

DC OSSE ESEA Flexibility Waiver Extension Request



Office of the State Superintendent of Education

April 2014

Overview of DC ESEA Flexibility Waiver

- D.C. was granted an ESEA Flexibility Waiver by the U.S. Department of Education (USED) from July 2012 through the spring of 2014.
- Replaces NCLB requirements regarding Annual Year Progress (AYP) and the federal accountability system.
- The Waiver application was developed with robust stakeholder engagement, including SBOE's involvement. The Waiver was designed to ensure states created a rigorous and comprehensive education plan addressing three critical areas:
 - Close achievement gaps
 - Increase equity and access to effective teachers
 - Improve the quality of instruction and student achievement
- USED monitored implementation of D.C.'s ESEA Flexibility Waiver highlighting strengths and weaknesses in December 2013 and sent a final monitoring report on March 12, 2014.
- Given that the District's ESEA waiver is set to expire, OSSE plans to **move forward with an extension request** that includes required corrective actions.

National Overview of Waiver Implementation

- Of the first 20 monitoring reports released, more than 2/3 identified the state for corrective actions.
- Common themes:
 - Priority and Focus School intervention monitoring
 - Report card compliance with new standards
 - Assessment rigor
 - Fidelity of Teacher and Principal evaluation systems
- Four states are currently under high-risk status as a result of their waiver monitoring. (D.C. is not in this category.)

Four Key Areas of DC's Flexibility Waiver

State-level Systems and Processes

- Systems and Processes for Monitoring
- Technical Assistance and Data Use
- Family and Community Engagement/Outreach

Principle 1

- Transitioning to and implement College- and Career-Ready Standards and Assessments

Principle 2

- Developing Systems of Differentiated Recognition, Accountability, and Support
- State and Local Report Cards

Principle 3

- Evaluating and Supporting Teacher Effectiveness
- Evaluating and Supporting Principal Effectiveness

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Amendments
Required per
USED

Principle 1

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Principle 3

- Evaluating and Supporting Teacher Effectiveness
- Evaluating and Supporting Principal Effectiveness

DC OSSE Waiver Extension Request

- OSSE has lead discussions with key education stakeholders during the last several weeks to share proposed plans and possible amendment requests. Two-pronged approach:
 - Phase 1:** Hold conversations on addressing required revisions to the Waiver necessary for a renewal request between now through early May.
 - Phase 2:** Hold subsequent conversations after initial Waiver extension request on May 12 for more robust revisions.
- In Phase 1, OSSE will address in two ways:
 - an amendment/changes to the waiver request to bring our waiver in line how we are currently operating, and
 - a high-quality plan to improve implementation within waiver request.

Summary of Waiver Monitoring

Successes Highlighted in Monitoring

Highlights in ESEA Waiver Part B Monitoring Report:

- D.C. met expectations with the implementation of College- and Career-Ready Standards and Assessments.
- D.C. met expectations with its teacher and leader effectiveness systems.
- OSSE has demonstrated strong collaboration across its Elementary and Secondary and Specialized Education divisions to **address the learning needs of students with disabilities.**
- OSSE has developed strong, collaborative relationships with stakeholders to support school success.

Challenges Highlighted in Monitoring

Challenge 1:

OSSE's monitoring of Priority Schools needs improvement and was not in adherence to the Waiver. Additionally, there was inconsistent communication around timelines and cohorts of Priority Schools.

Corrective Action 1:

- Submit a plan that demonstrates how we will effectively monitor the principles of ESEA flexibility, including building statewide capacity;
- Submit an updated timeline for three years of full implementation in all Priority Schools and ensuring that all Priority Schools are implementing interventions aligned with all turnaround principles no later than the 2014-2015 school year.

Clarifying Priority School Timeline: Meaningful Consequences and OSSE Role Timeline

COHORT	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Cohort 1 SIG Schools (8): Anacostia, Browne EC, Dunbar, Eastern, Luke C. Moore, Options PCS, Prospect, Spingarn SHS	Year 2 Implementation	Year 3 Implementation	Exit or Year 4	Exit or Year 5	Exit or Recommend Closure (Year 6)	
CONSEQUENCES		Review/ make recommendations	Review/ make recommendations	Exit or OSSE Intervenes		
Cohort 2 SIG (6): Garfield ES, Johnson MS, Kelly Miller MS, Kramer MS, Savoy ES, Stanton ES	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Exit or Year 4	Exit or Year 5	Exit or Recommend Closure (Year 6)
CONSEQUENCES		Review/ make recommendations	Review/ make recommendations	Exit or OSSE Intervenes		
Newly Identified Priority Schools (2012-2013)/Non-SIG <Aiton ES, Amidon Bowen ES, C.W. Harris ES, Drew ES, LaSalle Backus EC, Malcolm X ES, Maya Angelou Evans HS Campus PCS, Moten ES, Roosevelt ES, Washington Metro HS, Woodson HD HS>		Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Exit or Year 4
CONSEQUENCES			Review/ make recommendations	Review/ make recommendations	Exit Criteria reached or OSSE Intervenes	
Newly Identified Priority Schools (2013-2014)/Non-SIG <Ballou HS, Booker T. Washington PCS, Cardoza HS at Meyer, Hendley ES, Houston ES, Langdon EC, Patterson ES>			Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implement
CONSEQUENCES				Review/ make recommendations	Review/ make recommendations	Exit criteria reached or OSSE Intervenes

Proposed Corrective Action for OSSE Monitoring

Strengthen OSSE's current monitoring approach to ensure schools are implementing the required interventions. Proposed elements of this approach includes:

- All Priority and Focus schools continue create school improvement plans with the support of DCPS/PCSB
- OSSE develops regular progress monitoring schedules with DCPS and PCSB to track progress against plans
- OSSE uses new LEA Inquiry Team structure to enable two-way communication and problem-solving between OSSE and LEAs

Challenges Highlighted in Monitoring, Cont.

Challenge 2:

OSSE decided to allow LEAs to target their Title I funds to their lowest performing schools. As such, we did not require that LEAs with schools that did not meet **AMOs** for two consecutive years **reserve 20% of Title I funds** to implement interventions and supports.

Corrective Action 2:

Amend the 20% AMO set-aside requirement to target funds where they are most needed and determine interventions for AMO schools.

Proposed Corrective Action for 20% Set Aside

Remove the 20% set aside requirement for schools that missed their AMOs. Identify new incentives and supports to dedicate to these schools. Proposed elements may include:

- Targeted supports and engagement from OSSE
- The development of competitive grants for these schools using a portion of Title I funds (would require a special waiver from the USDE)
- Require that LEAs' Title I plans address areas in need of improvement within these schools

Challenges Highlighted in Monitoring, Cont.

Challenge 3:

OSSE's **Report Cards do not include all necessary elements**, such as AMO targets, graduation targets, and credential rates of professional staff.

Corrective Action 3:

Submit a plan for ensuring that its State and local report cards are consistent with ED's February 8, 2013 report card guidance and will submit evidence that it has updated its template for 2013-2014 State and local report cards.

Report Card Updates

In order to be compliant with the USED requirements, OSSE will seek to make the following updates to State Report Cards:

- Number of recently arrived English Learner students exempt from reading/ELA assessment
- Student achievement data for science assessment
- Comparison between actual achievement and OSSE's AMOs in reading/ELA
- Graduation rate goals or targets
- Targets for attendance in K-8 and whether targets were met/not met
- Regular and emergency credential rates of professional staff for all schools
- Professional qualifications of all K-12 teachers
- Number of core classes
- Total number of students earning a regular diploma
- Addition of NAEP indicators on LEA and school-level report cards

Additional Amendment: Science and Accountability

The District's approved ESEA Flexibility Waiver commits to the inclusion of science assessments results as a factor in the statewide accountability system of school classifications in this school year (2014-2015).

With the adoption of the Next Generation Science Standards and upcoming transition to the PARCC assessment, we **plan to seek an amendment to the ESEA waiver to postpone the inclusion of the science assessment in the accountability system** until the 2016-2017 school year.

Phase I - Engagement Opportunities

DATE	TIME	TOPICS	COMPLETED
Tue, April 8	1:30 – 3PM	Overview of USED Monitoring Report and Corrective Actions: Corrective actions on monitoring, inclusion of science in accountability, report card updates, priority/focus implementation timeline and monitoring	
Tue, April 15	2:30 – 4PM	Overview of USED Monitoring Report and Corrective Actions: Corrective actions on monitoring, inclusion of science in accountability, report card updates, priority/focus implementation timeline and monitoring	
Fri, April 18	2:30 – 4 PM	Next Generation Assessments	
Wed, April 23	12 – 1 PM	Interventions and Supports in Low-Performing Schools	
Thu, May 8	1:00 – 2:00 PM Conference Call/Webinar	Overview of Extension Request and Specific Amendments (Prior to Submission)	

ESEA Waiver Engagement

- Local Education Agencies
- District of Columbia Public Schools
- Public Charter School Board
- State Board of Education Working Session (4/2/2014)
- Education Stakeholders at Budget Meeting (4/22/2014)
- Title I Committee of Practitioners
- Title III Committee of Practitioners (upcoming)

Q & A