2015-16 Gap	2016-17 Gap	2017-18 Gap	2018-19 Gap	2019-20 Gap	2020-21 Gap
3.4%	3%	2%	0%	0%	0%

Minority Goals

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2.8%	2%	1%	0%	0%	0%

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under

those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

Supporting Early Learning and an Effective Transition to Elementary School

DC leads all other states in universal access to early childhood education, starting at age 3. To improve quality, OSSE operates the following early learning initiatives:

- *Child Care Licensing and Monitoring* for programs serving students from birth onward, using the Head Start Community Family and Community Engagement Framework;
- *Quality Improvement Network (QIN)* to connect infant and toddler child development centers and homes to training and resources for health, mental health, nutrition, and family engagement and support services;
- *Quality Rating and Improvement System (QRIS)* pilot program, which began in April 2016, to promote research-based quality standards for child development programs serving children birth to age 5 across DC's three sectors, focus center directors' improvement efforts and provide parents key information they can use to select a program;
- *Common Core Early Learning Standards (DC-CCELS) and School Readiness Goals* to inform early educators' professional development in essential domains, including language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development;
- *Early Development Instrument (EDI)* to assess more than 4,400 pre-K 4 students to determine whether or not students are vulnerable, at-risk, or on-track in each of five domains. OSSE will continue to share the EDI data with various community partners to stimulate action at a neighborhood level that will inform and target the allocation of community resources; and

- *Classroom Assessment Scoring System (CLASS)* observations of teacher-child interactions in all publicly funded pre-K classrooms, with program- and classroom-level reports, training, and data engagement meetings to improve practice and instruction.

K-12 Education: Support for All Students

OSSE supports high expectations for all students in K-12 education. Evidence of OSSE's support of all learners is highlighted through the following initiatives:

- *Academic Standards:* In addition to being an early adopter of the Common Core State Standards in reading and mathematics, DC has rigorous state educational standards in arts, health and physical education, science, social studies, technology, and world language. LEAs, families, students, and other educational stakeholders are equipped with an understanding of what students are expected to know and be able to do at each grade level, so that students are best positioned for smooth transitions from preschool through grade 12 and beyond.
- *Data-Driven Planning:* In addition to setting rigorous standards, OSSE has used data to inform the development of multi-year strategic plans for increasing STEM education in DC and accelerate the success of ELs, students with disabilities, students experiencing homelessness students, and students who are delinquent, neglected, or at-risk.
- *Tiered Technical Assistance and Intervention Model:* As described in Section 2.2, this model ensures LEAs have the support to implement evidence-based instructional strategies that ensure students remain engaged and make progress toward graduation. The system provides the most intensive support to many schools with the District's most vulnerable students, including low-income and low-achieving students.
- *Supporting the Transition from Middle to High School:* The transition from the eighth to ninth grade is a critical time for students. To address this challenge, OSSE and Raise DC launched in 2016 a data-sharing initiative among public charter and DCPS middle and high schools to quickly, securely, and consistently transfer critical student data for rising ninth graders to their new LEAs. In its pilot year, the Student Information Exchange saw participation from 11 LEAs representing 31 middle school campuses and 16 high school campuses, reaching more than 2,000 ninth graders. As a result of this process, participating schools were able to plan more effectively for incoming students, promote early interventions, and establish relationships between staff and new students.
- *Rigorous Instruction and Transition Support for Students with Disabilities:* Students with disabilities each have Individualized Education Programs (IEPs) aligned to the Common Core State Standards and receive support through testing accommodations, including alternative assessments aligned to alternate achievement standards (AA-AAS) for those students with the most significant cognitive disabilities. Through the State Systemic Improvement Plan (SSIP), created in accordance with the federal IDEA, OSSE will implement several state-level strategies to increase the District of Columbia's rate of success in preparing students with disabilities for graduation. Supported by a variety of state-level professional development offerings, the strategies are evidence-based practices aimed at improving overall student retention and dropout preventing while focusing on better equipping schools and students to succeed during the crucial transition from eighth to ninth grade.
- *Supporting English Learners:* DC is an active member of the multi-state World-class Instructional Design and Assessment (WIDA) consortium, and uses its English Language Development (ELD) standards and professional development materials. Additional information on OSSE's support for

educators serving ELs is provided in Section 5.2B.

- *Health and Wellness Standards and Assessments:* OSSE recognizes the crucial link between student health and academic achievement. OSSE administers the Centers for Disease Control and Prevention's (CDC) Youth Risky Behavior Surveillance Survey (YRBS); CDC School Health Profiles; the annual DC Healthy Schools Act school survey on physical education time, health education curricula, and health professionals at each school; and an annual health and physical education assessment that shows student knowledge in health-related topics, such as nutrition, disease prevention, and safety skills.
- *Combating Bullying and Improving School Climate:* OSSE is partnering with a local research firm and the DC Office of Human Rights in the 2016-17 school year to initiate a school climate project in 30 middle and high schools, using the Department of Education's School Climate Survey and the Safe Schools Certification for technical support. Participating schools may apply for school climate grants.
- *Family and Community Engagement Framework.* In the 2017-18 school year, OSSE will launch a framework for effective community and parent engagement in all wards, including feedback from parents in underserved communities. The framework will create citywide parent and student advisory panels to inform the agency's work and to share information with families; connect with community partners to support schools and families; and provide training and technical assistance to parents on ways to navigate the educational system to support their children.
- *Partnerships with External Agencies:* OSSE will continue partnering with other DC and non-governmental agencies to support students who are immigrants and/or ELs, students with disabilities, and students who are in foster care, are experiencing homelessness, who may be neglected, delinquent, and at-risk. For example, OSSE's partnership with the Department of Behavioral Health links the majority of LEAs with school-based mental health support, and OSSE's partnership with the Child and Family Services Agency produced clear joint guidance to LEAs related to ESSA's new requirements regarding effectively supporting students in foster care. OSSE provides monitoring to ensure neglected, delinquent, and at-risk students are receiving quality instruction and transitioning effectively after detention.

Helping Students Transition from Secondary Education to College and Careers

- *OSSE's College and Career Readiness Unit* supports administration of the SAT to all seniors and juniors during SAT School Day; supports SAT prep classes, dual enrollment, and the Advancement Via Individual Determination (AVID) program; provides professional development for school counselors and college access providers; and coordinates the Free Application for Federal Student Aid (FAFSA) Completion Tool, which provides up-to-date information on FAFSA completion to high school counselors during the college application season.
- *Supporting Students with Disabilities in Secondary Transition:* OSSE provides a number of trainings and resources to assist educators, families, and students in addressing the needs of students with disabilities who are preparing to transition from high school to postsecondary employment, education/training, and independent living. Additionally, OSSE provides intensive technical assistance to assist schools in crafting appropriate and meaningful transition plans.
- *DC Tuition Assistant Grant (DC TAG)* provides up to \$10,000 for tuition at public institutions of higher education nationwide, providing 4,425 students with DC TAG awards in 2016.

- *Career and Technical Education (CTE)*: OSSE supports 34 programs of study across 11 career clusters, such as business administration, health and medical sciences, information technology, and STEM. OSSE also supports DC Career Academy Network (DC-CAN), 14 schools-within-schools that enroll more than 1,000 students in industry partnerships and work-based learning.
- *Dual Enrollment*: To give students exposure to college coursework and enable them to earn college credit while in high school, OSSE supports dual enrollment slots for 360 students at the George Washington University, Howard University, and the University of the District of Columbia. OSSE funding provides books, fees, and transportation, as well as tuition at UDC.

A. The State’s strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

As noted in Section 6.1A, OSSE plays a key role in establishing and supporting equitable access to a well-rounded education through 1) adopting rigorous learning standards, and 2) providing LEAs with support, which includes foundational and specialized professional development, tiered technical assistance, and interagency linkages. These state-level activities are designed to acknowledge each LEA’s unique context while ensuring that all students, including students who are vulnerable, are able to meet rigorous standards and graduate college- and career-ready. In addition, OSSE employs the following strategies to ensure equitable access to rigorous coursework for underrepresented students:

- *Advanced Coursework and College Entrance Exams for Low-Income Students*: Advanced Placement (AP) courses prepare students for college-level work, and successful AP exams can help students enter college with college credit. According to the College Board, low-income students make up 48.1 percent of the national population, but only 27.5 percent of AP test takers. However, DC has the best representation of low-income and minority students taking AP and International Baccalaureate (IB) courses. In fact, OSSE data shows that between the 2013-14 and 2015-16 school years, DC had a 20 percent increase in exams taken by students eligible for Free and Reduced-Price Meals (FARM). For several years, OSSE covered low-income students’ AP and IB test fees using the federal Advanced Placement grant program, supporting LEAs to administer more than 5,000 AP exams annually. OSSE plans to use funding from its ESSA Title IV, Part A state set-aside to continue helping cover test fees for low-income students, and in November 2016 OSSE issued public guidance to LEAs on how they may use their LEA formula funding from Title IV, Part A grants to help cover AP and IB test fees in the absence of the previous federal program.
- *Well-Rounded Credit Requirements and Competency-Based Learning*: In order to receive a regular diploma in DC, students who enroll in ninth grade must earn 24.0 credits (or Carnegie Units) in a well-rounded array of subjects, including English, mathematics (including Algebra I, Geometry, and Algebra II), science (including three lab sciences), social studies (including World

History 1 and 2, United States History; United States Government, and District of Columbia History), world language, art, music, health and physical education. In addition, OSSE and SBOE allowed LEAs to pursue competency-based learning instead of standard seat-time graduation requirements. This flexibility allows schools to individualize instruction, target supports, and meet individual student needs.

- *Statewide Plan for Advancing STEM Education:* DC’s statewide partnership works to prepare all students to graduate high school with STEM mastery and increase the number of students who major in STEM fields in college and enter STEM careers. Programming has included more rigorous science standards, more quality STEM training opportunities for both classroom and out-of-school time educators, and programming to increase participation in robotics, engineering, and computer science. OSSE also established the DC STEM Network, which includes partners from local institutions of higher education, parent and family organizations, out-of-school and informal educators, K-12 educators, and organizations to improve equitable access to high-quality STEM education throughout the city. Over the course of two years, the network has engaged more than 250 community partners, developed programming and tools, and launched a program to increase parent and family engagement and awareness in STEM.
- *State English Learner (EL) Action Plan:* As the EL student population continues to rise, so does the need for additional development of policies, practices, and supports for leaders and teachers across the District of Columbia. The State EL Action Plan was developed to ensure critical steps that create supporting conditions to enhance language development programs for EL students, increase learning opportunities for educators, and ultimately ensure that ELs can succeed in every classroom in DC. The plan outlined key strategies designed to expand support and increase success for our most linguistically and culturally diverse students through four strands of work that we see as critical levers for change: revised regulations and guidance; increased program and professional learning opportunities for teachers and leaders; assessments and data support for LEAs; and enhanced LEA monitoring and compliance activities.
- *State Systemic Improvement Plan (SSIP) for Students with Disabilities:* Created in accordance with IDEA and in partnership with the U.S. Department of Education’s Office of Special Education Programs (USED OSEP), OSSE will implement several state-level strategies to increase the District’s rate of success in preparing students with disabilities for graduation. Supported by a variety of state-level professional development offerings, the strategies are evidence-based practices aimed at improving overall student retention and dropout preventing while focusing on better equipping both schools and students to succeed during the crucial transition from eighth to ninth grade.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

- C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy,

and affirming school environments inclusive of all students to reduce:

- i. Incidents of bullying and harassment;
- ii. The overuse of discipline practices that remove students from the classroom; and
- iii. The use of aversive behavioral interventions that compromise student health and safety?

Yes. If yes, provide a description below.

No.

D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

Yes. If yes, provide a description below.

No.

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

Yes. If yes, provide a description below.

No.

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

- i. Describe the process and criteria that the SEA will use to waive the 40 percent school-wide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the school-wide program will best serve the needs of the lowest-achieving students in the school.

The SEA will use 40 percent poverty as the threshold for schools to operate a school-wide program, in which Title I funding improves the school's entire educational program.

Note that federal law requires schools to serve 35 percent students in poverty in order to receive Title I funding. Schools with a student attendance area or enrollment of 35 - 39.9 percent students in poverty will be identified as a Targeted Assistance School (TAS) under ESEA Sec. 1115, and must focus their Title I funding on serving at-risk students.^{xvi}

Local Education Agencies (LEAs) with Targeted Assistance Schools may apply for a waiver to operate a schoolwide program. To apply for schoolwide status on behalf of a school, an LEA must indicate their intent to the SEA via the annual consolidated application. The SEA will provide the LEA an approval or denial of the waiver through the review of the consolidated application.

Considerations will include the educational need for schoolwide status, which may include:

- a. Size of the school; and

- b. The benefit schoolwide status will provide to lowest-achieving students.

A LEA opening for the first time will operate as a TAS for at least one year. Operating as a TAS model provides the school with experience in identifying and serving the most at-risk students to ensure that strategies and interventions will continue to be in place for those students that are at risk of not meeting the challenging State academic standards as required under Section 1114(b)(7)(A)(iii) of the ESEA.

B. Title I, Part C: Education of Migratory Children.

- i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

This is not applicable for DC. OSSE does not use Title I Part C funding for the education of migratory children.

- ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

This is not applicable for DC. OSSE does not use Title I Part C funding for the education of migratory children.

- iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

This is not applicable for DC. OSSE does not use Title I Part C funding for the education of migratory children.

- iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

This is not applicable for DC. OSSE does not use Title I Part C funding for the education of migratory

children.

- v. Describe the unique educational needs of the State’s migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State’s most recent comprehensive needs assessment.

This is not applicable for DC. OSSE does not use Title I Part C funding for the education of migratory children.

- vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

This is not applicable for DC. OSSE does not use Title I Part C funding for the education of migratory children.

- vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

This is not applicable for DC. OSSE does not use Title I Part C funding for the education of migratory children.

- viii. Describe the SEA’s priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with “priority for services” under section 1304(d) of the ESEA, including:

1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

This is not applicable for DC. OSSE does not use Title I Part C funding for the education of migratory children.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

- i. Describe the SEA’s plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

OSSE strives to best support LEAs in implementing innovative, effective services while maintaining a robust monitoring system to ensure the needs of District students are met. The same support is also provided to the District of Columbia Department of Youth Rehabilitation Services (DYRS), the District of Columbia juvenile

justice agency which administers detention, commitment, and aftercare services for youth committed to DYRS' legal custody. DYRS is also the District's only ESSA Title I, Part D subgrantee.

To ensure interagency coordination for the provision of educational services to committed youth, including assisting in the transition of children and youth between correctional facilities and locally operated programs, in 2012, OSSE, DYRS and District of Columbia Public Schools (DCPS) entered into a memorandum of agreement (MOA) that delineates the responsibilities of each agency. This MOA was amended in 2014 and 2016. Per this agreement, DYRS is the public agency responsible for ensuring access to a free appropriate public education for youth committed to DYRS custody and attending school at the New Beginnings Youth Development Center (New Beginnings), a long-term secure juvenile rehabilitation facility operated by DYRS.

The purpose of the MOA is to clarify each participating agency's responsibility for improving educational outcomes for youth committed to DYRS by minimizing disruption in general and special educational services during times of transition between DYRS placements, including assisting in the transition of children and youth between correctional facilities and locally operated programs. Activities in the MOA include, but are not limited to: facilitation of records transfer, oversight and monitoring of educational service delivery, oversight and monitoring on provision of a free and appropriate public education (FAPE), and ensuring required accommodations are delivered to youth with disabilities while under the commitment of DYRS. To ensure compliance with all components of the MOA, the agencies meet on a regular basis to review student placement status and develop a plan to address any related issues that may impact continuity of service delivery and/or compliance with federal and local law. Furthermore, as a component of the MOA, the participating agencies collaborate to ensure appropriate data sharing procedures. All student educational records shall be shared, consistent with requirements imposed by federal and District of Columbia law and in compliance with the MOA. This information will be maintained in the District's Student Longitudinal Education Data System (SLED).

- ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

It is OSSE's expectation that students who are Neglected, Delinquent, or At-Risk (NDA) are provided the same access to high-quality education as all students in the city, and that programs serving this population meet the same academic and graduation rate goals.

In addition, OSSE has established the following program objectives and outcome goals for the 2016-17 school year:

Goal	Objectives	Performance measures
<p>Goal #1 (Reading): Students attending a Title I, Part D funded correctional facility will have an opportunity to access and receive high quality education.</p>	<p>All students who enter a Title I, Part D funded correctional facility will demonstrate gains in reading.</p> <p>Students who enter the program below grade level and who are served in the facility for at least 90 days will demonstrate an increase in their reading scores by an average of at least 10%, between pre-test and post-test using an OSSE- approved assessment.</p>	<p>Consolidated State Performance Report (CSPR)- pre- and post-test assessment data.</p>
<p>Goal #2 (Math): Students attending a Title I, Part D funded correctional facility will have an opportunity to access and receive high quality education.</p>	<p>All students who enter a Title I, Part D funded correctional facility will demonstrate gains in math.</p> <p>Students who enter the program below grade level and who are served in the facility for at least 90 days will demonstrate an increase in their math scores by an average of at least 10%, between pre-test and post-test using an OSSE-approved assessment.</p>	<p>Consolidated State Performance Report (CSPR)- pre- and post-test data.</p>
<p>Goal #3 (Transition): Students attending a Title I, Part D funded correction facility will access services that will enable them to transition successfully from the facility to an academic or vocational program.</p>	<p>85% of students who exit from a Title I-D funded correctional facility will enroll in an academic or vocational program upon exit and demonstrate continued enrollment or attain a high school diploma or GED 90 calendar days after exiting the facility.</p>	<p>Consolidated State Performance Report (CSPR)- 90 day enrollment data.</p>

A key component of OSSE’s work is to ensure that all subgrantees remain in compliance with federal and local requirements. Because students served by DYRS are highly mobile, OSSE’s oversight of DYRS is focused on DYRS’ ability to ensure continuity of each student’s educational program in order to mitigate the impact of high mobility often present in this population. In addition to reviewing the agency’s annual grant application to ensure that the program is effectively designed to improve the academic, career, and technical skills of children in the program, OSSE annually monitors program implementation via on-site visits to facilities, database reviews, staff and parent interviews, reviews of student records, and self-assessments.

D. Title III, Part A: Language Instruction for English Learners and Immigrant Students.

- i. Describe the SEA’s standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
 1. Include a score of proficient on the State’s annual English language proficiency assessment;
 2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
 3. Not include performance on an academic content assessment.

Overview: State Entry and Exit Procedures

The state has developed standardized entrance and exit procedures for ELs, which are explained in more detail below.

These procedures have been shared with Title III grantees, and grantees are monitored biennially to ensure compliance. However, through LEA technical assistance sessions and stakeholder feedback, we have identified the need to strengthen awareness of standardized procedures across all LEAs, potentially make modifications to exit criteria, and provide intense LEA training on the identification and exiting process.

Identification of English Learners

ESSA Sec. 3113(b)(2) requires that in order to receive federal Title III funds, OSSE must provide “an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.” Under Secs. 1112(b)(3)(A) and (B), LEAs receiving Title III funds must notify parents of EL students about the entrance and exit criteria, educational program, and parental rights in the first 30 days of the school year or first two weeks of EL placement.

OSSE has developed processes and procedures to accurately and timely identify ELs. These procedures were put in place to ensure ELs equal access to education services in the District of Columbia, pursuant to Title IV of the Civil Rights Act of 1964.

These state-mandated procedures include:

(a) LEA administration of the OSSE Home-Language Survey

The Home Language Survey is an OSSE-developed parent questionnaire, designed to ensure potential EL students ages 3-21 are identified upon school enrollment by parents or guardians. Parents or guardians complete the Home Language Survey, and LEA staff use this tool to determine if students should participate in language pre-screening or not based on parent responses to specific questions. The tool includes instructions for LEA staff on how to proceed once the survey has been completed, and how to determine if the student should be assessed for language proficiency. LEAs include the document within enrollment packets and work to ensure a 100 percent completion rate by all parents. Based on stakeholder feedback, the OSSE Home Language Survey questionnaire will be revised to strengthen identification of potential ELs and ensure all students who need EL services are captured and assessed. This revision will aim to more accurately identify students in need of EL services. The Home Language Survey is available in the following languages: English, Spanish, French, Chinese, Vietnamese, and Amharic.

(b) LEA administration of state-approved pre-screeners

OSSE has adopted state-approved pre-screeners that LEAs must administer to all potential ELs to accurately determine EL status and proficiency level in a timely fashion. Students who are in pre-K are administered the Preschool IDEA Oral Language Proficiency Test (Pre-IPT), kindergarten students participate in the WIDA ACCESS Placement Test (K W-APT) or MODEL, and students in grades 1-12 are screened using the W-APT or WIDA Screener. If students score below proficiency level on either of the aforementioned pre-screeners, students are moved into EL status, they receive services, and they eventually participate in the state-administered language proficiency assessment, ACCESS for ELLs. To improve timely and accurate administration of pre-screeners, OSSE will build partnerships with LEAs and provide technical assistance to strengthen staff development, as necessary.

(c) State administration of the annual English language proficiency assessments

As a member state of the WIDA consortium, OSSE administers the ACCESS for ELLs assessment annually. This assessment provides individual student-level data on language growth and proficiency, and ensures ongoing identification and EL status. All ELs must participate in the annual assessment. In DC, many students, including ELs, move between public and public charter schools often. The OSSE Statewide Longitudinal Education Data (SLED) database houses historical student-level ACCESS for ELLs performance scores. LEAs use this database to determine EL status of students transferring within the system after enrollment. ACCESS for ELLs test-administrator training is on-going.

These processes and procedures were put into place and will continue under ESSA to ensure all ELs are identified and that differentiated program services are delivered as a result. To ensure all LEAs are well-equipped to accurately identify ELs, OSSE has developed and will continue to refine resources, and will provide technical assistance to LEAs to strengthen identification processes as necessary.

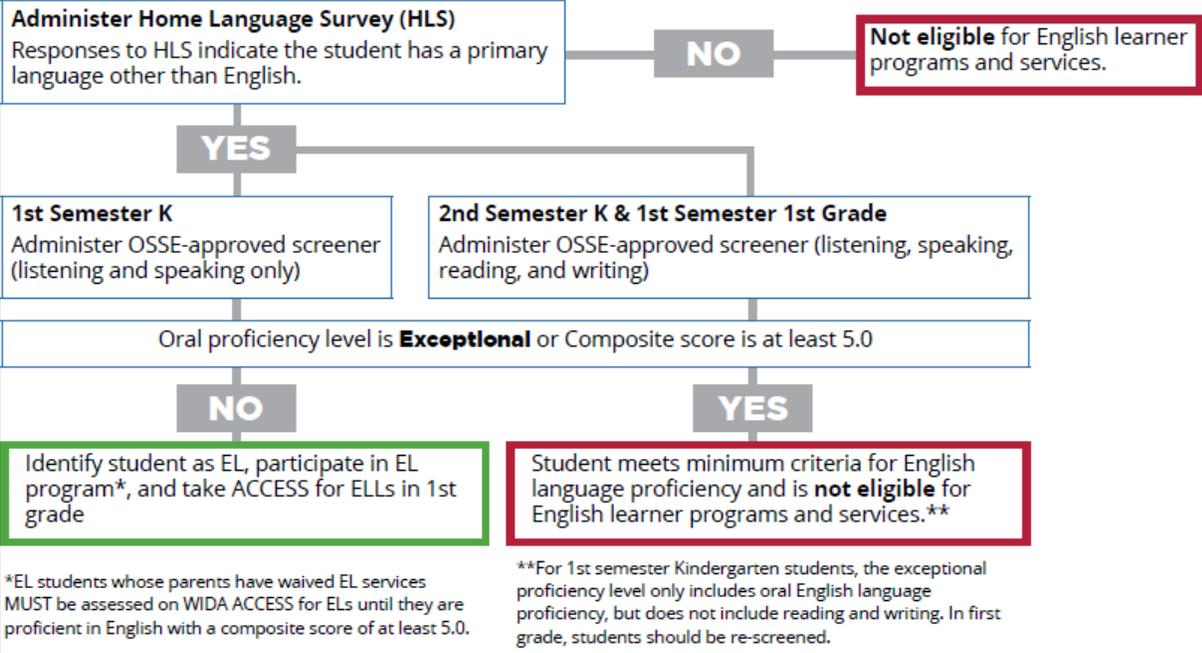
Strengthening Entrance Procedures

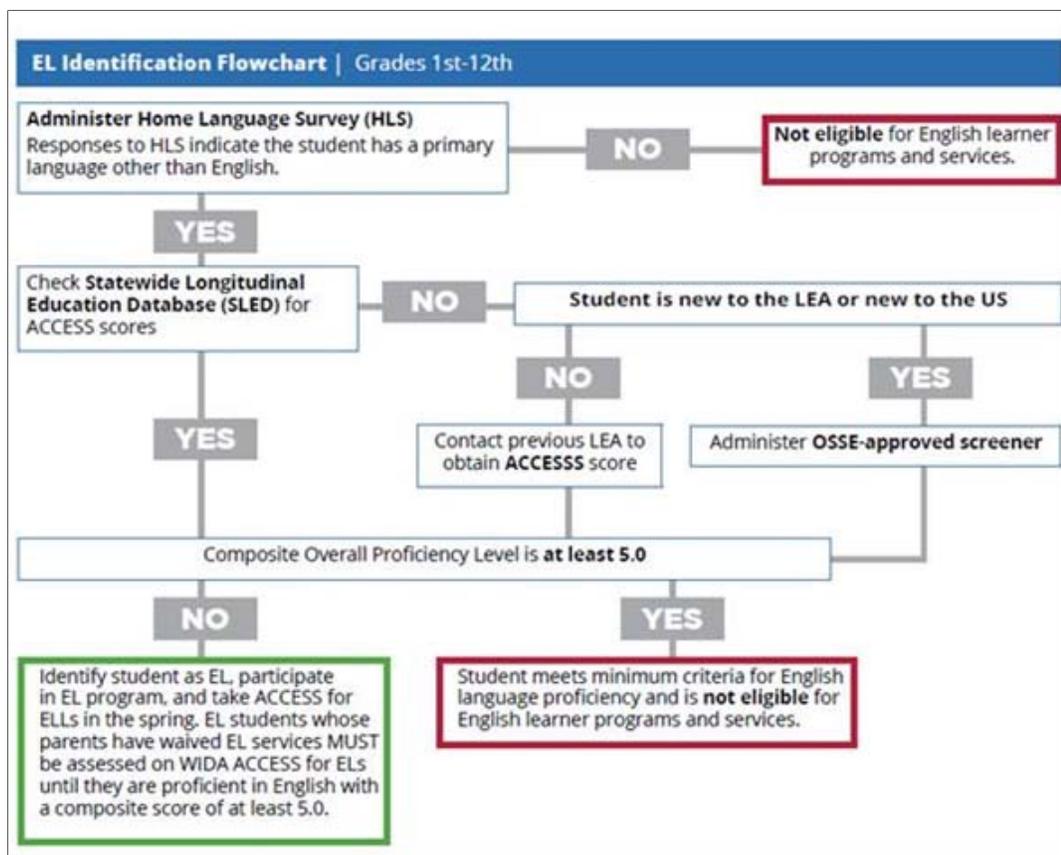
OSSE is partnering with our regional technical assistance center, the State Title III Advisory Committee, and stakeholders to perform an analysis of the OSSE Home Language Survey to determine revisions. Essential revisions will include adding questions or revising current questions to best clarify student need for language screening in order to ensure no students are missed.

OSSE will make available intensive school-personnel and leadership trainings on the complete identification process to improve services for ELs, in addition to sharing and facilitating discussions around promising practices in differentiated support for ELs at varying levels once they have been identified. These trainings, and in some cases targeted technical assistance, will also focus on mitigating any potential barriers that may impede on an LEA or school's ability to ensure these procedures are executed. Lastly, trainings will provide best practices to school personnel on how to effectively communicate with parents and guardians to ensure an understanding of the screening process along the way. OSSE will make available to LEAs turn-key tools to strengthen schools' parent communication in this area moving forward. These additional technical assistance efforts will begin during the 2017-18 school year.

Below are flowcharts that outline identification procedures for ELs in the District of Columbia:

EL Identification Flowchart | K & 1st grade students





Exit Criteria and Reclassification Procedures

DC uses a standardized single-criterion exit procedure for EL students. Students in grades K-12 who reach a composite score of level 5 (in the four domains of listening, speaking, reading, and writing) on the WIDA ACCESS for ELLs 2.0 annual assessment are exited from services and are reclassified as former ELs. All eligible ELs participate in the assessment, and performance is longitudinally tracked within our SLED database.

ELs who are identified as pre-K students remain in EL status during their pre-K schooling. Students should only be administered a screener one time, unless the student is exceptional in oral language, but has not demonstrated proficiency in all four language domains. Students are assessed in spring during kindergarten or first grade by participating in all four domains of the ACCESS for ELLs summative assessment. A score of 4.9 or below on the ACCESS for ELLs qualifies those students for EL services.

After thorough research, consultation with experts, and discussions with WIDA, we have determined that our current English proficient performance standard is strong, and will continue as the standard for English

proficiency moving forward. However, since ACCESS for ELLs has been recently updated to ACCESS for ELLs 2.0 during the 2015-16 school year, OSSE will perform another analysis after the third year of administration to determine if the English proficient performance standard needs to be adjusted.

Stakeholders and experts have encouraged states to consider additional criteria for student exit, in addition to a score of proficient on the state's annual English language proficiency assessment. After coordination with stakeholders, OSSE plans to develop and conduct a pilot to explore the integration of complementary evidence in reclassification procedures. The pilot study will be developed in consultation with our regional technical assistance service provider, the Intercultural Development Research Association, and will be conducted between the 2017-18 and 2018-19 school years. We also will work with WIDA and consult national experts to conduct more research on establishing minimum domain score targets in literacy as additional criteria, and will revisit potential modifications to exit criteria upon conclusion of these activities.

Removing EL Designation from Students Erroneously Identified

OSSE is developing safeguards to address misidentification of ELs, which will be in place by the 2017-18 school year. These safeguards will be consistent with federal civil rights obligations.

Entrance and exit procedures and criteria are outlined in OSSE's EL guidebook, "Delivering Services to English Learners: A Guidebook for Administrators, Instructional Leaders, and Teachers in the District of Columbia": http://www.learndc.org/sites/default/files/resources/EL_BOOK_FINAL.pdf

An updated version of the EL guidebook will be developed and released as we transition into ESSA during the 2017-18 school year. All new requirements under ESSA will be included.

E. Title IV, Part B: 21st Century Community Learning Centers.

- i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

OSSE will submit this application separately for the September deadline.

- ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

OSSE will submit this application separately for the September deadline.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

- i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

This is not applicable to DC because we do not receive funding for the Rural and Low-Income School

Program.

G. McKinney-Vento Act.

- i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

OSSE partners with a variety of agencies serving families experiencing homelessness in order to facilitate the timely provision of educational support. To implement a data- and results-driven program, OSSE has established partnership agreements with the Child and Family Services Agency via its contractor The Community Partnership for the Prevention of Homelessness (TCP), the DC Department of Human Services (DHS), and LEAs. TCP coordinates the District of Columbia's integrated system of care, including prevention services, street outreach efforts, emergency shelter, transitional housing, and permanent supportive housing for individuals and families experiencing homelessness. TCP sends to OSSE a monthly data feed, based on families opting-in to data collection, with information on school-aged residents who have interacted with TCP services during the previous month. OSSE uses these data to identify which individuals are experiencing homelessness and, when possible, also identify nighttime residency status and unaccompanied youth status.

Each partner providing data on students experiencing homelessness is required to comply with the Family Educational Rights and Privacy Act (FERPA), a federal law that protects children's education records, including information regarding unstable housing. Once the data are integrated in OSSE's data systems, secure access is limited to those who require it for legitimate educational purposes and who have completed privacy training. Users must use credentials issued and managed by OSSE in order to ensure that the information is only shared with individuals expressly authorized to receive the information.

OSSE's secure sharing of information on students experiencing homelessness received through the TCP monthly data feed allows schools to identify and provide supports to students identified as homeless in a more timely manner. In accordance with guidance from OSSE's Homeless Education Office, each homeless liaison is expected to reach out to families who have been identified as experiencing homelessness by the TCP feed to notify them of additional educational supports, such as transportation assistance and school uniforms. OSSE is one of the only states to receive information on which students are homeless from a source outside of schools, which is significant as this coordination and data sharing can have a dramatic, positive impact on the educational experience of homeless students.

After meeting with each homeless student and/or parent to assess their areas of need and determine the educational supports required, the LEA or school-based homeless liaison electronically enters important information for each student, such as their nighttime residency status and areas of need as identified or requested by the parent or student. These data sources are used to populate a new McKinney-Vento Act online data system to create transparent, accessible and comparable data for homeless students in the District while meeting federal reporting requirements. OSSE uses the online data system to view DC-wide aggregate or disaggregated homeless student data, determine measurable outcomes to evaluate program effectiveness,

and align program activities to needs identified through data analysis. OSSE will continue to use this critical information to generally improve comprehensive educational services and supports for children and youths experiencing homelessness in the District.

- ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

OSSE offers professional development trainings and webinars for LEA and school-based homeless liaisons, enrollment personnel, new school leaders, specialized education personnel, early childhood professionals, emergency and transitional shelter staff, and other personnel who may work with children and youths who are experiencing homelessness to disseminate information about best practices. Individualized training is provided to DC government and community-based agencies that serve homeless residents in order to increase awareness of the issues faced by families experiencing homelessness, available resources, and the rights of every homeless child and youth to receive free, appropriate, public educational opportunities.

OSSE will continue to offer annual trainings for LEA and school-based homeless liaisons focusing on the responsibilities of homeless liaisons, homeless student data reporting tools, resources available to support students and families experiencing homelessness, and current trends that impact the homeless students that we serve. OSSE will continue to partner with the DC government's community-based organizations that provide housing and other services for homeless and runaway youth to provide quality trainings focusing on trafficked, LGBTQ, and runaway children and youth experiencing homelessness. Recent stakeholder feedback helped OSSE identify additional important training topics that also will be offered for school personnel each upcoming school year, including developing sensitivity, removing stigmas and barriers, implementing appropriate residency verification techniques, and identifying additional funding resources.

In addition to these offerings, OSSE encourages LEA and school-based staff to participate in online training opportunities offered through the National Center for Homeless Education (NCHE) and the National Association for the Education of Homeless Children and Youth (NAEH CY).

- iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

OSSE continues to provide guidance to LEAs that under the McKinney-Vento Act, LEAs are required to permit the identified homeless student to remain enrolled in the LEA and receive educational supports throughout the duration of the dispute resolution process if a dispute or appeal is requested on a local, state, or federal level. Additionally, OSSE conducts outreach to parents, unaccompanied youth, and community partners to ensure that parents are aware of their rights and can immediately receive assistance from OSSE to appeal or dispute the decisions of LEAs and ensure that these guidelines are upheld. OSSE works closely with

LEAs to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved through OSSE's dispute resolution process. Moreover, OSSE monitors LEAs in an effort to systematically examine all aspects of procedures regarding the educational placement and retention of students identified as experiencing homelessness. The monitoring process includes a review of whether or not the LEA provides a parent/guardian of a homeless child or an unaccompanied youth with a written explanation of the school's decision to deny enrollment or services, as applicable, and their right to appeal the decision. If LEAs do not have their own appeal and dispute resolution forms and guidelines, they are encouraged to use OSSE's materials, available on OSSE's website (<http://osse.dc.gov/service/education-homeless-children-and-youth-program>). OSSE's monitoring process ensures compliance with grant requirements, measures programmatic results, and assists OSSE in determining which programs need technical assistance.

- iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

OSSE established the DC Re-Engagement Center (<http://osse.dc.gov/service/dc-reengagement-center>) to address a crisis of thousands of youths in the District of Columbia who are not enrolled in school or other educational programs, and who do not have a high school diploma or credential. The creation of the DC Re-Engagement Center was made possible with the support of the Office of the Deputy Mayor for Education, the DC Department of Employment Services, Raise DC's Disconnected Youth Change Network, LEAs, community-based organizations, and other key partner agencies. In alignment with nationwide best practices, the DC Re-Engagement Center's core activities include:

- Conducting targeted outreach to a defined list of dropouts, as well as engaging walk-ins and referrals;
- Assessing academic status and non-academic needs of youth and using this information to help them develop individualized education plans;
- Identifying good-fit educational options;
- Supporting the re-enrollment process (e.g., collecting required documents, accompanying youth on site visits, connecting to resources that will address reconnection barriers); and
- Providing ongoing support for at least one year once re-enrolled.

Disconnected students who are also experiencing homelessness receive additional supports, such as transportation assistance, emergency clothing, food, and emergency youth shelter referrals. If enrolled in an LEA, DC Re-Engagement Center staff work closely with the homeless liaison to ensure that homeless students receive necessary supports for McKinney-Vento Act-eligible students and assistance with credit for full or partial coursework completed while attending previous LEAs. If disconnected students are referred to community-based organizations for more appropriate educational opportunities, DC Re-Engagement Center staff work closely with the community-based staff to ensure that referred students receive the same quality supports necessary for their educational success.

- v. Describe the SEA's procedures to ensure that homeless children and youths:
1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 2. Who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities; and
 3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

Public Preschool Programs

As a result of the Pre-K Enhancement and Expansion Act of 2008, 77 percent of all eligible students in the District of Columbia are now enrolled in publicly funded preschool. To ensure that universal access is being used by students experiencing homelessness, OSSE works collaboratively with other DC agencies serving homeless families to support student enrollment in preschool programs. For example, through our role on the Interagency Council on Homelessness, OSSE works with its partners to implement a system of standardized access and assessment to ensure that appropriate educational services and supports are implemented in a timely manner, and to ensure that there are no barriers to enrollment.

A second strategy is centered on the implementation of OSSE's online data system. This system allows OSSE to analyze regularly updated data from TCP (see section 6.2.G.i). TCP data also allows OSSE to identify children who are preschool-aged and eligible for, but not currently enrolled in, early childhood programs, including subsidy-supported child care. This information is used to inform outreach and to measure the extent to which preschool-aged homeless students are accessing early learning.

Lastly, to address possible enrollment barriers, OSSE has made changes in child care licensing regulations that allow a 60-day grace period for children experiencing homelessness to provide the required immunization, health, and eligibility documentation required for child care and preschool enrollment in community-based early childhood educational settings.

As a part of OSSE's monitoring of LEAs, OSSE gathers information on how LEAs serve homeless families, children, and youth to ensure they receive educational services for which they are eligible, including Head Start and other public preschool programs. Such services and referrals include assistance to obtain health care services, dental services, mental health services, and other appropriate services as needed on a case-by-case basis. OSSE also provides guidance and disseminates a list of statewide and local resources to assist LEAs with the referral process.

OSSE will coordinate professional development and outreach with the DC Department of Human Services and community-based organizations that provide services and supports for homeless families in the District of Columbia, to develop a comprehensive engagement and outreach strategy to DC families who are experiencing homelessness and in need of early childhood opportunities. Additionally, joint outreach materials will be developed for homeless liaisons, DC Child Care Connections, and eligibility staff at the

Department of Human Services as well as Level II licensed child development providers to ensure that homeless families are connected to available services and supports.

Academic and Extracurricular Activities

OSSE provides awareness-building opportunities for LEAs, community-based organizations, partner agencies, and the public to heighten awareness of DC's McKinney-Vento Act eligibility criteria and available supports for students and families experiencing homelessness. Awareness-building opportunities include trainings, workshops, events, social media, and printed materials such as literature and posters. OSSE is also currently producing a video to address stigmas around homelessness and raise awareness of educational supports available within LEAs in the District of Columbia. Included in the training modules is detailed guidance regarding the requirements of the McKinney-Vento Act dispute resolution process. Dispute resolution templates and guidance are made readily available to LEAs on the OSSE website. In addition, parent training and awareness-building is conducted across the District of Columbia and in key locations to increase parent awareness and self-advocacy skills. OSSE also will continue to provide technical assistance to LEAs to ensure that there is heightened awareness regarding the diverse needs of children, youth, and families who are experiencing homelessness.

OSSE's Homeless Education Program team and colleagues from the Division of Postsecondary and Career Education collaborated to help homeless youth prepare for a successful transition to college by providing assistance with financial aid, college tours, and other college preparation activities. Students experiencing homelessness toured colleges in Maryland and Pennsylvania. In addition, the cross-division group orchestrated the creation of college survival travel kits that included items such as luggage, health and beauty aids, school supplies, and other essential items for matriculating college students.

Finally, the monitoring of LEAs also affords OSSE the opportunity to gather information to determine the kinds of comparable services offered to homeless children and youths within LEAs to ensure that homeless students are afforded the same level of services as their non-homeless peers. During the monitoring process, OSSE staff reviews services such as:

- Transportation assistance;
- Educational services for which the child or youth meets the eligibility criteria, such as services provided under IDEA and ESEA Title I and Title III;
- Assistance with fees or fee waivers for extracurricular activities;
- Programs in career and technical education;
- Programs for gifted and talented students; and
- School nutrition programs.

Nutrition Programs

Families with children experiencing homelessness and unaccompanied homeless youth often experience food insecurity. To help ensure that our most vulnerable children and youths have access to regular meals, OSSE has a policy whereby students experiencing homelessness will be certified directly and can automatically receive free meals through the National School Lunch and School Breakfast Programs, without having to

submit an income eligibility application that permanently housed students are required to submit. LEAs automatically receive notification of the direct certification status of homeless students through OSSE's SLED Direct Certification module, which identifies homeless students who are not otherwise receiving Temporary Assistance for Needy Families (TANF), or Supplemental Nutrition Assistance (SNAP) benefits, or are foster students.

- vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

OSSE provides training to LEA-based homeless liaisons and registrars to create awareness and eliminate enrollment practices that may create barriers for homeless students. Recommended strategies include timely identification, waiving deadlines and fees when possible, and regular review and revision of policies to remove barriers to support enrollment and increase retention of homeless children and youth in schools. Training efforts emphasize the shared obligation to ensure immediate enrollment when students are unaccompanied and/or unable to present health, residency or education records, do not have a school uniforms at schools that require them, are unable to pay required fees, or need transportation support. To increase parent and student awareness of the educational rights of homeless students, OSSE provides LEAs with posters designed by DC students experiencing homelessness. The posters identify a point of contact (the homeless liaison) and/or available resources that support students and parents who may be experiencing homelessness.

OSSE also addresses problems affecting homeless student education through both risk-based monitoring and case-by-case correspondence. OSSE immediately addresses problematic LEA practices that hurt homeless students, including enrollment delays due to residency or enrollment requirements, and practices such as uniform policies that exclude homeless students from daily attendance. To address these problems, OSSE corresponds with LEAs regarding specific cases, or includes findings as a result of a monitoring visit. Additionally, OSSE's Homeless Education Program staff advocate on behalf of identified students and families to overcome any enrollment barriers. In response to LEA policy issues and inquiries from community partners, parents, and LEAs, OSSE conducts quarterly reviews to determine whether LEA policies need to be addressed in upcoming trainings for homeless liaisons and other school-based staff.

In addition, effective fiscal year 2017, OSSE will use newly integrated data processes to compare housing data against enrollment data in order to assess enrollment delays and direct targeted support to LEAs and community partners. As mentioned above, OSSE's training is designed to increase awareness of the educational rights of students and families experiencing homelessness and ensure that students receive appropriate supports, including immediate enrollment. OSSE will also continue to work collaboratively with organizations and agencies such as the DC Interagency Council on Homelessness, DC Alliance of Youth Advocates, and the National Law Center on Homelessness & Poverty to ensure that practices and policies in the District of Columbia support the educational success of children and youths experiencing homelessness. OSSE also will continue partnerships with family and youth emergency shelters and transitional housing programs.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

APPENDIX

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
A	100	Measurements of Interim Progress
B	112	Educator Equity Differences in Rates Tables
C	112	Educator Equity Extension Plan and Differences in Rates Tables
D	113	Organizations Represented in ESSA Feedback
E	114	ESSA Stakeholder Engagement and Opportunities for Public Comment

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

In DC, we believe that every child is capable of learning and achieving at high levels, and yet our current results as an education system do not yet reflect this core belief and truth. Our goals chart out an ambitious, yet feasible path toward ensuring every child in every corner of the city is successful. We will work persistently and urgently toward cutting gaps in half over 10 years by setting an ambitious growth trajectory, particularly for the students who are furthest behind. At the same time, our interim progress goals for the short-term recognize where our schools are currently performing while pushing for substantial improvement year over year. Under No Child Left Behind, we saw how goals could lose their meaning if they were perceived as unrealistic and unattainable. Setting ambitious, yet achievable goals will help ensure buy-in by schools and educators as they engage in the hard, day-to-day work of improving outcomes for all students. Above all, we will maintain a relentless belief that each individual student can achieve at high levels and work toward a system that supports each and every student in doing so. Please see section 1 for more detail on our approach to setting goals.

PARCC Grades 3-8, Percentage of Students Scoring at Level 4 or Higher, ELA

	All students	Economically disadvantaged students	Children with disabilities	English learners	Black or African-American	Hispanic or Latino	White	Asian	American Indian or Alaska Native	Native Hawaiian or other Pacific Islander	Multiple Races
Rate of Growth	2.5%	3.0%	3.4%	3.1%	2.9%	2.7%	0.3%	1.2%	2.6%	2.4%	0.9%
2014-15	24.8%	14.1%	4.2%	11.7%	16.6%	21.3%	79.0%	55.6%	23.5%	28.1%	62.6%
2015-16	27.3%	17.1%	7.6%	14.8%	19.5%	24.0%	79.3%	56.8%	26.1%	30.5%	63.5%
2016-17	29.8%	20.0%	10.9%	17.8%	22.3%	26.6%	79.5%	58.1%	28.6%	32.8%	64.5%
2017-18	32.3%	23.0%	14.3%	20.9%	25.2%	29.3%	79.8%	59.3%	31.2%	35.2%	65.4%
2018-19	34.8%	25.9%	17.7%	23.9%	28.0%	31.9%	80.0%	60.5%	33.8%	37.6%	66.3%
2019-20	37.3%	28.9%	21.0%	27.0%	30.9%	34.6%	80.3%	61.7%	36.3%	40.0%	67.3%
2020-21	39.9%	31.8%	24.4%	30.0%	33.7%	37.2%	80.5%	63.0%	38.9%	42.3%	68.2%
2021-22	42.4%	34.8%	27.8%	33.1%	36.6%	39.9%	80.8%	64.2%	41.4%	44.7%	69.1%
2022-23	44.9%	37.7%	31.1%	36.1%	39.4%	42.5%	81.0%	65.4%	44.0%	47.1%	70.1%
2023-24	47.4%	40.7%	34.5%	39.2%	42.3%	45.2%	81.3%	66.6%	46.6%	49.4%	71.0%
2024-25	49.9%	43.6%	37.9%	42.2%	45.1%	47.8%	81.5%	67.9%	49.1%	51.8%	71.9%

2025-26	52.4%	46.6%	41.2%	45.3%	48.0%	50.5%	81.7%	69.1%	51.7%	54.2%	72.9%
2026-27	54.9%	49.6%	44.6%	48.4%	50.8%	53.2%	82.0%	70.3%	54.3%	56.6%	73.8%
2027-28	57.4%	52.5%	48.0%	51.4%	53.7%	55.8%	82.2%	71.5%	56.8%	58.9%	74.7%
2028-29	59.9%	55.5%	51.3%	54.5%	56.5%	58.5%	82.5%	72.8%	59.4%	61.3%	75.7%
2029-30	62.4%	58.4%	54.7%	57.5%	59.4%	61.1%	82.7%	74.0%	61.9%	63.7%	76.6%
2030-31	64.9%	61.4%	58.1%	60.6%	62.2%	63.8%	83.0%	75.2%	64.5%	66.0%	77.5%
2031-32	67.4%	64.3%	61.4%	63.6%	65.1%	66.4%	83.2%	76.4%	67.1%	68.4%	78.5%
2032-33	70.0%	67.3%	64.8%	66.7%	67.9%	69.1%	83.5%	77.7%	69.6%	70.8%	79.4%
2033-34	72.5%	70.2%	68.2%	69.7%	70.8%	71.7%	83.7%	78.9%	72.2%	73.1%	80.3%
3034-35	75.0%	73.2%	71.5%	72.8%	73.6%	74.4%	84.0%	80.1%	74.8%	75.5%	81.3%
2035-36	77.5%	76.1%	74.9%	75.8%	76.5%	77.0%	84.2%	81.3%	77.3%	77.9%	82.2%
2036-37	80.0%	79.1%	78.3%	78.9%	79.3%	79.7%	84.5%	82.6%	79.9%	80.3%	83.1%
2037-38	82.5%	82.0%	81.6%	81.9%	82.1%	82.3%	84.7%	83.8%	82.4%	82.6%	84.1%
2038-39	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%

PARCC Grades 3-8, Percentage of Students Scoring at Level 4 or Higher, Math

	All students	Economically disadvantaged students	Children with disabilities	English learners	Black or African-American	Hispanic or Latino	White	Asian	American Indian or Alaska Native	Native Hawaiian or other Pacific Islander	Multiple Races
Rate of Growth	2.9%	3.5%	2.9%	2.9%	2.7%	0.7%	1.1%	1.2%	2.4%	3.4%	2.6%
2014-15	21.7%	14.3%	3.8%	15.5%	15.6%	20.2%	69.0%	57.7%	22.5%	27.5%	56.0%
2015-16	24.3%	17.2%	7.2%	18.4%	18.5%	22.9%	69.7%	58.8%	25.1%	29.9%	57.2%
2016-17	27.0%	20.2%	10.6%	21.3%	21.4%	25.6%	70.3%	60.0%	27.7%	32.3%	58.4%
2017-18	29.6%	23.1%	14.0%	24.2%	24.3%	28.3%	71.0%	61.1%	30.3%	34.7%	59.6%
2018-19	32.3%	26.1%	17.3%	27.1%	27.2%	31.0%	71.7%	62.3%	32.9%	37.1%	60.8%

2019-20	34.9%	29.0%	20.7%	30.0%	30.1%	33.7%	72.3%	63.4%	35.5%	39.5%	62.0%
2020-21	37.5%	32.0%	24.1%	32.9%	33.0%	36.4%	73.0%	64.5%	38.1%	41.9%	63.3%
2021-22	40.2%	34.9%	27.5%	35.8%	35.8%	39.1%	73.7%	65.7%	40.7%	44.3%	64.5%
2022-23	42.8%	37.9%	30.9%	38.7%	38.7%	41.8%	74.3%	66.8%	43.3%	46.7%	65.7%
2023-24	45.4%	40.8%	34.3%	41.6%	41.6%	44.5%	75.0%	67.9%	45.9%	49.1%	66.9%
2024-25	48.1%	43.8%	37.6%	44.5%	44.5%	47.2%	75.7%	69.1%	48.5%	51.5%	68.1%
2025-26	50.7%	46.7%	41.0%	47.4%	47.4%	49.9%	76.3%	70.2%	51.1%	53.9%	69.3%
2026-27	53.4%	49.7%	44.4%	50.3%	50.3%	52.6%	77.0%	71.4%	53.8%	56.3%	70.5%
2027-28	56.0%	52.6%	47.8%	53.1%	53.2%	55.3%	77.7%	72.5%	56.4%	58.6%	71.7%
2028-29	58.6%	55.5%	51.2%	56.0%	56.1%	58.0%	78.3%	73.6%	59.0%	61.0%	72.9%
2029-30	61.3%	58.5%	54.6%	58.9%	59.0%	60.7%	79.0%	74.8%	61.6%	63.4%	74.1%
2030-31	63.9%	61.4%	57.9%	61.8%	61.9%	63.4%	79.7%	75.9%	64.2%	65.8%	75.3%
2031-32	66.5%	64.4%	61.3%	64.7%	64.8%	66.1%	80.3%	77.0%	66.8%	68.2%	76.5%
2032-33	69.2%	67.3%	64.7%	67.6%	67.7%	68.8%	81.0%	78.2%	69.4%	70.6%	77.8%
2033-34	71.8%	70.3%	68.1%	70.5%	70.5%	71.5%	81.7%	79.3%	72.0%	73.0%	79.0%
3034-35	74.5%	73.2%	71.5%	73.4%	73.4%	74.2%	82.3%	80.5%	74.6%	75.4%	80.2%
2035-36	77.1%	76.2%	74.9%	76.3%	76.3%	76.9%	83.0%	81.6%	77.2%	77.8%	81.4%
2036-37	79.7%	79.1%	78.2%	79.2%	79.2%	79.6%	83.7%	82.7%	79.8%	80.2%	82.6%
2037-38	82.4%	82.1%	81.6%	82.1%	82.1%	82.3%	84.3%	83.9%	82.4%	82.6%	83.8%
2038-39	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%

PARCC High School, Percentage of Students Scoring at Level 4 or Higher, ELA

	All students	Economically disadvantaged students	Children with disabilities	English learners	Black or African-American	Hispanic or Latino	White	Asian	American Indian or Alaska Native	Native Hawaiian or other Pacific Islander	Multiple Races
Rate of Growth	2.5%	2.9%	3.4%	3.4%	2.7%	2.5%	0.1%	1.5%	2.5%	2.5%	0.1%
2014-15	25.0%	16.5%	3.7%	4.6%	19.6%	25.5%	81.6%	47.9%	25.0%	25.0%	83.4%
2015-16	27.5%	19.4%	7.1%	8.0%	22.3%	28.0%	81.7%	49.4%	27.5%	27.5%	83.5%
2016-17	30.0%	22.2%	10.5%	11.3%	25.1%	30.5%	81.9%	51.0%	30.0%	30.0%	83.5%
2017-18	32.5%	25.1%	13.9%	14.7%	27.8%	32.9%	82.0%	52.5%	32.5%	32.5%	83.6%
2018-19	35.0%	27.9%	17.3%	18.0%	30.5%	35.4%	82.2%	54.1%	35.0%	35.0%	83.7%
2019-20	37.5%	30.8%	20.6%	21.4%	33.2%	37.9%	82.3%	55.6%	37.5%	37.5%	83.7%
2020-21	40.0%	33.6%	24.0%	24.7%	36.0%	40.4%	82.5%	57.2%	40.0%	40.0%	83.8%
2021-22	42.5%	36.5%	27.4%	28.1%	38.7%	42.9%	82.6%	58.7%	42.5%	42.5%	83.9%
2022-23	45.0%	39.3%	30.8%	31.4%	41.4%	45.3%	82.7%	60.3%	45.0%	45.0%	83.9%
2023-24	47.5%	42.2%	34.2%	34.8%	44.1%	47.8%	82.9%	61.8%	47.5%	47.5%	84.0%
2024-25	50.0%	45.0%	37.6%	38.1%	46.9%	50.3%	83.0%	63.4%	50.0%	50.0%	84.1%
2025-26	52.5%	47.9%	41.0%	41.5%	49.6%	52.8%	83.2%	64.9%	52.5%	52.5%	84.1%
2026-27	55.0%	50.8%	44.4%	44.8%	52.3%	55.3%	83.3%	66.5%	55.0%	55.0%	84.2%
2027-28	57.5%	53.6%	47.7%	48.2%	55.0%	57.7%	83.4%	68.0%	57.5%	57.5%	84.3%
2028-29	60.0%	56.5%	51.1%	51.5%	57.8%	60.2%	83.6%	69.5%	60.0%	60.0%	84.3%
2029-30	62.5%	59.3%	54.5%	54.9%	60.5%	62.7%	83.7%	71.1%	62.5%	62.5%	84.4%
2030-31	65.0%	62.2%	57.9%	58.2%	63.2%	65.2%	83.9%	72.6%	65.0%	65.0%	84.5%
2031-32	67.5%	65.0%	61.3%	61.6%	65.9%	67.6%	84.0%	74.2%	67.5%	67.5%	84.5%
2032-33	70.0%	67.9%	64.7%	64.9%	68.7%	70.1%	84.1%	75.7%	70.0%	70.0%	84.6%
2033-34	72.5%	70.7%	68.1%	68.3%	71.4%	72.6%	84.3%	77.3%	72.5%	72.5%	84.7%
3034-35	75.0%	73.6%	71.5%	71.6%	74.1%	75.1%	84.4%	78.8%	75.0%	75.0%	84.7%
2035-36	77.5%	76.4%	74.8%	75.0%	76.8%	77.6%	84.6%	80.4%	77.5%	77.5%	84.8%

2036-37	80.0%	79.3%	78.2%	78.3%	79.6%	80.0%	84.7%	81.9%	80.0%	80.0%	84.9%
2037-38	82.5%	82.1%	81.6%	81.7%	82.3%	82.5%	84.9%	83.5%	82.5%	82.5%	84.9%
2038-39	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%

PARCC High School, Percentage of Students Scoring at Level 4 or Higher, Math

	All students	Economically disadvantaged students	Children with disabilities	English learners	Black or African-American	Hispanic or Latino	White	Asian	American Indian or Alaska Native	Native Hawaiian or other Pacific Islander	Multiple Races
Rate of Growth	3.4%	3.5%	3.4%	3.4%	3.2%	1.5%	1.6%	2.0%	3.2%	3.5%	3.2%
2014-15	8.8%	4.1%	0.7%	3.8%	4.6%	8.1%	49.1%	46.8%	8.8%	8.8%	36.0%
2015-16	12.0%	7.5%	4.2%	7.2%	8.0%	11.3%	50.6%	48.4%	12.0%	12.0%	38.0%
2016-17	15.2%	10.8%	7.7%	10.6%	11.3%	14.5%	52.1%	50.0%	15.2%	15.2%	40.1%
2017-18	18.3%	14.2%	11.2%	14.0%	14.7%	17.7%	53.6%	51.6%	18.3%	18.3%	42.1%
2018-19	21.5%	17.6%	14.8%	17.3%	18.0%	20.9%	55.1%	53.2%	21.5%	21.5%	44.2%
2019-20	24.7%	21.0%	18.3%	20.7%	21.4%	24.1%	56.6%	54.8%	24.7%	24.7%	46.2%
2020-21	27.9%	24.3%	21.8%	24.1%	24.7%	27.3%	58.1%	56.4%	27.9%	27.9%	48.3%
2021-22	31.0%	27.7%	25.3%	27.5%	28.1%	30.5%	59.6%	57.9%	31.0%	31.0%	50.3%
2022-23	34.2%	31.1%	28.8%	30.9%	31.4%	33.7%	61.1%	59.5%	34.2%	34.2%	52.3%
2023-24	37.4%	34.4%	32.3%	34.3%	34.8%	36.9%	62.6%	61.1%	37.4%	37.4%	54.4%
2024-25	40.6%	37.8%	35.8%	37.6%	38.1%	40.1%	64.1%	62.7%	40.6%	40.6%	56.4%
2025-26	43.7%	41.2%	39.3%	41.0%	41.5%	43.3%	65.6%	64.3%	43.7%	43.7%	58.5%
2026-27	46.9%	44.6%	42.9%	44.4%	44.8%	46.6%	67.1%	65.9%	46.9%	46.9%	60.5%
2027-28	50.1%	47.9%	46.4%	47.8%	48.2%	49.8%	68.5%	67.5%	50.1%	50.1%	62.5%
2028-29	53.3%	51.3%	49.9%	51.2%	51.5%	53.0%	70.0%	69.1%	53.3%	53.3%	64.6%
2029-30	56.4%	54.7%	53.4%	54.6%	54.9%	56.2%	71.5%	70.7%	56.4%	56.4%	66.6%

2030-31	59.6%	58.0%	56.9%	57.9%	58.2%	59.4%	73.0%	72.3%	59.6%	59.6%	68.7%
2031-32	62.8%	61.4%	60.4%	61.3%	61.6%	62.6%	74.5%	73.9%	62.8%	62.8%	70.7%
2032-33	66.0%	64.8%	63.9%	64.7%	64.9%	65.8%	76.0%	75.5%	66.0%	66.0%	72.7%
2033-34	69.1%	68.1%	67.4%	68.1%	68.3%	69.0%	77.5%	77.0%	69.1%	69.1%	74.8%
3034-35	72.3%	71.5%	71.0%	71.5%	71.6%	72.2%	79.0%	78.6%	72.3%	72.3%	76.8%
2035-36	75.5%	74.9%	74.5%	74.9%	75.0%	75.4%	80.5%	80.2%	75.5%	75.5%	78.9%
2036-37	78.7%	78.3%	78.0%	78.2%	78.3%	78.6%	82.0%	81.8%	78.7%	78.7%	80.9%
2037-38	81.8%	81.6%	81.5%	81.6%	81.7%	81.8%	83.5%	83.4%	81.8%	81.8%	83.0%
2038-39	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%

B. Graduation Rates

4-year Adjusted Cohort Graduation Rate

	All students	Economically disadvantaged students	Children with disabilities	English learners	Black or African-American	Hispanic or Latino	White	Asian	American Indian or Alaska Native	Native Hawaiian or other Pacific Islander	Multiple Races
Rate of Growth	1.0%	1.0%	2.0%	1.3%	1.3%	1.0%	0.2%	0.4%	1.0%	1.0%	0.7%
2014-15	65.4%	65.8%	42.9%	59.6%	58.9%	65.6%	84.5%	79.4%	65.4%	65.4%	74.4%
2015-16	66.4%	66.8%	44.9%	60.9%	60.2%	66.6%	84.7%	79.8%	66.4%	66.4%	75.1%
2016-17	67.5%	67.8%	46.8%	62.1%	61.5%	67.6%	85.0%	80.3%	67.5%	67.5%	75.7%
2017-18	68.5%	68.8%	48.8%	63.4%	62.8%	68.7%	85.2%	80.7%	68.5%	68.5%	76.4%
2018-19	69.5%	69.8%	50.8%	64.7%	64.1%	69.7%	85.4%	81.2%	69.5%	69.5%	77.0%
2019-20	70.5%	70.8%	52.7%	65.9%	65.4%	70.7%	85.6%	81.6%	70.5%	70.5%	77.7%
2020-21	71.6%	71.9%	54.7%	67.2%	66.7%	71.7%	85.9%	82.1%	71.6%	71.6%	78.3%
2021-22	72.6%	72.9%	56.6%	68.5%	68.0%	72.7%	86.1%	82.5%	72.6%	72.6%	79.0%
2022-23	73.6%	73.9%	58.6%	69.7%	69.3%	73.7%	86.3%	82.9%	73.6%	73.6%	79.6%
2023-24	74.6%	74.9%	60.6%	71.0%	70.6%	74.8%	86.6%	83.4%	74.6%	74.6%	80.3%
2024-25	75.7%	75.9%	62.5%	72.3%	71.9%	75.8%	86.8%	83.8%	75.7%	75.7%	80.9%
2025-26	76.7%	76.9%	64.5%	73.5%	73.2%	76.8%	87.0%	84.3%	76.7%	76.7%	81.5%
2026-27	77.7%	77.9%	66.5%	74.8%	74.4%	77.8%	87.3%	84.7%	77.7%	77.7%	82.2%
2027-28	78.7%	78.9%	68.4%	76.1%	75.7%	78.8%	87.5%	85.1%	78.7%	78.7%	82.8%
2028-29	79.8%	79.9%	70.4%	77.3%	77.0%	79.8%	87.7%	85.6%	79.8%	79.8%	83.5%
2029-30	80.8%	80.9%	72.3%	78.6%	78.3%	80.9%	87.9%	86.0%	80.8%	80.8%	84.1%
2030-31	81.8%	81.9%	74.3%	79.9%	79.6%	81.9%	88.2%	86.5%	81.8%	81.8%	84.8%
2031-32	82.8%	82.9%	76.3%	81.1%	80.9%	82.9%	88.4%	86.9%	82.8%	82.8%	85.4%
2032-33	83.9%	84.0%	78.2%	82.4%	82.2%	83.9%	88.6%	87.3%	83.9%	83.9%	86.1%
2033-34	84.9%	85.0%	80.2%	83.7%	83.5%	84.9%	88.9%	87.8%	84.9%	84.9%	86.7%

3034-35	85.9%	86.0%	82.2%	84.9%	84.8%	85.9%	89.1%	88.2%	85.9%	85.9%	87.4%
2035-36	86.9%	87.0%	84.1%	86.2%	86.1%	87.0%	89.3%	88.7%	86.9%	86.9%	88.0%
2036-37	88.0%	88.0%	86.1%	87.5%	87.4%	88.0%	89.5%	89.1%	88.0%	88.0%	88.7%
2037-38	89.0%	89.0%	88.0%	88.7%	88.7%	89.0%	89.8%	89.6%	89.0%	89.0%	89.3%
2038-39	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%

C. English Language Proficiency

ACCESS Growth K-8

	All students	Economically disadvantaged students	Children with disabilities	Black or African-American	Hispanic or Latino	White	Asian	American Indian or Alaska Native	Native Hawaiian or other Pacific Islander	Multiple Races
Rate of Growth	1.2%	1.2%	2.0%	1.0%	1.3%	0.3%	0.4%	1.7%	0.0%	0.5%
2014-15	57.3%	55.5%	36.7%	60.3%	54.5%	77.4%	75.9%	45.0%	100%	73.9%
2015-16	58.5%	56.8%	38.7%	61.4%	55.8%	77.7%	76.3%	46.7%	100%	74.4%
2016-17	59.6%	58.0%	40.8%	62.4%	57.1%	78.0%	76.7%	48.3%	100%	74.8%
2017-18	60.8%	59.2%	42.8%	63.4%	58.4%	78.3%	77.0%	50.0%	100%	75.3%
2018-19	61.9%	60.5%	44.8%	64.5%	59.6%	78.6%	77.4%	51.7%	100%	75.8%
2019-20	63.1%	61.7%	46.8%	65.5%	60.9%	79.0%	77.8%	53.3%	100%	76.2%
2020-21	64.2%	62.9%	48.8%	66.5%	62.2%	79.3%	78.2%	55.0%	100%	76.7%
2021-22	65.4%	64.1%	50.8%	67.5%	63.4%	79.6%	78.6%	56.7%	100%	77.1%
2022-23	66.6%	65.4%	52.8%	68.6%	64.7%	79.9%	78.9%	58.3%	100%	77.6%
2023-24	67.7%	66.6%	54.8%	69.6%	66.0%	80.2%	79.3%	60.0%	100%	78.1%
2024-25	68.9%	67.8%	56.8%	70.6%	67.2%	80.5%	79.7%	61.7%	100%	78.5%
2025-26	70.0%	69.0%	58.9%	71.6%	68.5%	80.9%	80.1%	63.3%	100%	79.0%
2026-27	71.2%	70.3%	60.9%	72.7%	69.8%	81.2%	80.5%	65.0%	100%	79.5%

2027-28	72.3%	71.5%	62.9%	73.7%	71.0%	81.5%	80.8%	66.7%	100%	79.9%
2028-29	73.5%	72.7%	64.9%	74.7%	72.3%	81.8%	81.2%	68.3%	100%	80.4%
2029-30	74.6%	74.0%	66.9%	75.8%	73.6%	82.1%	81.6%	70.0%	100%	80.8%
2030-31	75.8%	75.2%	68.9%	76.8%	74.8%	82.5%	82.0%	71.7%	100%	81.3%
2031-32	76.9%	76.4%	70.9%	77.8%	76.1%	82.8%	82.3%	73.3%	100%	81.8%
2032-33	78.1%	77.6%	72.9%	78.8%	77.4%	83.1%	82.7%	75.0%	100%	82.2%
2033-34	79.2%	78.9%	74.9%	79.9%	78.7%	83.4%	83.1%	76.7%	100%	82.7%
3034-35	80.4%	80.1%	77.0%	80.9%	79.9%	83.7%	83.5%	78.3%	100%	83.2%
2035-36	81.5%	81.3%	79.0%	81.9%	81.2%	84.0%	83.9%	80.0%	100%	83.6%
2036-37	82.7%	82.5%	81.0%	82.9%	82.5%	84.4%	84.2%	81.7%	100%	84.1%
2037-38	83.8%	83.8%	83.0%	84.0%	83.7%	84.7%	84.6%	83.3%	100%	84.5%
2038-39	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	100%	85.0%

ACCESS Growth High Schools

	All students	Economically disadvantaged students	Children with disabilities	Black or African-American	Hispanic or Latino	White	Asian	American Indian or Alaska Native	Native Hawaiian or other Pacific Islander	Multiple Races
Rate of Growth	2.1%	2.1%	2.8%	1.9%	2.2%	1.3%	1.5%	1.8%	0.0%	3.5%
2014-15	34.6%	33.4%	18.1%	39.1%	32.1%	54.2%	48.6%	42.1%	100%	0.0%
2015-16	36.7%	35.6%	20.9%	41.0%	34.3%	55.5%	50.1%	43.9%	100%	3.5%
2016-17	38.8%	37.7%	23.7%	42.9%	36.5%	56.7%	51.6%	45.7%	100%	7.1%
2017-18	40.9%	39.9%	26.4%	44.8%	38.7%	58.0%	53.1%	47.5%	100%	10.6%
2018-19	43.0%	42.0%	29.2%	46.7%	40.9%	59.3%	54.6%	49.3%	100%	14.2%
2019-20	45.1%	44.2%	32.0%	48.7%	43.1%	60.6%	56.2%	51.0%	100%	17.7%
2020-21	47.2%	46.3%	34.8%	50.6%	45.3%	61.9%	57.7%	52.8%	100%	21.3%
2021-22	49.3%	48.5%	37.6%	52.5%	47.5%	63.2%	59.2%	54.6%	100%	24.8%
2022-23	51.4%	50.6%	40.4%	54.4%	49.8%	64.4%	60.7%	56.4%	100%	28.3%
2023-24	53.5%	52.8%	43.2%	56.3%	52.0%	65.7%	62.2%	58.2%	100%	31.9%
2024-25	55.6%	54.9%	46.0%	58.2%	54.2%	67.0%	63.7%	60.0%	100%	35.4%
2025-26	57.7%	57.1%	48.8%	60.1%	56.4%	68.3%	65.3%	61.8%	100%	39.0%
2026-27	59.8%	59.2%	51.5%	62.0%	58.6%	69.6%	66.8%	63.6%	100%	42.5%
2027-28	61.9%	61.4%	54.3%	64.0%	60.8%	70.9%	68.3%	65.3%	100%	46.0%
2028-29	64.0%	63.5%	57.1%	65.9%	63.0%	72.2%	69.8%	67.1%	100%	49.6%
2029-30	66.1%	65.7%	59.9%	67.8%	65.2%	73.4%	71.3%	68.9%	100%	53.1%
2030-31	68.2%	67.8%	62.7%	69.7%	67.4%	74.7%	72.9%	70.7%	100%	56.7%
2031-32	70.3%	70.0%	65.5%	71.6%	69.6%	76.0%	74.4%	72.5%	100%	60.2%
2032-33	72.4%	72.1%	68.3%	73.5%	71.8%	77.3%	75.9%	74.3%	100%	63.7%
2033-34	74.5%	74.3%	71.1%	75.4%	74.0%	78.6%	77.4%	76.1%	100%	67.3%
3034-35	76.6%	76.4%	73.8%	77.3%	76.2%	79.9%	78.9%	77.9%	100%	70.8%

2035-36	78.7%	78.6%	76.6%	79.3%	78.4%	81.1%	80.4%	79.6%	100%	74.4%
2036-37	80.8%	80.7%	79.4%	81.2%	80.6%	82.4%	82.0%	81.4%	100%	77.9%
2037-38	82.9%	82.9%	82.2%	83.1%	82.8%	83.7%	83.5%	83.2%	100%	81.5%
2038-39	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	100%	85.0%

APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header “Differences in Rates Calculated Using Student-Level Data”.

N/A. DC does not yet have student-level data for these calculations.

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

SCHOOL GROUPS	Percentage of teachers who were rated ineffective	Differences between rates	Percentage of teachers who were out-of-field	Differences between rates	Percentage of teachers who were inexperienced	Differences between rates
Higher poverty schools	25.0%	6.9	43.6%	11.7	13.4%	3.4
Lower poverty schools	18.1%		31.9%		10.0%	
Higher minority schools	23.5%	11.0	39.8%	8.8	12.4%	2.8
Lower minority schools	12.5%		31.0%		9.6%	

APPENDIX D: ORGANIZATIONS REPRESENTED IN ESSA FEEDBACK

These LEAs, schools, organizations, and consortia have provided OSSE with comments, questions, or feedback during the first phase of the development of the state plan, from January 2016 through January 2017.

Achievement Prep Public Charter School	Inspired Teaching Demonstration Public Charter School
Advocates for Justice and Education	Intercultural Development Research Association
Center for English Language Learners at American Institutes for Research	Kingsman Academy
AppleTree Institute	KIPP DC Public Charter Schools
Albert Shanker Institute	LAYC Career Academy
American Heart Association	League of United Latin American Citizens
BASIS Washington DC	Learning Policy Institute
Bellwether Education Partners	Learning Support Network*
Bridges Public Charter School	Lee Montessori
Briya Public Charter School	Mary McLeod Bethune Public Charter School
Brookings Institution	Mathematica Educator Impact Laboratory
Business community	Maya Angelou Public Charter Schools
Capital City Public Charter School	Mid-Atlantic Equity Center, Inc.
Capitol Hill Public Schools Parent Organization	Monument Academy
Carlos Rosario International Public Charter School	Mundo Verde Public Charter School
Center City Public Charter Schools	NALEO Education Fund
Center for American Progress	National Association of State Boards of Education
CentroNia	National Center for the Improvement of Educational Assessment
Cesar Chavez Public Charter Schools	National Collegiate Preparatory
Chesapeake Bay Foundation	National Council of La Raza
Children’s Guild	National Law Center on Homelessness and Poverty
Children’s Law Center	National Network for Youth
Child Trends	New America Project
Citizens for Effective Schools	Next Step Public Charter School
City Arts and Prep Public Charter School	OCA-Asian Pacific American Advocates
College Board	Paul Public Charter School
Council of Chief State School Officers (CCSSO)	Public Charter School Board (PCSB)
DC Association of Public Chartered Schools	Raise DC
DC Developmental Disabilities Council	Richard Wright Public Charter School for Journalism and Media Arts
DC Language Immersion Project	Rocketship Public Charter School
DC Prep Public Charter School	SEED School of DC
DC Promise Neighborhood	Sela Public Charter School
District of Columbia Public Schools	Senior High Alliance of Parents, Principals and Educators (SHAPPE)
Democracy Prep Public Charter School	Shining Stars Montessori Academy Public Charter School
Deputy Mayor for Education (DME)	Special Education State Advisory Panel
District of Columbia Division of Child Support Enforcement	
District of Columbia Department of Youth Rehabilitation Services (DYRS)	

District of Columbia International School	State Board of Education (SBOE)
District of Columbia Office of the Ombudsman for Public Education	St. Coletta Special Education Public Charter School
District of Columbia Special Education Cooperative	TenSquare Group
Eagle Academy Public Charter School	Thurgood Marshall Academy Public Charter School
Early Childhood Academy Public Charter School	Title I Committee of Practitioners*
E.L. Haynes Public Charter School	State Title III Advisory Committee*
EdOps	TNTP
Education Counsel	Two Rivers Public Charter School
Education Forward	University Legal Services for the District of Columbia
Elsie Whitlow Stokes Public Charter School	University of the District of Columbia
Empower K-12	Urban Institute
Excel Public Charter School	U.S. Chamber of Commerce
Friends of Choice in Urban Schools (FOCUS)	Washington Latin Public Charter School
Friendship Public Charter Schools	Washington Leadership Academy
Gallaudet University	Washington Teachers Union
Georgetown University	Washington Yu Ying Public Charter School
The George Washington University	WestEd
Harmony DC Public Charter School	
IDEA Public Charter School	
Imagine Hope Public Charter School – Lamond	
Ingenuity Prep Public Charter School	

* Member organizations of advisory committees are included within the full list of organizations that provided consultation.

APPENDIX E: ESSA STAKEHOLDER ENGAGEMENT AND OPPORTUNITIES FOR PUBLIC COMMENT

Meeting Date	Subject	Materials
March 16, 2016	March SBOE Public Meeting: Understanding ESSA – expert testimony	Panel
March 19, 2016	Teacher consultation and root cause discussion on equitable access to excellent educators	N/A
March 23, 2016	State Title III Advisory Committee Meeting – ESSA and EL Policy Discussion	
April 12, 2016	ESSA overview for DC Association of Public Chartered Schools	Presentation
April 21, 2016	Title I Committee of Practitioners meeting	
April 25, 2016	ESSA accountability overview for DC Public Schools principals	Presentation
April 27, 2016	Teacher consultation and root cause discussion on equitable access to excellent educators	N/A

June 15, 2016	June SBOE Public Meeting: School quality & student success	Testimony
June 2, 2016	Teacher consultation and root cause discussion on equitable access to excellent educators	N/A
June 2, 2016	Ward 4 Community Meeting	N/A
June 4, 2016	Ward 1 Community Meeting	N/A
June 4, 2016	Ward 7 Community Meeting	N/A
June 6, 2016	Ward 5 Community Meeting	N/A
June 8, 2016	Ward 3 Community Meeting	N/A
June 13, 2016	Ward 2 Community Meeting	N/A
June 16, 2016	Ward 8 Community Meeting	N/A
June 21, 2016	Ward 6 Community Meeting	N/A
June 26, 2016	Accountability frameworks focus group for LEA leaders	Presentation
July 6, 2016	Accountability frameworks focus group for LEA leaders	Presentation
July 19, 2016	Quarterly meeting of the Association of Chartered Public Schools: accountability frameworks	Presentation
July 20, 2016	July SBOE Public Meeting: Impact on vulnerable students	Testimony
Sept. 13, 2016	ESSA overview for DC Public Charter School Board charter LEAs	Presentation
Sept. 13, 2016	ESSA overview for Washington Teachers Union	Presentation
Sept. 15, 2016	Next Generation Assessments stakeholder meeting	Presentation
Sept. 15, 2016	Title I Committee of Practitioners meeting	
Sept. 21, 2016	Sept. SBOE Public Meeting: State leadership & implementation challenges	Presentation
Sept. 28, 2016	Accountability framework focus group for LEA leaders	Notes
Sept. 28, 2016	State Title III Advisory Committee – ESSA EL policy discussion and feedback	
Oct. 6, 2016	English learners focus group	Notes
Oct. 13, 2016	Recap webinar: English learners	Recording
Oct. 13, 2016	Recap webinar: Accountability framework for LEA leaders	Recording
Oct. 14, 2016	Supporting students with disabilities in ESSA discussion with State Advisory Panel on Special Education (SAPSE)	Presentation

Oct. 14, 2016	Supporting special populations in ESSA focus group	Notes
Oct. 18, 2016	Teacher consultation and root cause discussion on equitable access to excellent educators	N/A
Oct. 18, 2016	Academic performance in accountability framework focus group	Notes
Oct. 18, 2016	Excellent teachers and leaders focus group	Notes
Oct. 20, 2016	Recap webinar: Special populations	Recording
Oct. 21, 2016	School quality and student success and graduation rate focus group	Notes
Oct. 22, 2016	OSSE Parent Engagement Summit	Presentation
Oct. 23, 2016	Recap webinar: Teachers and leader quality	Recording
Oct. 24, 2016	Recap webinar: Academic performance and subgroups in accountability framework	Recording
Oct. 26, 2016	Accountability framework updates for LEA leaders	Notes
Oct. 26, 2016	Recap webinar: School quality and student success and graduation rate	Recording
Oct. 26, 2016	October SBOE Public Meeting: Engagement with parents	Presentation
Oct. 27, 2016	ESSA Next Generation Assessments focus group	Presentation
Oct. 27, 2016	Title I Committee of Practitioners meeting	Presentation
Oct. 28, 2016	Accountability framework for DC Public Schools principals	Notes
Oct. 28, 2016	Recap webinar: Accountability framework updates for LEA leaders	Recording
Oct. 30, 2016	SBOE Business Roundtable	N/A
Nov. 17, 2016	November SBOE Public Meeting: Testimony from the public on ESSA accountability framework	Testimony
Nov. 17, 2016	Ward 7 and 9 Community ESSA Focus Group	Presentation
Nov. 19, 2016	Ward 7 and 8 Community-ESSA Focus Group with State Advisory Panel on Special Education (SAPSE)	Presentation
Dec. 8, 2016	Focus group on updated accountability framework for LEA leaders	Presentation Notes
Dec. 8, 2016	Focus group on updated accountability framework for Learning Support Network	Presentation
Dec. 21, 2016	December SBOE Public Meeting: ESSA engagement and timeline update	Agenda & Materials
Jan. 4, 2017	January SBOE Working Session: ESSA update	Presentation

Jan. 10, 2017	Focus group on updated accountability framework for LEA leaders and other stakeholders	Presentation Notes
Jan. 18, 2017	Focus group on high school accountability framework	Presentation
Jan. 18, 2017	January SBOE Public Meeting: State plan overview	Presentation
Jan. 27, 2016	Supporting students with disabilities in ESSA discussion with State Advisory Panel on Special Education (SAPSE)	N/A
Jan. 31, 2017	Wilson Feeder Education Network Meeting	
Feb. 7, 2017	Ward 1 and 2 Community Meeting	
Feb. 8, 2017	Ward 3 Community Meeting	
Feb. 16, 2017	Ward 4 Community Meeting	
Feb. 22, 2017	Ward 5 Community Meeting	
Feb. 22, 2017	State Title III Advisory Committee meeting	
Feb. 23, 2017	Ward 7 Community Meeting	
Feb. 23, 2017	ESSA State Plan Webinar for LEA Leaders	
Feb. 27, 2017	Ward 6 Community Meeting	
Feb. 28, 2017	Ward 8 Community Meeting	
Feb. 28, 2017	LEA Institute: “It Takes a City to Ensure Every Student Succeeds”	
Summer and Fall 2016 (ongoing)	Vision for DC Education Survey	Survey
Fall 2016	Accountability Measures Survey	Final Results Presentation Survey

ⁱ See <https://www.mathematica-mpr.com/our-publications-and-findings/publications/predictive-validity-of-mcas-and-parcc-comparing-10th-grade-mcas-tests-to-parcc-integrated-math-ii> and <https://www.americanprogress.org/issues/education/reports/2016/02/25/131789/better-tests-fewer-barriers/>.

ⁱⁱ District of Columbia Office of the State Superintendent of Education. [The State of Pre-K in the District of Columbia](#). 2015 Aug.

ⁱⁱⁱ For examples see information about [High/Scope Perry Preschool Project](#) and [Abecedarian Project](#) among others.

^{iv} Mashburn AJ, Pianta RC, Hamre BK, Downer JT, Barbarin OA, Bryant D, Burchinal M, Early DM, Howes C. [Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills](#).

Child Development. 2008 May-Jun;79(3):732-49. Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville VA.

^v Sabol TJ, Soliday Hong SL, Pianta RC, Burchinal MR. [Can rating pre-K programs predict children’s learning?](#) *Science*. 2013 Aug; 341: 845-46.

^{vi} Grigg, J. [School enrollment changes and student achievement growth: A case study in educational disruption and continuity](#). *Sociology of Education*. 2012 Oct; 85(4): 388-404.

^{vii} Bruner C, Discher A, Chang H. [Chronic elementary absenteeism: A problem hidden in plain sight](#), 2011 Nov.

^{viii} Ibid.

^{ix} Attendance Works and Applied Survey Research. [Attendance in early elementary grades: Associations with student characteristics, school readiness, and third grade outcomes](#). 2011 July. Attendance Works, San Francisco SF.

^x Allensworth EM, Gwynne JA, Moore P, de la Torre, M. [Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools](#). 2014 Nov.

^{xi} Allensworth EM, Easton JQ. [What matters for staying on track and graduating in Chicago public high schools](#), 2007 July.

^{xii} Baltimore Education Research Consortium (BERC). [Destination graduation: Sixth grade early warning indicators for Baltimore City Schools](#). 2011 Feb.

^{xiii} Nichols-Barrer I, Place K, Dillon E, Gill, B. [Predictive Validity of MCAS and PARCC: Comparing 10th Grade MCAS Tests to PARCC Integrated Math II, Algebra II, and 10th Grade English Language Arts Tests](#). 2015 Oct.

^{xiv} ESSA Sec. 1111(g)(1)(B) requires that each state, in its application for Title I funds, describe “how low-income and minority children ... are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.”

^{xv} ESSA Section 1112(b)(2) requires that LEA applications for Title I funds include “(2) how the local educational agency will identify and address ... any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers ...”

^{xvi} Note that in ESEA Sec. 1115, the term “Targeted Assistance School (TAS)” is based on a school’s poverty percentage. The term should not be confused with “Targeted Support and Improvement (TSI)” in ESEA Sec. 1111, an accountability designation based on school results that focuses on schools with consistently underperforming subgroups. TSI schools are discussed in the Accountability portion of the state plan, in Section 4.2.