



# **State Early Childhood Development Coordinating Council (SECDCC)**

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February 27, 2017  
Council Meeting

# Meeting Objectives

- Learn and provide feedback on DC's Early Student Succeeds Act state plan draft; and
- Engage the Council in the work of the committees.

I. Welcome

II. Introductions

III. DC's State Plan for Every Student Succeeds Act

IV. Committee Reports

V. Public Comment



Public Comment



District of Columbia  
Office of the State Superintendent of Education



# DC's New State Education Plan:

Meeting the Needs of All Learners through  
the Every Student Succeeds Act (ESSA)

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**Public Comment Period Engagement Session**



## Welcome and Goals for This Meeting

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

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Hear what is important to  
you and your community

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Understand your questions  
and address them through  
conversation today, ongoing  
communication, the state  
plan, and future outreach

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# Agenda

- ESSA overview and timeline
    - **What is the law**
  - Long-term goals
    - **Know where we are going**
  - Consultation and performance management
    - **Getting input and monitoring plans**
  - Academic assessments
    - **How we are measuring progress**
- Supporting excellent educators
    - **Focus on teachers**
  - Supporting all students
    - **Funding and programs to help specific groups of students**
  - Accountability, support, and improvement for schools
    - **Knowing how our schools are doing**



# Every Student Succeeds Act (ESSA)

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ESSA is a federal law that gives rules for states around education funding, programs, and supports for schools and students

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This is the newest version of a law in effect since 1965

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

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

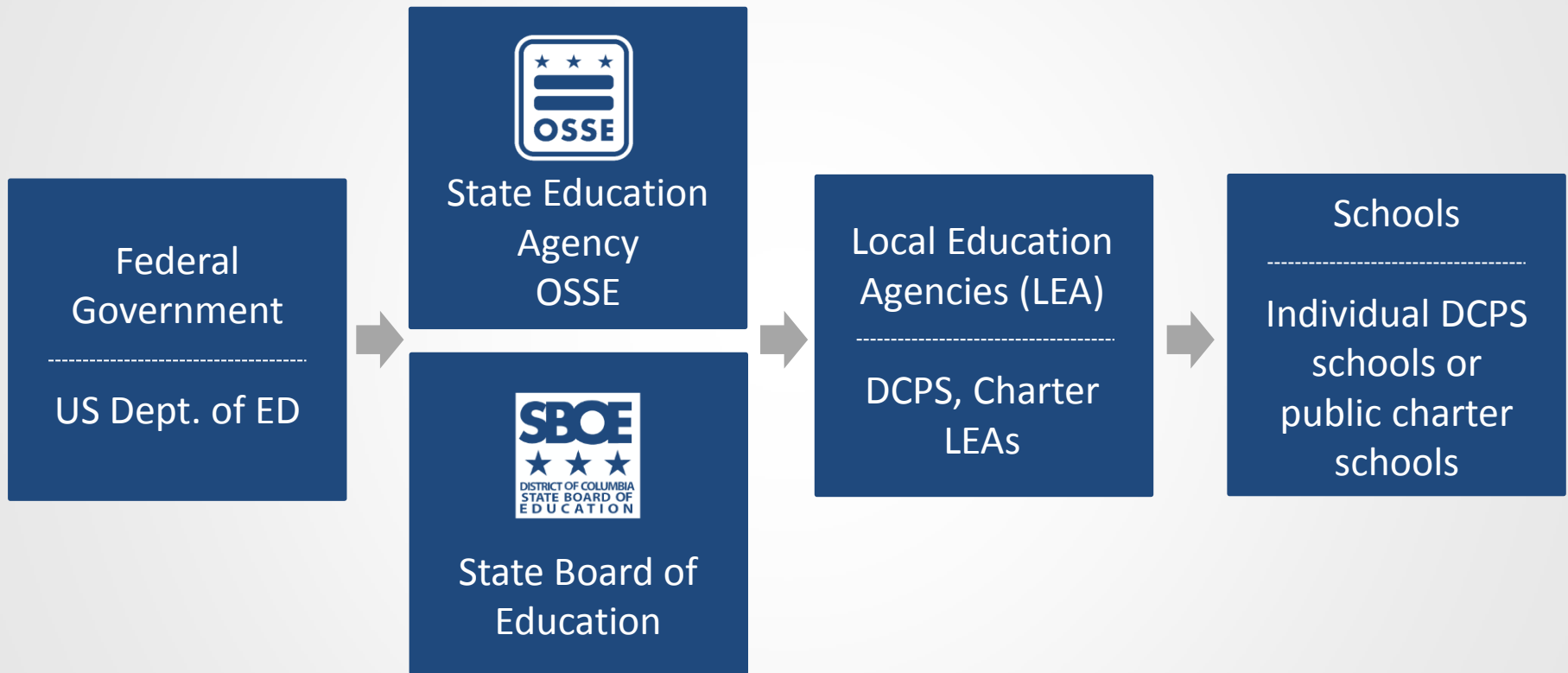
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# How Education is Organized





## Long-Term Goals

*Where do we want to go?*



# Goals for Education in DC

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Become the **fastest improving state and city** in the nation in student achievement outcomes

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Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind

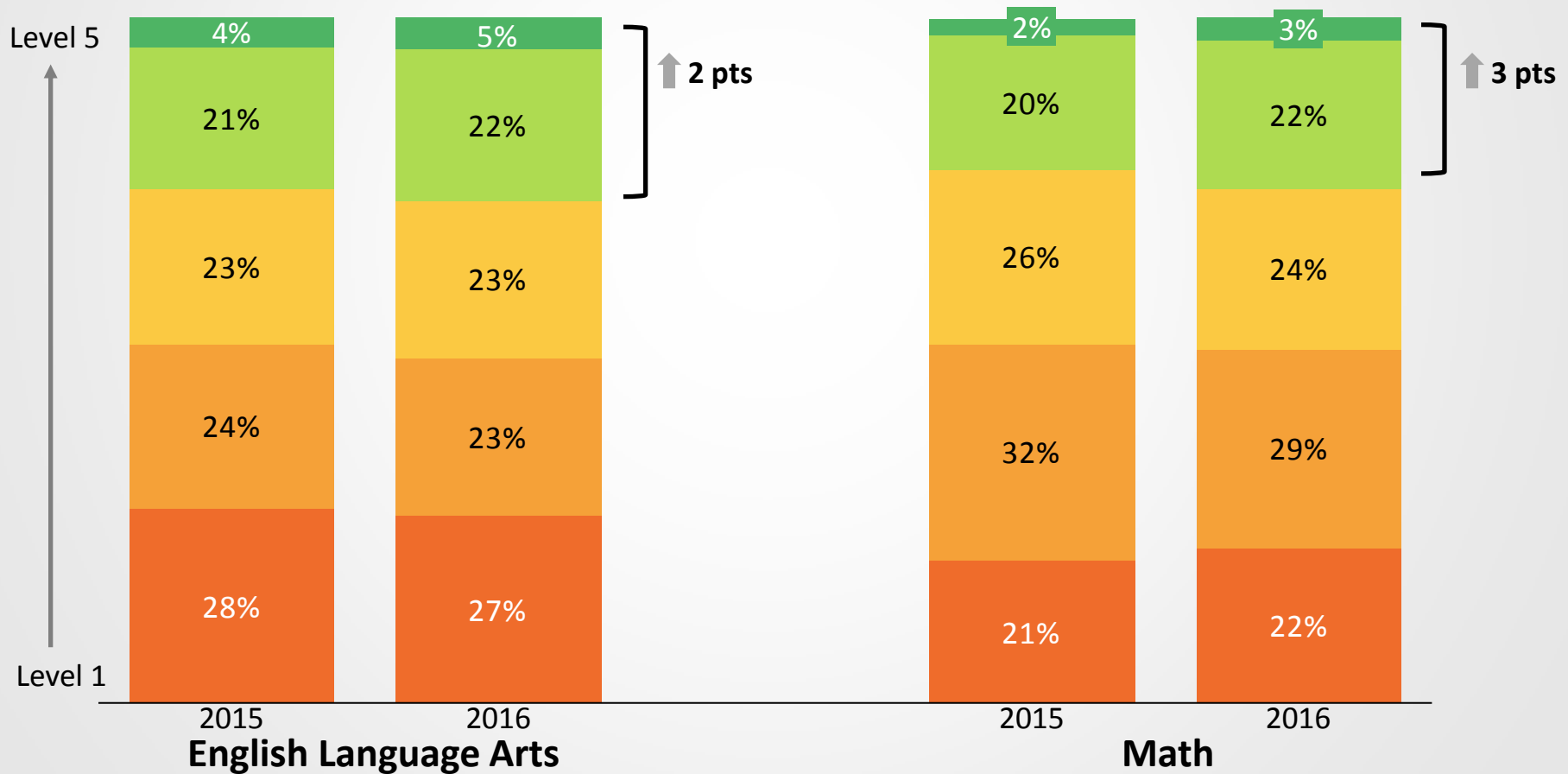
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# Academic Results

The percent of students who are on track for the next grade level and to leave high school ready for college and career (scoring 4+) increased overall for both ELA and math.





# PARCC English/Language Arts Results

Last year, nearly all groups of students saw growth in the percent of students scoring 4+ with the greatest gains for economically disadvantaged students at 4 points.

	% Scoring Level 4 or 5	
	2016	Change
<b>All</b>	27%	↑ 1.9 %
<b>Race/Ethnicity</b>		
<b>Black</b>	19%	↑ 2.3%
<b>Hispanic</b>	25%	↑ 2.9%
<b>White</b>	74%	↓ -4.8%
<b>Race by Gender</b>		
<b>Black Female</b>	24%	↑ 2.6%
<b>Black Male</b>	15%	↑ 2.1%
<b>Hispanic Female</b>	30%	↑ 3.9%
<b>Hispanic Male</b>	19%	↑ 2.0%
<b>Gender</b>		
<b>Female</b>	32%	↑ 2.3%
<b>Male</b>	22%	↑ 1.5%
<b>Special Populations</b>		
<b>Special Education</b>	5%	↑ 1.2%
<b>English Language Learner</b>	14%	↑ 2.7%
<b>Economically Disadvantaged</b>	18%	↑ 3.8%
<b>At-Risk</b>	13%	↑ 1.8%



# PARCC Math Results

Last year, gains in the percent of students scoring 4+ for specific groups were consistent across the board in math, ranging from 2 to 3 points.

	% Scoring Level 4 or 5	
	2016	Change
<b>All</b>	25%	↑ 2.7 %
<b>Race/Ethnicity</b>		
<b>Black</b>	17%	↑ 2.2%
<b>Hispanic</b>	22%	↑ 2.0%
<b>White</b>	71%	↑ 2.7%
<b>Race by Gender</b>		
<b>Black Female</b>	19%	↑ 2.9%
<b>Black Male</b>	16%	↑ 1.6%
<b>Hispanic Female</b>	22%	↑ 2.0%
<b>Hispanic Male</b>	22%	↑ 2.1%
<b>Gender</b>		
<b>Female</b>	26%	↑ 3.2%
<b>Male</b>	24%	↑ 2.4%
<b>Special Populations</b>		
<b>Special Education</b>	6%	↑ 2.5%
<b>English Language Learner</b>	19%	↑ 2.8%
<b>Economically Disadvantaged</b>	17%	↑ 3.9%
<b>At-Risk</b>	13%	↑ 1.9%

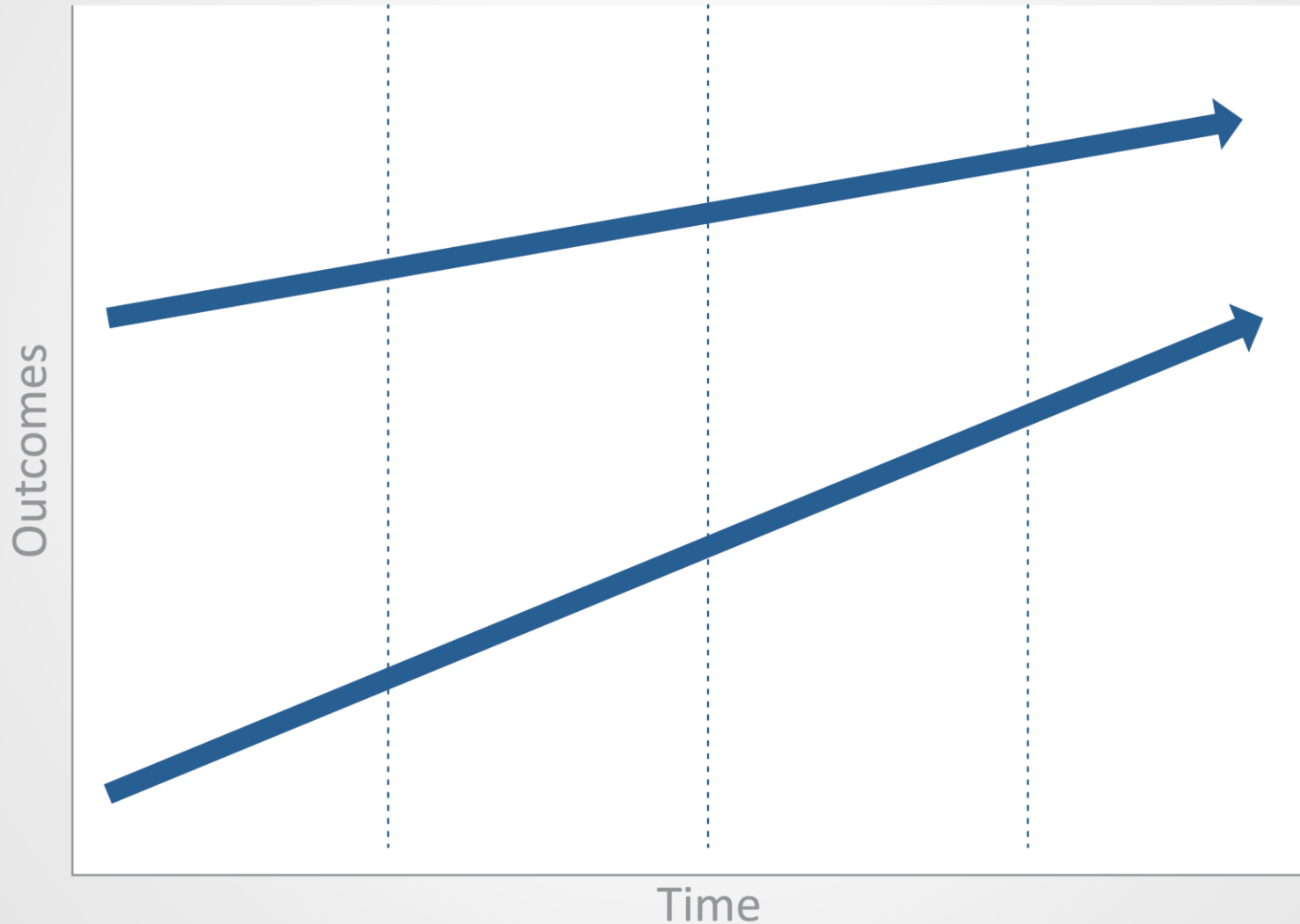


# PARCC Results by Ward

	ELA % 4+			Math % 4 +		
	2015	2016	% Change	2015	2016	%Change
All	24.8%	26.7%	↑ 1.9%	22.1%	24.8%	↑ 2.7%
Ward 1	21.0%	26.2%	↑ 5.2%	18.1%	20.2%	↑ 2.1%
Ward 2	49.0%	49.6%	↑ 0.6%	41.9%	47.3%	↑ 5.3%
Ward 3	64.5%	59.8%	↓ -4.8%	49.4%	52.2%	↑ 2.9%
Ward 4	27.6%	28.4%	↑ 0.7%	24.4%	25.2%	↑ 0.8%
Ward 5	20.5%	23.5%	↑ 3.0%	17.5%	19.4%	↑ 1.9%
Ward 6	21.5%	24.6%	↑ 3.1%	21.5%	24.8%	↑ 3.3%
Ward 7	12.1%	16.2%	↑ 4.1%	15.5%	19.8%	↑ 4.3%
Ward 8	11.2%	13.1%	↑ 1.9%	10.9%	12.7%	↑ 1.8%



# Progress for All Students, Accelerating Progress for Students Who are Furthest Behind







## Consultation and Performance Management

*How are we hearing from the  
community and making sure we are  
on track?*



# ESSA Engagement

To date: **50 meetings** with participation by more than **100 organizations**

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

[www.osse.dc.gov/essa](http://www.osse.dc.gov/essa)

## Organizations Represented in ESSA Feedback

Achievement Prep Public Charter School	Chesapeake Bay Foundation
Advocates for Justice and Education	Children's Guild
Center for English Language Learners at American Institutes for Research	Children's Law Center
AppleTree Institute	Child Trends
Albert Shanker Institute	Citizens for Effective Schools
American Heart Association	City Arts and Prep Public Charter School
BASIS DC	College Board
Bellwether Education Partners	Council of Chief State School Officers (CCSSO)
Bridges Public Charter School	DC Association of Public Chartered Schools
Briya Public Charter School	DC Developmental Disabilities Council
Brookings Institution	DC Language Immersion Project
Business Community	DC Prep Public Charter School
Capital City Public Charter School	DC Promise Neighborhood
Capitol Hill Public Schools Parent Organization	District of Columbia Public Schools
Carlos Rosario Public Charter School	Democracy Prep Public Charter School
Center City Public Charter Schools	Deputy Mayor for Education (DME)
Center for American Progress	District of Columbia Division of Child Support Enforcement
CentroNia	District of Columbia Department of Youth Rehabilitation Services (DYRS)
Cesar Chavez Public Charter Schools	

## Every Student Succeeds Act (ESSA) Community-Based Meetings

Ward	Date	Time	Location	Registration	Hygiene
1 & 2	Feb. 7	7-8:30 p.m.	Cardozo High School 1200 Clifton St. NW	Register	English Arabic Chinese French Hmong Korean Vietnamese
3	Feb. 8	7-8:30 p.m.	Wilson High School 2950 Chesapeake Dr. NW	Register	English Arabic Chinese French Hmong Korean Vietnamese
4	Feb. 16	6:30-8:30 p.m.	Samuel Elementary School 409 Decatur St. NW	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese
5	Feb. 22	6:30-8:30 p.m.	Brookland Middle School 1150 Michigan Ave. NE	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese
6	Feb. 27	6-8 p.m.	Capitol Hill Arts Workshop 545 Newark St. SE	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese
7	Feb. 23	6-7:30 p.m.	Department of Employment Services 4050 Minnesota Ave. NE	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese
8	Feb. 28	6-8 p.m.	Alexander Neighborhood Library 1800 Good Hope Road SE	Register	English Arabic Chinese French Hmong Korean Spanish Vietnamese



# Making Sure Schools are On Track

- 1 STATE SETS REQUIREMENTS**
- 2 LEAs SUBMIT PLANS**
- 3 STATE SUPPORTS AND REVIEWS PROGRESS**



# Academic Assessments

*How can we measure student progress?*



# Academic Assessments



Required to assess students at the state level once annually in grades 3-8 and one assessment during high school

Assessment Name	Content and Grades Assessed
PARCC	Students take for ELA and math in grades 3-8 and for one assessment in HS
DC Science	Students take in grades 5, 8 and for Biology in HS



# Academic Assessments (Cont.)



Some students take the following assessments

Assessment Name	Content and Grades Assessed
Multi-State Alternate Assessment (MSAA)	Students with significant cognitive disabilities take for ELA and math in grades 3-8 and for one assessment in HS in place of PARCC
DC Science Alt	Students with significant cognitive disabilities take in grades 5, 8 and for Biology in HS
ACCESS for ELLs 2.0	English learners take in grades K-12 to assess English language proficiency



# Supporting Excellent Educators

*How can we make sure every child has a great teacher?*



# Educator Development, Retention, and Advancement

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

## Examples:

- Communities of practice
- Setting policies for programs that prepare teachers
- Model (optional) teacher evaluation system
- Additional pathways for teachers to get licenses







# Great Teachers in Every School

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

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

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## Support for all students

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



# Supporting All Students

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

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Restorative Practices Project

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Community Schools Initiative

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Safe Schools Certification Pilot

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Re-engagement Center

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Instructional Communities of Practice

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# Supporting All Students

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

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Students with Disabilities

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English Learners (ELs)

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Students Experiencing Homelessness

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Students in Foster Care

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Neglected, Delinquent, or At-Risk

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Eligible Private School Students

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Military Families

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# How We Coordinate Supports

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

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Specific training from OSSE to contacts in schools serving students with disabilities, English learners, and homeless students

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# Well-Rounded and Supportive Education

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



Continued expansion and emphasis on quality of early learning



Health and wellness supports



Training and opportunities for success in college and other postsecondary opportunities



Launching additional resources for family and community engagement in 2017-18 school year



# Accountability, support, and improvement for schools

*How do we make sure every school is a great school?*





# Opportunity for Clear Information for Families

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Shows common information for all  
schools in DC

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Provides clarity and consistency to  
families to make informed choices

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Identify schools that need support  
across both sectors

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Drive improvement and recognition

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# What is an Accountability System?

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

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

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

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# Key Beliefs

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



Focuses on  
all  
students



Provides  
information  
on where  
students  
are and  
where they  
are going



Uses  
measures  
that are  
available,  
understood,  
and  
common



Values  
multiple  
measures  
when  
possible



Is clear,  
consistent,  
and fair to  
schools



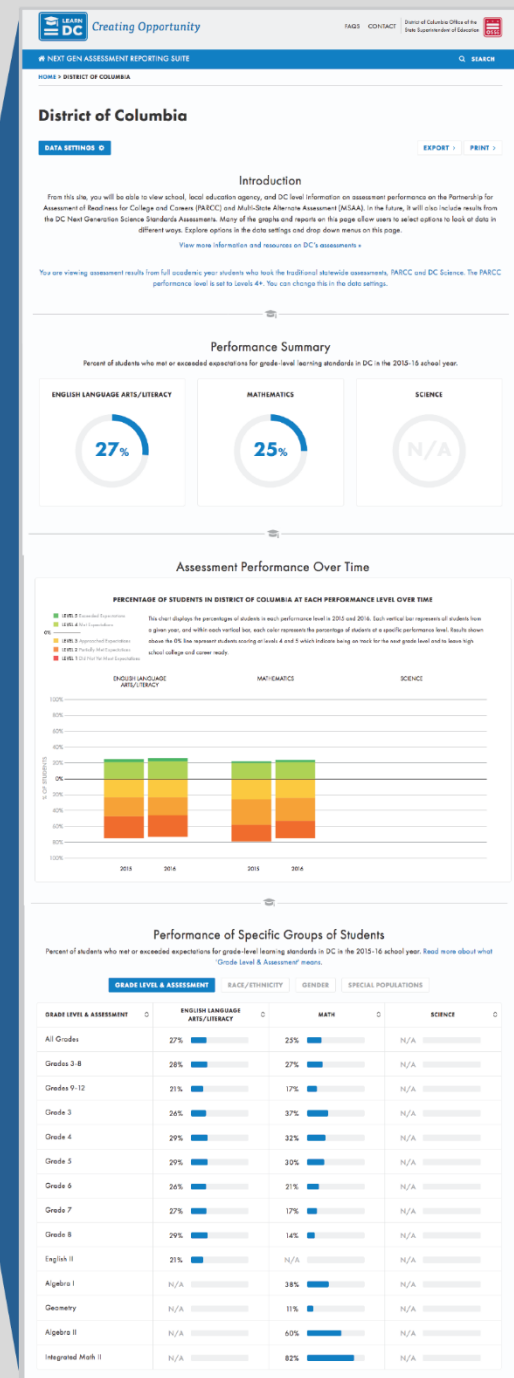
# Clear Information for Families and Schools



## STAR Annual Reporting

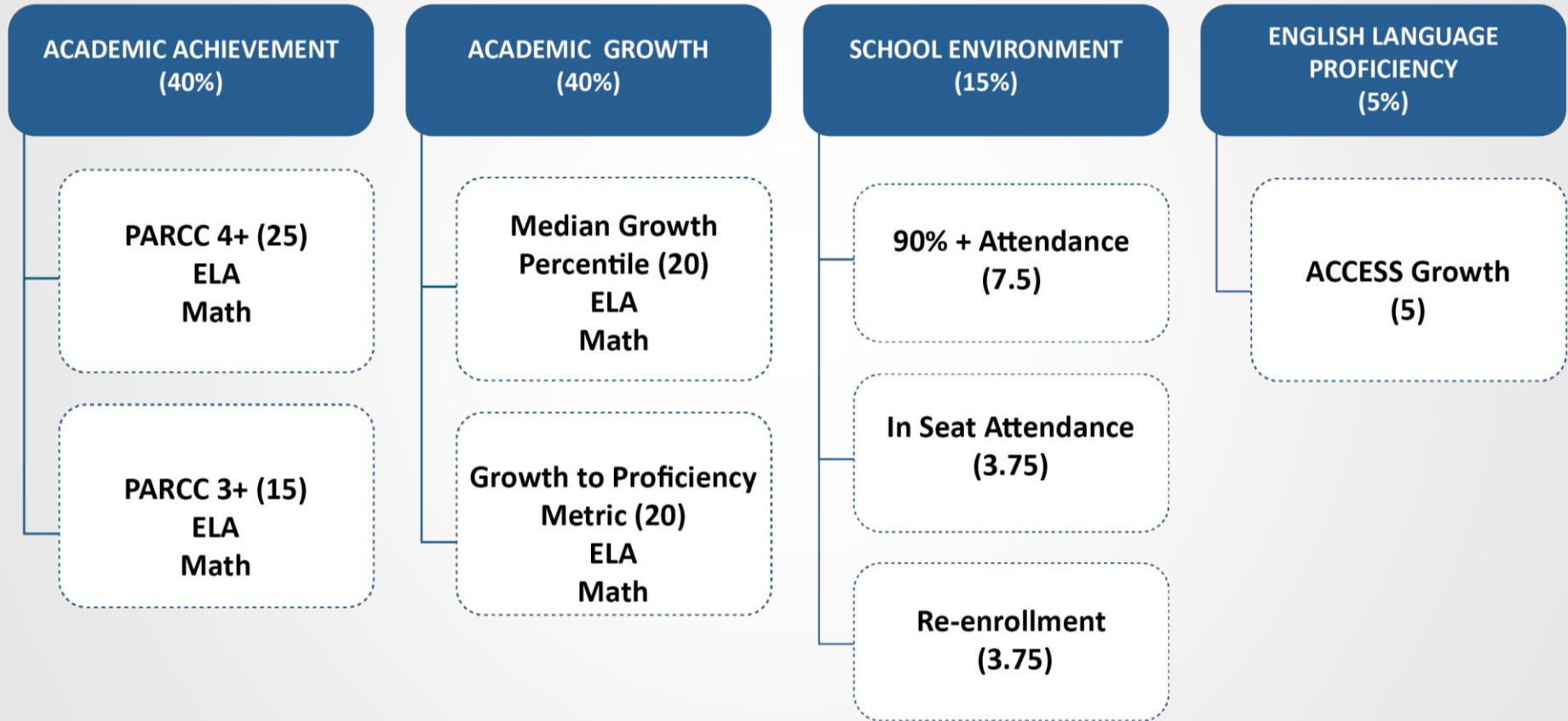
Schools receive star rating from one star (lowest) to five stars (highest) based on multiple measures

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



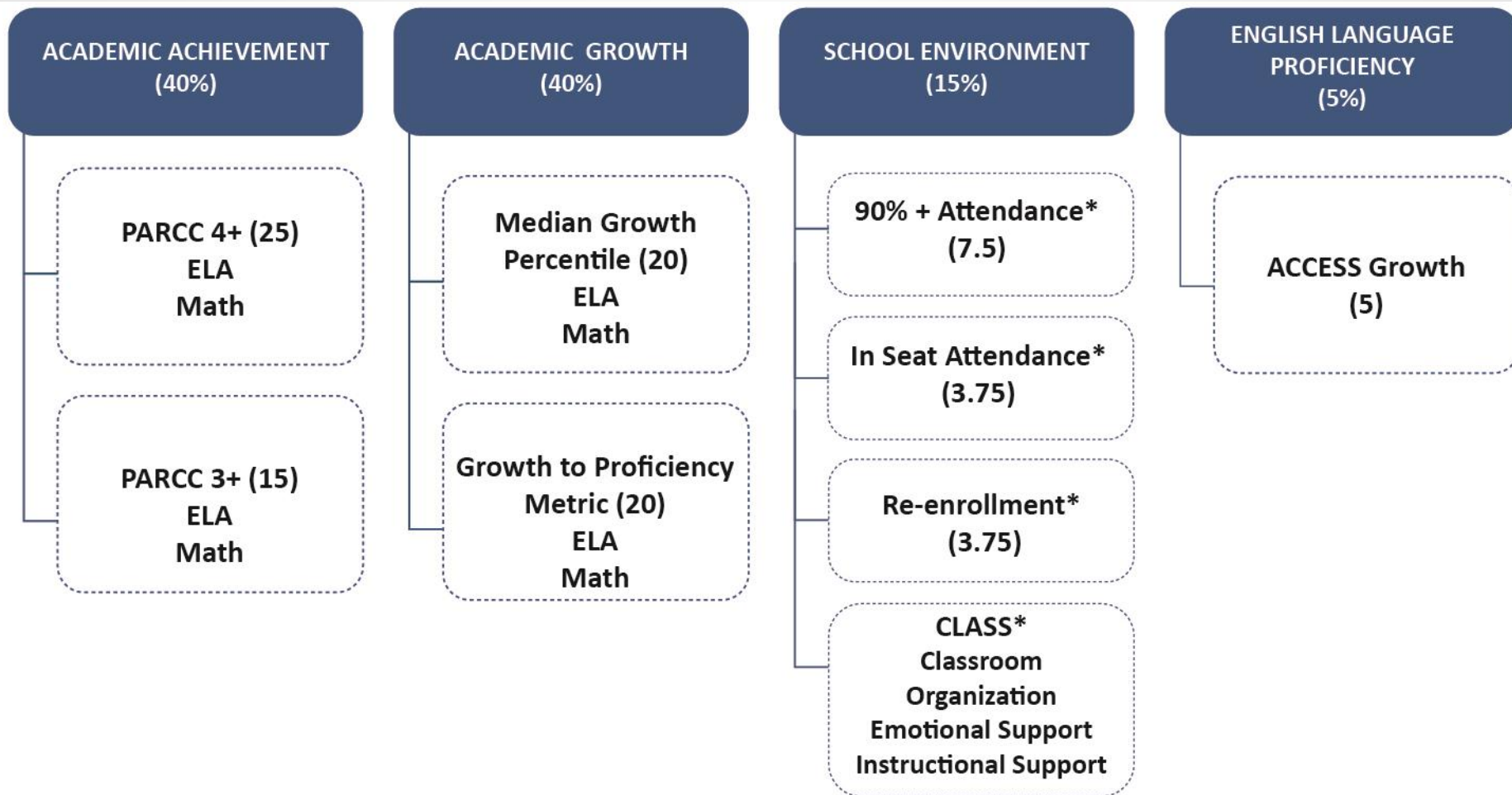


# STAR - Middle School



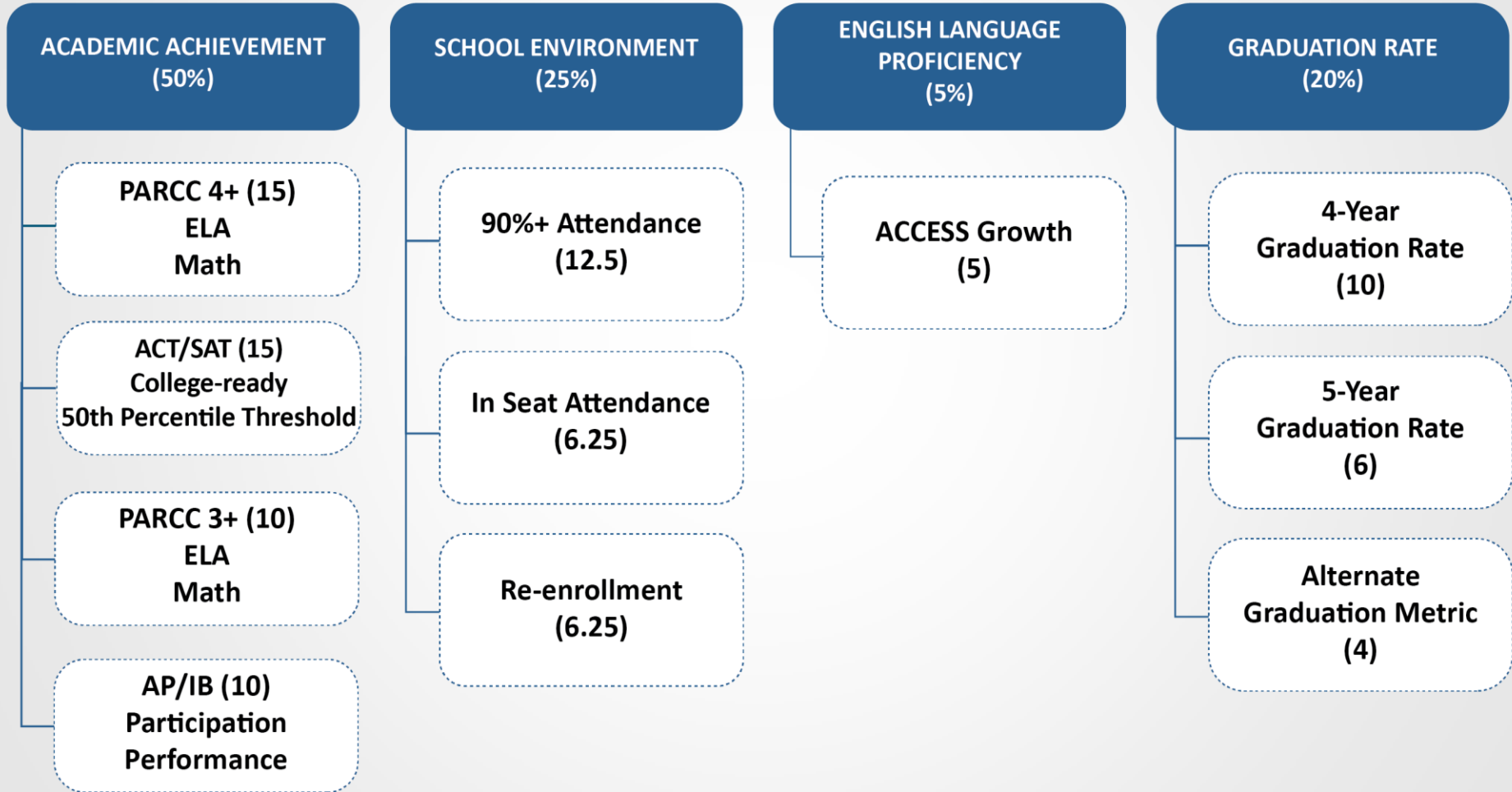


# STAR - Elementary Schools and Kindergarten-Grade 8 with Pre-K





# STAR - High School







# Focused Support for Schools

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Schools identified for comprehensive and targeted support every three years

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

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

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Q&A





## Next Steps

Review full state plan by March 3 on  
[www.osse.dc.gov/essa](http://www.osse.dc.gov/essa)

Send feedback to [OSSE.ESSA@dc.gov](mailto:OSSE.ESSA@dc.gov) or through  
the public comment survey on our website

Review prior materials and notes available on  
[www.osse.dc.gov/essa](http://www.osse.dc.gov/essa)



| Thank you!



# Appendix



# The Law At a Glance

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Title I: Improving the Academic Achievement of the Disadvantaged

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Title II: Preparing, Training and Recruiting Teachers, Principals or Other School Leaders

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Title III – English Learners and Immigrant Students

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Title IV – 21st Century Schools (Parts A- F)

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Title V – State Innovation and Local Flexibility

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Title VI – Indian, Native Hawaiian, and Alaska Native Education

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Title VII – Impact Aid

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Title VIII – ESEA General Provisions (Equitable Services)

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Title IX –McKinney-Vento Act and Other Provisions (Preschool Grant)

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# OSSE Strategic Plan

We believe OSSE can play a unique role in **sustaining**, **accelerating**, and **deepening** the progress being made in DC education by successfully carrying out four key priorities:



HIGH-QUALITY  
& ACTIONABLE  
**DATA**

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



**QUALITY  
& EQUITY  
FOCUS**

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



RESPONSIVE  
& CONSISTENT  
**SERVICE**

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



TOP-NOTCH  
**TALENT**

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