August 28, 2017

District of Columbia
Revised State Template for the
Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires 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. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

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

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the

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

plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

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

Contact Information and Signatures	
SEA Contact (Name and Position): Shana Young, Chief of Staff	Telephone: (202) 727-6436
Mailing Address: Office of the State Superintendent of Education 810 First St. NE, 9th Floor Washington, DC 20002	Email Address: Shana.Young@dc.gov
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name): Hanseul Kang, State Superintendent of Education	Telephone: (202) 727-6436
Signature of Authorized SEA Representative 	Date: 8/28/2017

Contact Information and Signatures	
Governor (Printed Name) Jennifer Niles, Deputy Mayor for Education	Date SEA provided plan to the Governor under ESEA section 8540: 3/17/2017
Signature of Governor	Date:

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 wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☐ 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 that the SEA includes in its consolidated State plan:

☒ Title I, Part A: Improving Basic Programs Operated by 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: English Language Acquisition, Language Enhancement, and Academic Achievement

☒ 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: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

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

1. Challenging State Academic Standards and *Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)*

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

X Yes

□ No

ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

c. In high school:

1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

X Yes

□ No

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

The District of Columbia administers the Partnership for Assessment of Readiness for College and Careers (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 local education agencies (LEAs), including the 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

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4)*:

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," 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, DC also will offer a Spanish trans-adaptation of the paper-based DC Science assessment in grades 5, 8, and biology.

iii. Indicate the languages identified in question 3(i) 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 of Columbia 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 it 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 including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

b. 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

c. As applicable, an explanation of the reasons the State has not been able to make every effort.

As noted in Section A.3.i above, 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 in DC. 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, DC will be developing and providing Spanish trans-adaptations of the paper-based DC Science assessments in grades 5, 8, and biology.

OSSE conducted an in-person focus group on Oct. 6, 2016 attended by more than 20 stakeholders representing school and LEA-based English learner 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 a Next Generation Assessment (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. As mentioned above, OSSE hosted the February LEA Institute to hear feedback from schools and LEAs about ELs in the State Plan. OSSE will continue to monitor data and work with stakeholders to best meet the needs of English learner students.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:

i. Subgroups *(ESEA section 1111(c)(2))*:

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

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.

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Not applicable.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

X Yes
□ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:
☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

OSSE has selected the first option, which would continue current flexibility to exclude recently arrived ELs from one administration of the PARCC English/language arts test in their first year, and exclude math and English Language Proficiency test results from accountability determinations the first year. This one year waiver from required participation on the English language arts assessment allows a minimum amount of time for a student to acquire academic English and test-taking skills.

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

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.

b. Describe how the minimum number of students is statistically sound.

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, 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 A.4.ii.d below.

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

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. Our DC State Education Plan was drafted with the input of a dynamic and broad range of stakeholders. Community surveys and more than 75 meetings attended by more than 110 organizations, in addition to meetings with parents, families, and community members contributed to the strategies and decisions reflected in this plan. For a full overview of the consultation work see Appendix C, D and E.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[2]

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

[2] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

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.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

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. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

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 assessments as signified by scoring at level 4 and higher on PARCC and level 3 and higher on MSAA. We aim to reach this goal over approximately the next 20 years, 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. PARCC scores at level 4 and level 5 (hereafter referred to as "4+" and also encompassing MSAA scores of level 3 and level 4) 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 state plan, the long-term goal of reaching 85 percent proficiency on PARCC/MSAA in 20 years 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.

PARCC/MSAA 4+ Long-term Goals: All Students

Subgroups	Reading/ Language Arts: Baseline Data and Year (2014-15)	Reading/ Language Arts: Long-term Goal (2038-39)	Mathematics: Baseline Data and Year (2014-15)	Mathematics: Long-term Goal (2038-39)
All students	24.8%	85%	20.1%	85%
Economically disadvantaged students	14.4%	85%	12.6%	85%
Children with disabilities	4.2%	85%	3.4%	85%
English learners	11.0%	85%	13.9%	85%
Black or African-American	17.0%	85%	13.8%	85%
Hispanic or Latino	21.8%	85%	18.4%	85%
White	79.2%	85%	66.0%	85%
Asian	54.8%	85%	54.1%	85%
American Indian or Alaska Native	25.6%	85%	17.3%	85%
Native Hawaiian or Other Pacific Islander	28.6%	85%	25.0%	85%
More than one Race	63.9%	85%	53.2%	85%

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

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 state-level goals above in Section A.4.iii.a 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 recognize where our schools are currently performing while also pushing for substantial improvement year over year. In particular, our measures of interim

progress specifically take into account faster rates of growth for groups of students that currently have lower outcomes to take into account the improvement needed to make significant progress in closing statewide gaps in proficiency outcomes. 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.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

OSSE's long-term goal is that over the next approximately 20 years, 90 percent of all students in its adjusted cohort will graduate within four years, 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.

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

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

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Not applicable. OSSE is not including extended-year adjusted cohort graduation rates in its state plan.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

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 a 20-year period as our timeframe 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. 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 at a rate that is more ambitious than the rate of growth required of all students, while at the same time remaining attainable.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

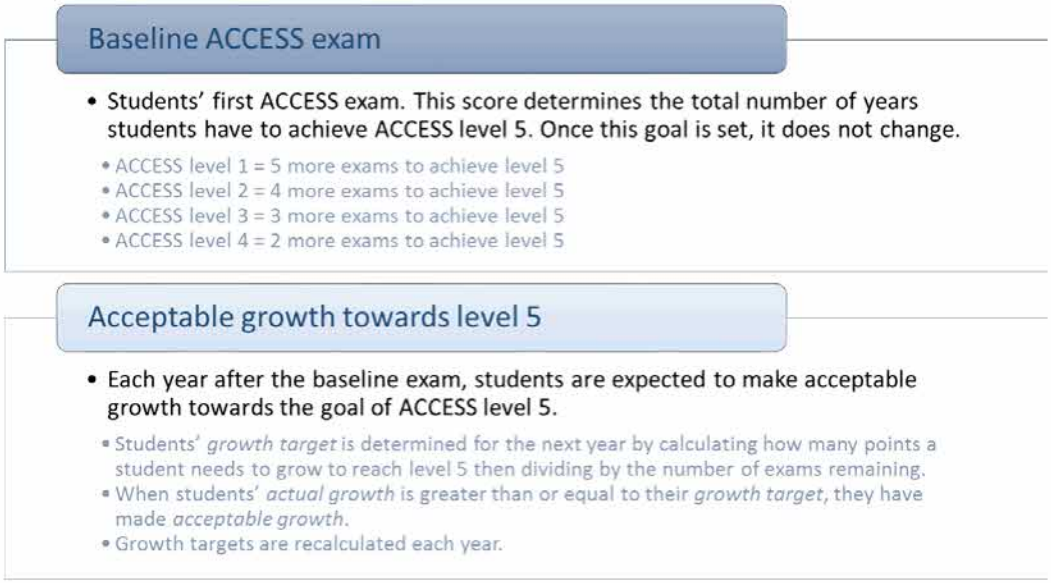
1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

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.



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 2.0 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.

We believe that the uniform procedure described above 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 within 20 years. 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.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Indicator*	Measure(s)	Description
i. Academic Achievement	PARCC 4+:	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).
	PARCC 3+:	Percentage of students performing at the "approaching expectations" (3), "meeting expectations" (4) , or "exceeding expectations" (5) levels of PARCC (or equivalent on MSAA—level 3 or 4, of 4 possible levels)

The Academic Achievement indicator is based on the same measure (percent of students scoring at the level of college and career readiness – i.e., level 4 and higher on the Partnership for Assessment Readiness for College and Careers (PARCC) and level 3 and higher on Multi-State Alternate Assessment (MSAA)) as our state-wide long term goals. In addition, the Academic Achievement indicator is the same measure as the standard for proficiency on the annual statewide reading/language arts and math assessments, is administered annually, and measures academic achievement for all students and for each subgroup of students.

In addition to the indicator for PARCC 4+, we will include the following additional indicators for high schools:

Measure(s)	Description
SAT "College Ready" Benchmark	Percentage of students meeting or exceeding the "college ready" benchmark on SAT
SAT DC Percentile Threshold	Percentage of students meeting or exceeding a percentile threshold as determined by the state.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

ii. Academic Progress	Norm-Referenced/Relative Growth Measure:	Norm referenced, school-level growth measure, e.g., Median Growth Percentile, which is currently calculated as follows: 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 year's assessment when compared with DC students who had similar achievement on the previous year's exam.
	Criterion Referenced Growth Measure:	OSSE will also consider including an additional criterion referenced or absolute growth measure, e.g., Growth to Proficiency, which is defined as: The percentage of students who meet a scale score growth target based on their current year scale score.

The Academic Progress indicator is calculated based on the performance of students that take the state standardized assessment – PARCC. The PARCC is administered once a year and to all students and to each subgroup of students. Based on this data, OSSE will include two measures of academic progress, or school-level growth – one norm-referenced/relative growth measure e.g., median growth percentile (MGP) and one criterion referenced growth measure e.g. 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. Both measures will be calculated annually for all students and separately for each subgroup of students.

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. We will work to explore all possible options in developing a high school growth measure and we are committed to implementing it 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.[i] Given this positive research about the quality of PARCC, OSSE's believes that our two growth measures, will recognize meaningful improvements in student learning at the school level.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more

extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Indicator*	Measure(s)	Description (see below for research)
i. Graduation Rate	4-year Adjusted Cohort Graduation Rate:	Methodology for the adjusted cohort rate is set by the U.S. Department of Education

OSSE's Graduation Rate Indicator of 4-year Adjusted Cohort is the same measure (percent of students who graduate in four years with a regular high school diploma) as the four-year adjusted cohort graduation rate as defined by the U.S Department of Education. As such it includes all students and each subgroup of students.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Indicator*	Measure(s)	Description (see below for research)
i. 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.

See Section A.4.iii.c above for more detail on measure.

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Indicator*	Measure(s)	Description (see below for research)
i. School Environment	Addressing Chronic Absenteeism	School receives points based on which of two metrics they perform best on. The two options, both aimed at addressing chronic absenteeism, are included below:

Indicator*	Measure(s)	Description (see below for research)
		90%+ attendance: Percentage of enrolled students who were present/in attendance for 90% or more of enrolled days (the inverse of chronic absenteeism). This differs from in-seat attendance, in that it measures student-level attendance patterns, as opposed to the average attendance across a school. Growth in 90%+ attendance: The student attendance growth percentile for the median student at a school when students are ordered from lowest to highest student attendance growth percentile. The students attendance growth percentile measures how a student's access to instructional time (the percentage of enrolled days a student was present) in the current school year compared with DC students who had a similar attendance rate in the previous year.
	In-Seat Attendance:	Daily average percentage of enrolled students who were present in school
	Re-enrollment:	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 two, excluding students enrolled in terminal grade levels (the final grade level served by a given school) and students who exit the state.
	CLASS:	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 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 Environment domain for those schools with pre-K classrooms.
	Access and Opportunities measure	The access and opportunities measure will be designed to promote well-rounded experiences for students in engaging learning environments. Given that there are multiple ways to demonstrate a well-rounded education, this measure will also seek to provide multiple options for schools to highlight results in this area. This measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year.

Indicator*	Measure(s)	Description (see below for research)
	AP and IB Participation:	Percent of students taking at least one AP or IB exam
	AP and IB Performance:	Percent of students scoring 3+ on at least one AP exam and/or 4+ on at least one IB exam
	Alternate Graduation Metric:	In a given year, number of total graduates (regardless of time frame) divided by the number of students in the 4-year adjusted graduation cohort.

Addressing Chronic Absenteeism (90 percent+ attendance) and In-Seat 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 several measures of attendance as indicators of student success and overall school climate.

OSSE will include two options of measures of chronic absenteeism and schools will have the opportunity to demonstrate outcomes on this measure in one of two ways.

The first option is 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: For example, 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.[ii] Also, 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.[iii] Absences for any reason in the ninth grade predicted 77 percent of eventual dropouts.[iv]

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.

The second option is through the measure of growth in students who are present for 90 percent or more of their enrolled days at a given school. For this measure of attendance growth, students change in attendance is compared to other DC students of the same grade level and with a similar past attendance record. This makes this measure sensitive to grade-level differences in attendance, and a good way to measure improved attendance even for schools that are starting out

with a low attendance rate. This helps encourage schools to work on improving *all* students' attendance and provides schools with opportunity to demonstrate progress in attendance.

In the DC accountability system, schools will have the opportunity for multiple paths towards success on this measure, and will be awarded the higher of the points earned for addressing in chronic absenteeism and in making progress towards reducing chronic absenteeism. This supports OSSE's stance that both benchmarks (90%+ attendance) and attendance growth are important reflections of a school's performance.

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.[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.

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).[vii]

A number of short- and long-term studies show the benefit of early childhood education on student learning and life outcomes.[viii] 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 early childhood classrooms. 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.[ix] 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.[x]

Access to Opportunities:

OSSE is including a measure for access and opportunities. This measure will be designed to promote the well-rounded experiences for students in engaging learning environments. Given that there are multiple ways to demonstrate a well-rounded education, this measure will also seek to provide multiple options for schools to highlight results in this area. This measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year (released in fall 2020). As part of this development OSSE will take into consideration how to ensure it allows for meaningful differentiation in school performance, is valid, reliable and comparable state wide and that it measures performance for all students and separately for each subgroup. Until the measure is finalized, the overall framework scores will be calculated out of 95 rather than 100 points.

<u>Additional Measures for Consideration in Future Years of the Accountability System (Across Multiple Domains)</u>:

During the development process for the accountability framework, OSSE explored various 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; percentage of students who completed grade 8 and enrolled in high school; 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.

OSSE also heard strong 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 state-wide 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 approximately 30 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-in program with LEAs and schools who are interested in piloting a school survey for possible future use in the accountability framework.

OSSE also heard strong interest in the inclusion of the DC Science assessment in the accountability system. OSSE recognizes the importance of STEM (Science, Technology, Engineering and Math) as part of a well-rounded educational experience. STEM skills and knowledge are not only valuable components to a solid academic program, but also core fundamentals for life experience. STEM skills and knowledge help students develop logic, problem-solving, and critical thinking skills that can be used in every discipline and that enable them to compete in the continually growing high-tech job sector. OSSE offers professional development and support in STEM areas directly and in partnership with the DC STEM Innovation Network to support LEAs, schools, and educators in offering high-quality STEM experiences for DC students. Because the new DC Science assessment, aligned to the Next Generation Science Standards, is still quite new, we have not yet included it in the accountability system but will continue to explore this option for inclusion in the future.

OSSE has given significant consideration to the measures included in the framework. Additionally, as noted above we have given consideration to the many measures not able to be included for various technical reasons. To ensure ongoing examination and refinement of the currently proposed and future new metrics, OSSE will establish an accountability governance structure. This will include technical working groups and a system for obtaining LEA feedback on all measures and business rules, in consultation with PCSB, DCPS, and charter LEAs. OSSE will use these structures to review the accountability system.

OSSE is also committed to continuing our work with the State Board of Education and the public. OSSE will provide updates to the public and the State Board of Education on progress towards reviewing and amending the accountability system three times a year and will co-host one public roundtable with the State Board before December 2018. Substantive changes to the framework will be brought to the State Board of Education for approval. Examples of substantive changes to the framework include components of the access to opportunities metric and the inclusion of additional assessments like science. OSSE will bring a proposal by the end of the 2018-19 school year to the State Board about the incorporation of high school growth.

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

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The School Transparency and Reporting (STAR) system will provide an annual summative rating for all public schools in DC. The STAR rating system will be run annually and shared with families and the community through school report cards. 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. As described in further detail in Section A.4.v.b below, the system is based on all indicators in the state's accountability system, and will be calculated for all students and for each subgroup of students.

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). The final score is based on the weighted average of framework scores in order to emphasize a specific focus those groups of students who have historically had gaps in outcomes relative to their peers. 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*(Framework Score for All Students) + 0.025*(Framework Score for Black/African American Students) + 0.025*(Framework Score for White Students) + 0.05*(Economically Disadvantaged Students)]/(85).

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.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP

indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

The metrics included in each grade band framework are listed below with metric weights included in parentheses.

1. Elementary Schools
    a. Academic Achievement (30 percent):
        i. PARCC 4+ ELA (10)
        ii. PARCC 4+ Math (10)
        iii. PARCC 3+ ELA (5)
        iv. PARCC 3+ Math (5)
    b. Academic Progress (40 percent):
        i. Norm/Relative Referenced Growth ELA (10)
        ii. Norm/Relative Referenced Growth Math (10)
        iii. Criterion Referenced Growth ELA (10)
        iv. Criterion Referenced Growth Math (10)
    c. School Environment (25 percent)
        i. Addressing Chronic Absenteeism (5.775*)
        ii. In-Seat Attendance (3.85*)
        iii. Re-enrollment (6.375*)
        iv. Access and Opportunities** (5)
        v. Pre-Kindergarten metrics (4)
            1. CLASS (3) (1 point each for Classroom Organization; Emotional Support; Instructional Support)
            2. In-Seat Attendance, pre-K (1)
    d. English Language Proficiency (5 percent)
        i. ACCESS Growth (5)

* These measures are calculated for students in grades Kindergarten and up only (does not include pre-K students). For elementary schools without Pre-K programs, the School Environment score will be calculated as follows: Addressing Chronic Absenteeism (7.5); In-Seat Attendance (5); Re-enrollment (7.5); Access and Opportunities (5).
** The Access and Opportunities measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year. In the interim the overall framework scores will be calculated out of 95 rather than 100.

2. K-8 Schools
    a. Academic Achievement (30 percent):
        i. PARCC 4+ ELA (10)
        ii. PARCC 4+ Math (10)
        iii. PARCC 3+ ELA (5)
        iv. PARCC 3+ Math (5)
    b. Academic Progress (40 percent):
        i. Norm/Relative Referenced Growth ELA (10)

ii. Norm/Relative Referenced Growth Math (10)
iii. Criterion Referenced Growth ELA (10)
iv. Criterion Referenced Growth Math (10)

c. School Environment (25 percent)
i. Addressing Chronic Absenteeism (5.775*)
ii. In-Seat Attendance (3.85*)
iii. Re-enrollment (6.375*)
iv. Access and Opportunities** (5)
v. Pre-Kindergarten metrics (4)
1. CLASS (3) (1 point each for Classroom Organization; Emotional Support; Instructional Support)
2. In-seat Attendance, pre-K (1)

d. English Language Proficiency (5 percent)
i. ACCESS Growth (5)

* These measures are calculated for students in grades Kindergarten and up only (does not include pre-K students). For elementary schools without Pre-K programs, the School Environment score will be calculated as follows: Addressing Chronic Absenteeism (7.5); In-Seat Attendance (5); Re-enrollment (7.5); Access and Opportunities (5).
** The Access and Opportunities measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year. In the interim the overall framework scores will be calculated out of 95 rather than 100.

3. Middle Schools
a. Academic Achievement (30 percent):
i. PARCC 4+ ELA (10)
ii. PARCC 4+ Math (10)
iii. PARCC 3+ ELA (5)
iv. PARCC 3+ Math (5)

b. Academic Progress (40 percent):
i. Norm/Relative Referenced Growth ELA (10)
ii. Norm/Relative Referenced Growth Math (10)
iii. Criterion Referenced Growth ELA (10)
iv. Criterion Referenced Growth Math (10)

c. School Environment (25 percent)
i. Addressing Chronic Absenteeism (7.5)
ii. In-Seat Attendance (5)
iii. Re-enrollment (7.5)
iv. Access and Opportunities** (5)

d. English Language Proficiency (5 percent)
i. ACCESS Growth (5)

** The Access and Opportunities measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year. In the interim the overall framework scores will be calculated out of 95 rather than 100.

4. High Schools (Year 1)
    a. Academic Achievement (40percent):
        i. PARCC 4+ ELA (7.5)
        ii. PARCC 4+ Math (7.5)
        iii. PARCC 3+ ELA (5)
        iv. PARCC 3+ Math (5)
        v. SAT DC Percentile Threshold (5)
        vi. SAT College Ready Benchmark(10)
    b. School Environment/School Quality (44 percent)
        i. Addressing Chronic Absenteeism (7.5)
        ii. In-Seat Attendance (5)
        iii. Re-enrollment (7.5)
        iv. Access and Opportunities** (5)
        v. AP/IB Participation (5)
        vi. AP/IB Performance (5)
        vii. Alternate Graduation Metric (9)

    c. English Language Proficiency (5 percent)
        i. ACCESS Growth (5)
    d. Graduation Rate (11 percent)
        i. 4YR ACGR (11)

** The Access and Opportunities measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year. In the interim the overall framework scores will be calculated out of 95 rather than 100.

The Academic Achievement, Other Academic/Academic Progress, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually, and in aggregate receive much greater weight than the School Quality or Student Success Indicators. In the Elementary School, K-8, and Middle School framework, the Academic Achievement indicators are weighted at 30 points; the Other Academic/Academic Progress indicator at 40 points, and Progress in ELP at 5 points. The aggregate total of these indicators at 75 points is much greater than that of the School Quality or Student Success/School Environment indicators that are weighted at 25 points in aggregate. In the High School framework, the key Academic Achievement indicators are weighted at 40 points; Graduation Rate at 11 points, and Progress in ELP at 5 points. The aggregate total of these indicators at 56 points is much greater than that of the School Quality or Student Success/School Environment indicators that are weighted at 44 points in aggregate.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be

made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

DC serves schools and LEAs with over 30 different grade configurations. School with variant grade configurations which span more than one framework (i.e., schools that serve grades 6-12 have students which fall under both the High School and Middle School frameworks), will receive two framework scores. The following traditional grade configurations will be used determine which frameworks will be calculated for a given school: Grades K-5 (Elementary); Grades 6-8 (Middle) and Grades 9-12 (High School). Schools serving only one grade level outside the traditional grade configuration will receive one framework score (e.g., a school serving grades 6-9 will receive a Middle School framework score only), whereas school serving two or more grade levels outside the traditional grade configuration will receive two or more framework scores (e.g., a school serving grades 6-10 will receive a Middle School framework score and a High School framework score). Schools will be assigned an overall summative score based on the relative populations of students served under each framework in addition to receiving separate framework scores.

For those schools for which an accountability determination based on the system of annual meaningful differentiation cannot appropriately be made based on the implementation of the statewide system (because of grade configuration, student population, or another factor), OSSE may develop an alternative methodology which will ensure meaningful differentiation and will allow the ability to identify such schools for Comprehensive Support or Targeted Support as applicable.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Pathway to Comprehensive Support	**Definition**	**Timeline for Identification**
Comprehensive support type 1 (CS1)	Title I 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

*At minimum the lowest performing five percent of Title I schools will be identified, but OSSE may also identify non-Title I schools with comparable low performance.

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 and Improvement. 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 for schools making significant improvement, see below for additional details): 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.

Note that nothing in this statewide accountability system is designed or intended to forestall, impede, mitigate, interfere with, or delay action by the DC Public Charter School Board or any other eligible chartering authority with respect to amendments, revocation, non-renewal of any school's charter as provided for in the DC School Reform Act.

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Pathway to Comprehensive Support	**Definition**	**Timeline for Identification**

Comprehensive Support type 2 (CS2)	High schools where both their 4 year ACGR and 5 year ACGR fall below 67%.	Schools first identified in 2018-19 school year and every three years thereafter

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

Pathway to Comprehensive Support	**Definition**	**Timeline for Identification**
Comprehensive Support type 3 (CS3)	Any school identified for Targeted Support type 2 that does not improve sufficiently to meet exit criteria after three years	Title I schools first identified in 2021-22 (after sufficient period for improvement under Targeted Support) and every three years thereafter

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

For each of the three pathways to comprehensive support and improvement, the State will identify schools every three years. 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 Year 1, OSSE will determine the STAR rating which corresponds to the cut-point for the bottom 5 percent of schools within the STAR Framework; schools falling below this cut-point in Year 1 will be designated for comprehensive support. In addition, OSSE will 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.

e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

Pathway to Targeted Support	**Definition**	**Timeline for Identification**
Targeted Support type 1 (TS1)	Any school with any subgroup that is performing at or below the level of schools identified for CS type 1 will be identified as	Schools first identified in 2018-19 school year and annually thereafter.

	"consistently underperforming." Once the framework score (i.e., on the STAR system using all indicators) at the fifth percentile is identified and used to name CS1 schools, as described above, any school with a subgroup framework score that is at or below the CS1 framework score will be identified for TS1.	

f. Additional Targeted Support. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Pathway to Targeted Support	**Definition**	**Timeline for Identification**
Targeted Support type 2 (TS2)	Schools will be identified for additional targeted support if a subgroup is identified as consistently underperforming (i.e., if the subgroup framework score is at or below the fifth percentile – the threshold for the score of the lowest performing 5 percent of schools classified as CS1) for two out of three years	Schools first identified in 2018-19 and every three years thereafter[3]

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Not applicable

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

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. Schools will not automatically be identified for missing the 95 percent participation rate, however, 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.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Schools will exit Comprehensive Support status if they meet **both** of the following conditions: 1) the school receives a STAR rating higher than the initial cut-point that was used to make designations for comprehensive support in Year 1 (and every 3 years thereafter); 2) the school receives a STAR rating which is higher than the new cut-score, corresponding to the current bottom 5 percent of schools is established in Year 4 (and every 3 years thereafter). This methodology ensures that schools are both improving compared to the previous comprehensive support designation year and that they are no longer performing in the bottom 5 percent of the State in the current designation year. 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, 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. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

If a school has a specific group of students that performs at the fifth percentile (i.e., the threshold for identifying the bottom 5 percent of Title I schools as CS1) overall for two out of three years it is identified as TS2. If progress is not shown after three years from the initial year of identification as TS2 (i.e., if the subgroup framework score continues to fall at or below the framework score of schools identified as CS1 for being in the lowest-performing five percent of schools.) the school will escalate to Comprehensive Support (CS3) designation. Alternatively, if following the year of initial identification as TS2, 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.

For Targeted Support, schools with low-performing subgroups (TS1 in the table above in Section A.4.vi.e) will first be identified in 2018-19, and every three years thereafter, while schools with consistently low-performing subgroups (TS2 in the table above in Section A.4.vi.e) will first be identified in 2018-19 and every three years thereafter. 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 optional 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. Under ESSA, 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 and will work in collaboration with LEAs to develop these options. In addition, OSSE will review annually school progress in student outcomes for the specific groups of students that led the school to be identified.

As noted above, OSSE will incorporate oversight of schools in Comprehensive Support and Improvement and Targeted Support and Improvement categories as part of its annual ESEA Consolidated Application and risk-based monitoring process. Schools receiving federal school improvement 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. This will allow OSSE to ensure proper oversight of federal school improvement funds. 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. PCSB will have primary oversight for the school improvement efforts of public charter schools in the initial three years after identification (or four years for those schools that have improved sufficiently to have an additional fourth year in the LEA-led period). We believe this will result in streamlined expectations and processes for schools that are underperforming, allowing them to focus on their actual improvement activities. The coordinated 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.

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)(I) of the ESEA.

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 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 above in Section A.4.vi.a, 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 review, feedback, and recommendations to OSSE by parents and families of students within the school, 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, including that of the current LEA, 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 a process for engaging parents and families of students within the school, including soliciting their feedback and input on the proposals submitted and the extent to which they fit the school's specific context. This feedback would ensure the consideration of the parents' 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 give serious consideration to ideas from the current LEA and 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 DC 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 parents in a 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, PCSB, and other stakeholders about how to best design and implement the process for more rigorous interventions before the 2021-22 school year.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

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 60 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.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

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 enable advanced support as well as 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 Guide[4]. 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.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Not Applicable

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

In the District of Columbia, 182 public schools are supported by Title I, Part A. This section's analysis of disproportionate access to ineffective, inexperienced and out-of-field teachers is based on all public schools, including all Title I schools, and reveals a citywide gap.

The District of Columbia has reviewed data on whether minority and low-income students enrolled in Title I, Part A schools are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. DC has analyzed and examined data in Title I vs. non-Title I schools, and within Title I schools. The analysis presented in this plan results in a more rigorous identification of equity gaps. DC has chosen this more rigorous analysis as described below, so that equity gaps can be effectively addressed and so we can ensure low-income and minority students in any of our schools, including Title I schools, are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

DC is unique in needing to develop a state plan in a fully urban context where schools that are supported by Title I represent the vast majority of public schools in the state, thus presenting challenges in creating a valid comparison group or identifying gaps. With such a small sample of "non-low-income" schools, significant gaps within DC were missed by only looking at Title I schools as compared with non-Title I schools. Thus, to

[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

address the law's requirement to identify where low income and minority students in Title I schools are not disproportionally served by ineffective, out-of-field and inexperienced teachers, DC went even further and analyzed gaps in low-income and minority students' access to effective, in-field, and experienced teachers across all Title I and non-Title I schools. Using this more rigorous methodology, significant gaps were now identified, allowing DC to draft a plan to eliminate these gaps with strategies to address their root causes.

Key Term*	**Definition**
Ineffective teacher	Teachers rated on any tier that is below "effective" on an LEA's teacher evaluation system.
Out-of-field teacher*	Teachers who do not have a major, certification, or an "effective" teacher evaluation designation in the subject which they are teaching, with the exception of special education teachers. For special education teachers, an out-of-field teacher is defined as a teacher who has not met the requirements outlined in OSSE's SPED certification policy.
Novice teacher+	Teachers in their first year of teaching or an "ineffective" teacher (as defined above) in their second year of teaching.
Low-Income student	Student who qualifies for Temporary Assistance for Needy Families (TANF), qualifies for the Supplemental Nutrition Assistance Program (SNAP), is homeless, or has been a ward of the state in the care of the Child and Family Services Agency (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 percent or more of students qualify for the Temporary Assistance for Needy Families (TANF) program, the Supplemental Nutrition Assistant Program (SNAP), homeless, or are wards of the state through the Child and Family Services Agency (CFSA).
High-Minority School	School where 95% or more of the students are racial or ethnic minorities.

*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, once new data from the collection outlined in this plan becomes available, 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, once new data from the collection outlined in this plan becomes available, OSSE will re-establish a baseline using the definition above.

As stated above, OSSE's work on identifying equity gaps also takes into account the District's unique demographic context. The majority of students in the District of Columbia's public and public charter schools are African American or Latino and come from low-income households. In fact, data collected by OSSE reveals that over 90 percent of students are non-white and 75 percent of students are economically disadvantaged. These high percentages required several adjustments to the analysis:

1. **Measuring Gaps Across Poverty Levels**

   To measure gaps related to socioeconomic status, OSSE elected to not use a Free and Reduced Price Lunch Rate (FRPL) metric as a component of its analysis for two primary reasons. First, a significant

majority of students in the District of Columbia qualify for FRPL with varying levels of need, and many schools use community eligibility, a process whereby all students qualify for FRPL if other poverty thresholds are met. Because of these extenuating circumstances, OSSE elected to instead utilize data on students who qualify for Temporary Assistance for Needy Families (TANF), qualify for the Supplemental Nutrition Assistance Program (SNAP), are homeless, or have been wards of the state in the care of the Child and Family Services Agency (CFSA). By using this available metric, OSSE is able to better identify schools that serve high poverty students.

Using this at-risk definition, OSSE defined a low-income school as a school with 50 percent or more of "low-income" students, as a higher cutoff would inappropriately exclude schools that deal with the challenge of serving high poverty populations. While the majority of schools in the District are included in this "low-income school" definition, these are schools that would have been included as low-income in a larger state that is not entirely urban.

2. Measuring Gaps Across Minority Groups

Since the vast majority of schools have over 90 percent minority students, any cutoff calculation used to define a "high minority school" would leave only a small group of schools in the "low minority" category, making comparisons across the groups insignificant and less effective in identifying and closing equity gaps. Therefore, the minority analysis will focus on the differences between: (a) schools in which over 95 percent of students are minorities and (b) all other schools.

Income Gap

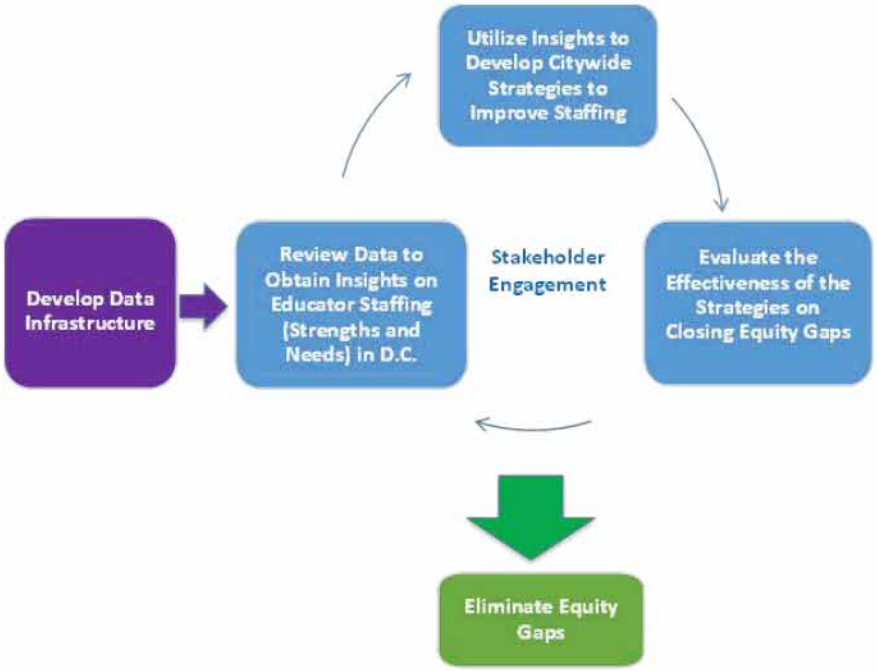
	Rate Low Income Schools	Rates Non-Low Income Schools	Gap
Ineffective	26%	19%	7%
Novice	11%	7%	4%
Out of Field	45%	32%	13%

Minority Gap

	Rate High Minority Schools	Rates Non High Minority Schools	Gap
Ineffective	26%	16%	10%
Novice	11%	6%	5%
Out of Field	42%	30%	12%

In order to ensure that low-income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, OSSE follows the theory of action depicted in the figure

below, starting with creating a data infrastructure, identifying gaps, implementing strategies, evaluating them, and then working to close the gaps. To generate necessary data, OSSE will publish minimum standards for the reporting of teacher data that will apply to all DC LEAs. These minimum standards will include definitions of key terms, including ineffective, out-of-field, and inexperienced teachers. All definitions, including the definition of effectiveness, are for purposes of required federal reporting and do not in any way limit LEA autonomy or the ability to develop and implement their own teacher and principal or other school leader evaluation systems. In addition to the data generated by these new standards, OSSE created the DC Staffing Data Collaborative, which together with the new standards, establish the data infrastructure needed to generate high quality, citywide insights. As part of this work, teacher equity gaps at the school, LEA, and state levels are identified. The insights on staffing, including the data on teacher equity gaps, inform OSSE's development of appropriate citywide strategies. Current strategies are described in Section D (Title II Part A). To evaluate the effectiveness of the strategies, OSSE reviews the next round of high quality data, examining the extent to which the strategies may affect teacher equity gaps. Insights from new data lead to new strategies as well as adjustments to existing strategies. Throughout the cycle, OSSE engages with stakeholders at the community, school, LEA, and state levels.



6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences 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.

OSSE provides the following support to LEAs which receive Title I- A funding to improve school conditions for student learning through many avenues including the following initiatives:

- *Combating Bullying and Improving School Climate:* Through a grant with the National Institutes of Justice, 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 pilot project in approximately 30 middle and high schools, using the Department of Education's School Climate Survey for parents, teachers and students and the Safe Schools Certification for technical support (see safesupportivelearning.ed.gov). Participating schools may also apply for school climate grants. Please note that this is a pilot project into which schools were invited to opt in; as such, it does not specifically target Title I schools.
- *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.
- *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*: 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 of Columbia's most vulnerable students, including low-income and low-achieving 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.
- *Reducing aversive behavior interventions and discipline that removes students from the classroom:* OSSE provides comprehensive foundational training and guidance on evidence-based best practices related to behavioral support such as Response to Intervention (RtI), Positive Behavior Intervention and Supports (PBIS). OSSE also facilitates foundational trainings and has issued guidance on effective behavioral support, including trauma-informed intervention, nonviolent crisis intervention, and restorative practices. OSSE has also facilitated a community of practice related to restorative

practices, Restorative DC, in which schools from across the city can learn about how to implement restorative practices on a school-wide level. For the 2017-18 school year, OSSE is updating all materials and guidance to ensure alignment with ESSA.

- *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.
- *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.

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Supporting Early Learning and an Effective Transition to Elementary School

DC is number one in the nation in access and funding for pre-K education. To improve the quality of early care and education, the Office of the State Superintendent for Education (OSSE) operates the following early learning initiatives:

- *Improving Coordination for the Transition from Early Education to K-12*: OSSE is improving its intra-agency coordination between its Division of Early Learning and its Elementary, Secondary, and Specialized Education division. OSSE will examine how it can provide guidance, technical assistance, and professional development to early childhood education providers and LEAs on the transition from early childhood education programs to kindergarten and IDEA Part C to Part B.

- *Quality Improvement Network (QIN)* to improve the quality of infant and toddler care through job-embedded professional development and continuous and comprehensive health, mental health, nutrition, 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. DC is using a common measure across DC's three sectors to provide parents with key information to select an educational program that is right for their child and family.

- *Early Development Instrument (EDI)* to provide a population-based community-wide snapshot of children's readiness for school. The EDI data is used with community partners to stimulate action at a neighborhood level that will inform and target the allocation of community resources to improve outcomes for children birth to age five.

Helping Students Transition from Middle to High School

- *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.

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.

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

1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

iv. Measurable program objectives and outcomes.

This is not applicable for DC. OSSE does not use Title I Part C funding for the education of migratory children. Note: in this plan, the term "migratory child" refers to the narrow federal definition for ESEA Title I, Part C. Under this definition, "'migratory child' means a child or youth who made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher' (ESEA Sec. 1309). DC does not have a significant, measurable population of "migratory children" under Title I, Part C and thus does not apply for federal funding under Title I, Part C. Note that DC and its LEAs do receive funding based on its population of "immigrant children and youth" for ESEA Title III, Part A – English Learners and Immigrant Youth. Under Title III, Part A, "the term 'immigrant children and youth' means individuals who are aged 3 through 21; were not born in any State; and have not been attending one or more schools in any one or more States for more than 3 full academic years'" (ESEA Sec. 3201).

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part 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.

Not applicable.

3. Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Not applicable.

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

1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a 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 DC 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 DC'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/re-entry of children and youth between correctional facilities and locally operated programs, in 2012, OSSE, DYRS and District of Columbia Public Schools (DCPS) entered into an interagency Memorandum of Agreement (MOA) that delineates the responsibilities of each agency during the time a student is housed at a DYRS correctional facility and when transitions occur between the correctional facility and local operated programs. The MOA, which is anchored in a two-way data sharing agreement, was amended in 2014 and 2016 to ensure that transition of children and youth between correctional facilities and local operated programs are adequately supported by key agencies, so as to minimize disruption in general and special educational services during times of transition between settings. Per this agreement, DYRS is the public agency responsible for ensuring access to a free appropriate public education (FAPE) 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.

Activities in the MOA include, but are not limited to:

- Facilitation of records transfer
- Oversight and monitoring of educational service delivery
- Oversight and monitoring the provision of a FAPE
- Ensuring required accommodations are delivered to youth with disabilities while under the commitment of DYRS
- Detailed overview of transition process, including re-enrollment process, when a student is preparing for discharge from DYRS correctional facility, out-of-state residential facility, or out-of-state group home. This includes:
  - Steps for re-enrollment
  - Agency oversight responsibility in the process
  - Timelines in record sharing
  - Required team meetings
  - Required documentation
- Joint planning and consistent communication by all participating agencies

Additionally, 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 two-way 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 DC's Student Longitudinal Education Data System (SLED).

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.

2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

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
Goal #1 (Reading): Students attending a Title I, Part D funded correctional facility will have an opportunity to access and receive high quality education.	All students who enter a Title I, Part D funded correctional facility will demonstrate gains in reading. 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.	Consolidated State Performance Report (CSPR)- pre- and post-test assessment data.
Goal #2 (Math): Students attending a Title I, Part D funded correctional facility will have an opportunity to access and receive high quality education.	All students who enter a Title I, Part D funded correctional facility will demonstrate gains in math. 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.	Consolidated State Performance Report (CSPR)- pre- and post-test data.
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.	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.	Consolidated State Performance Report (CSPR)- 90 day enrollment data.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

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: 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, LEA and sector 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 DC in a year-long community of practice. The program facilitates discussion and collaboration among school educators as they identify and implement evidence-based[5] 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 DC 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, performs other state-level activities designed to improve the effectiveness of, and

[5] Examples of appropriate evidence-based strategies can be found at the link on the US Department of Education guidance section https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

access to, teachers and school leaders, to ensure that DC 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.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

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.

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.

Potential Root Cause		**Strategy**
Teacher Preparation Program Misalignment	• Teachers receive inadequate preparation for managing behaviors and social emotional challenges.	• Use data to identify teacher turnover trends, examine needs and support strategic staffing efforts (DC Staffing Data Collaborative)
Lack of Data on Preparation Outcomes	• 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 the effectiveness of their teacher candidates.	
Inadequate Teacher Supply	• A shortage in supply prevents principals at high-need schools from having access to high-quality teaching candidates.	
Principal Leadership	• 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 to address 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.	• 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	• 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.	• Provide high-need schools with high-quality professional development related to evidence-based behavior intervention and parent engagement models
Differentiated Evaluation and Compensation	• Teacher evaluation and compensation systems that do not take into account the unique and different challenges of high-need schools may drive teachers away from high-need schools.	• 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 D.4;
    - 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 D.1.
- **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.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

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 help 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 for teachers, initial and standard, each with multiple paths of entry. The initial teaching credential is a three year temporary, non-renewable, 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 to qualify for issuance of a full, renewable credential. The three distinct eligibility pathways leading to the initial teaching credential include:

- Teachers currently enrolled in a state-approved teacher preparation program and have passing scores on the Praxis I Core and Praxis II content knowledge exams;
- Teachers who hold a valid out-of-state license recognized by the District of Columbia through its interstate agreement and completed a state-approved teacher preparation program but do not have passing scores on all of the three required DC exams (Praxis I Core, Praxis II subject content knowledge and pedagogy)

- First-time teachers who have been recruited by a DC LEA and have passing scores on the Praxis I Core and Praxis II content knowledge exams only but have yet to demonstrate effectiveness in the teaching assignment within the LEA's performance evaluation system.

The standard teaching credential is the full, 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/jurisdiction with passing scores on the Praxis I Core and both the Praxis II content knowledge and pedagogy exams;
- Teachers who have satisfied all requirements to upgrade from an initial teaching credential;
- Experienced teachers who hold a valid out-of-state license recognized by the District of Columbia through its interstate agreement and have or have not completed a state-approved teacher preparation program or two years of effective teaching experience and passing scores on the Praxis I Core and both the Praxis II content knowledge and pedagogy exams or comparable exams passed from another state/jurisdiction.
- Teachers with experience with a LEA from within the District of Columbia, without formal teacher preparation, who have passing scores on the Praxis I Core and both the Praxis II content knowledge and pedagogy exams, and who have been validated as effective in a teaching assignment for two years within the LEA's performance evaluation system.

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

- Administrators with a completed a bachelor's, master's or higher degree and completion of a state-approved administrator preparation program;

- Experienced administrators who hold a valid out-of-state license recognized by the District of Columbia through its interstate agreement and completed a state-approved administrator preparation program but have not passed the School Leaders Licensure Assessment (SLLA) or its equivalent from another state/jurisdiction.

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

- Administrators who have satisfied all requirements to upgrade from the initial administrator credential;

- Administrators with a completed bachelors and completed a state-approved administrator preparation program in DC or another state/jurisdiction or a masters or higher degree and have passing scores the

School Leaders Licensure Assessment (SLLA) and verification of four years of full-time teaching, pupil services or school leadership experience or who have been validated as effective in the administrator assignment for two years within the LEA's performance evaluation system;

- Experienced administrators who hold a valid out-of-state license recognized by the District of Columbia through its interstate agreement with have passing scores the School Leaders Licensure Assessment (SLLA) or comparable exam from another state/jurisdiction who have been validated as effective in the administrator assignment for two years within the LEA's performance evaluation system;

These state certification requirements do not apply to teachers and leaders in public charter schools.

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

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, students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels.

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 (RtI), and Positive Behavior and Instructional Supports (PBIS). 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, including low literacy levels, as well as ensure that students who are identified as gifted and talented have access to rigorous, challenging academic content.

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 which includes the issuance of key guidance in certain complex areas of practice, and both foundational and in depth professional development opportunities.

For example, OSSE facilitates a community of practice to address low literacy in middle school, created a master teacher cadre to support the development and dissemination of local best practices in special education, and is launching a community of practice and certification program to support EL practitioners and build capacity in the district to serve this expanding population.

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. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

OSSE is committed to developing robust data infrastructures and maintaining meaningful consultation routines, with the interrelated goals of: ensuring continuous self-reflection and system improvement of state Title II efforts; strengthening educator practices citywide; and eliminating teacher equity gaps in D.C.

For this reason, OSSE developed the DC Staffing Data Collaborative, a partnership with LEAs that develops robust, data-driven insights on Title II related activities. For example, through the DC Staffing Data Collaborative, a teacher survey is administered to about 90 percent of DC schools, including teachers in schools serving the highest need populations. In the survey, the teachers provide information on topics such as their preparation, professional development, leadership, and planned retention. For OSSE, this survey represents a critically important vehicle for relevant and large-scale consultation with teachers, which OSSE can use to continuously improve its Title II policy.

Outside of the survey, the Staffing Collaborative partnership also provides OSSE with additional, Title II-relevant data that informs subsequent actions. For example, the Staffing Collaborative provided OSSE with robust information on the correlation between licensure and educator effectiveness in DC. This information has led OSSE to develop a new pathway for state teaching license that is based on teachers' track record of effectiveness.

In addition, OSSE operates several educator consultation groups focusing on significant Title II-related policy issues, which provide meaningful perspectives for state policy. Examples include the Master Teacher Cadre, which focuses on STEM education, and the working group for leadership standards, which focuses on school leadership in DC.

Finally, 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, 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 and 3) continued refinement of OSSE's risk-based monitoring activities to maintain a focus on compliance while ensuring an increased emphasis on outcomes.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

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.

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.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including 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.

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 2.0 assessment annually. This assessment provides individual student-level data on language growth and proficiency, and ensures on-going 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 2.0 performance scores. LEAs use this database to determine EL status of students transferring within the system after enrollment. ACCESS for ELLs 2.0 test-administrator training is on-going.

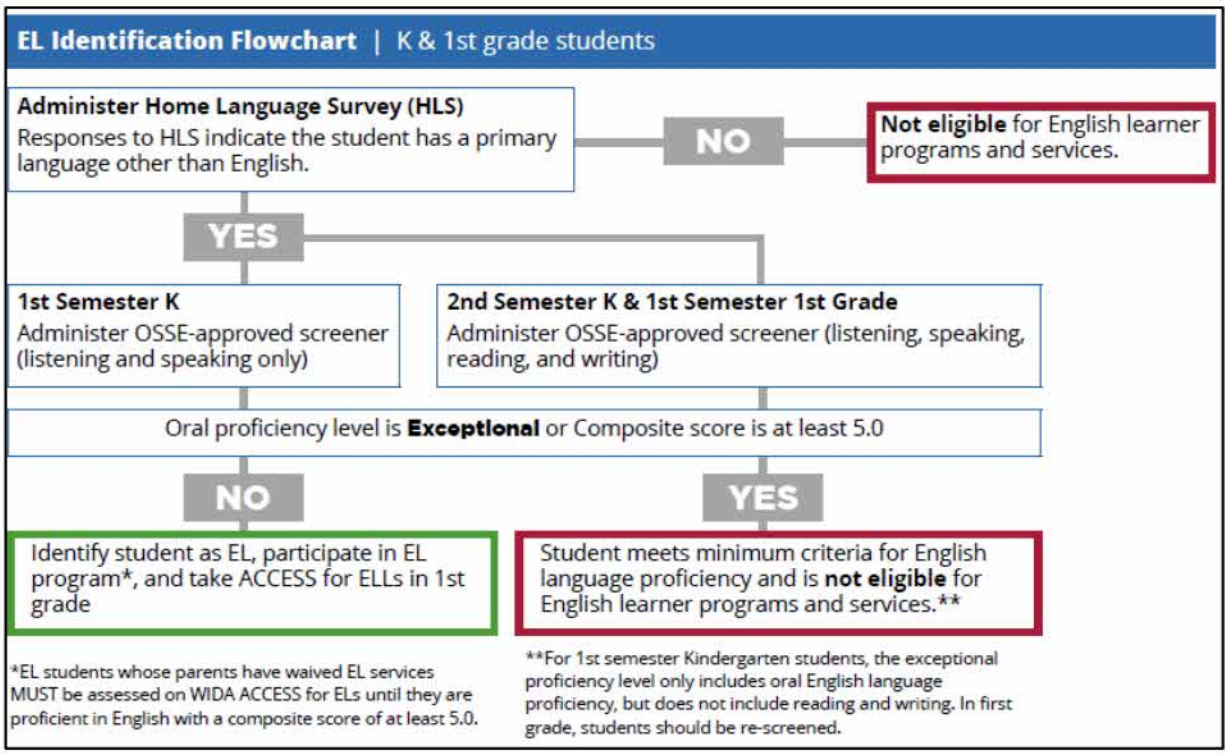
These processes and procedures were put into place and will continue under ESSA to ensure all ELs are identified and that differentiated program services are delivered as a result. To ensure all LEAs are well-equipped to accurately identify ELs, OSSE has developed and will continue to refine resources,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

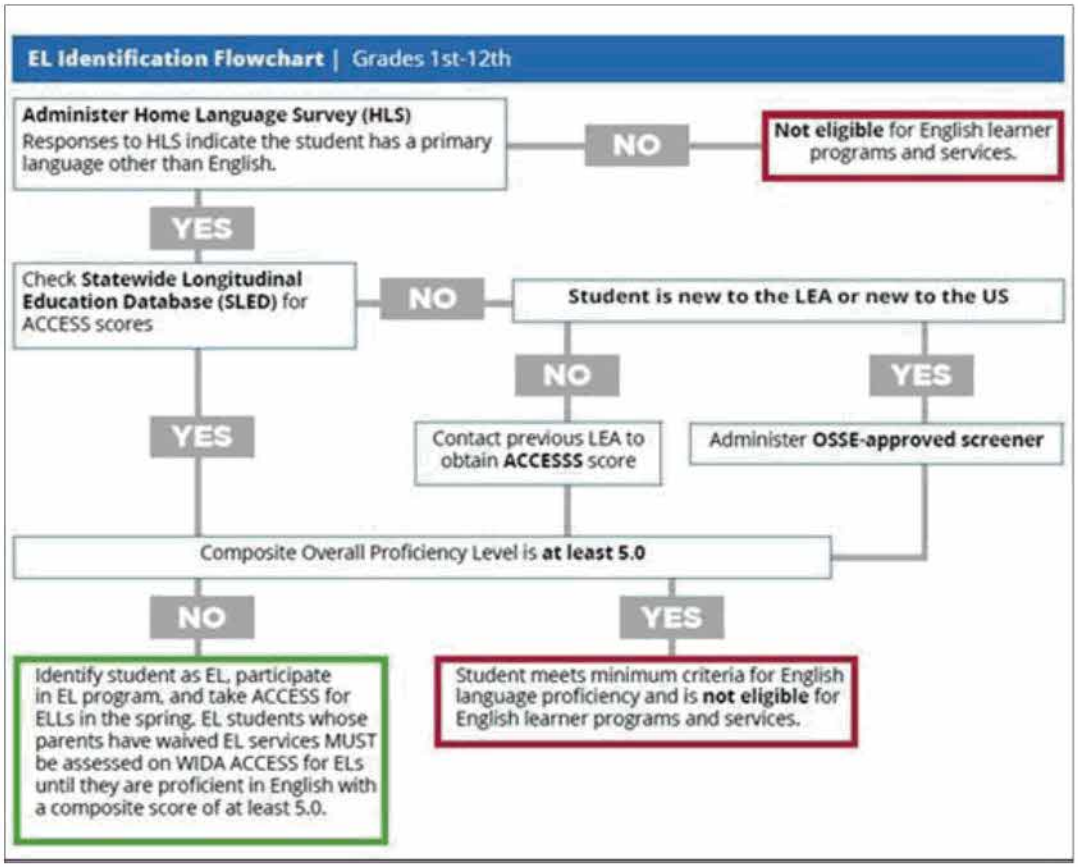
Strengthening Entrance Procedures

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
Administer Home Language Survey (HLS)
Responses to HLS indicate the student has a primary language other than English.
NO
Not eligible for English learner programs and services.
YES
1st Semester K
Administer OSSE-approved screener (listening and speaking only)
2nd Semester K & 1st Semester 1st Grade
Administer OSSE-approved screener (listening, speaking, reading, and writing)
Oral proficiency level is Exceptional or Composite score is at least 5.0
NO
YES
Identify student as EL, participate in EL program*, and take ACCESS for ELLs in 1st grade
Student meets minimum criteria for English language proficiency and is not eligible for English learner programs and services.**
*EL students whose parents have waived EL services MUST be assessed on WIDA ACCESS for ELs until they are proficient in English with a composite score of at least 5.0.
**For 1st semester Kindergarten students, the exceptional proficiency level only includes oral English language proficiency, but does not include reading and writing. In first grade, students should be re-screened.


EL Identification Flowchart | Grades 1st-12th
Administer Home Language Survey (HLS)
Responses to HLS indicate the student has a primary language other than English.
NO
Not eligible for English learner programs and services.
YES
Check Statewide Longitudinal Education Database (SLED) for ACCESS scores
NO
Student is new to the LEA or new to the US
NO
YES
YES
Contact previous LEA to obtain ACCESSS score
Administer OSSE-approved screener
Composite Overall Proficiency Level is at least 5.0
NO
YES
Identify student as EL, participate in EL program, and take ACCESS for ELLs in the spring. EL students whose parents have waived EL services MUST be assessed on WIDA ACCESS for ELs until they are proficient in English with a composite score of at least 5.0.
Student meets minimum criteria for English language proficiency and is not eligible for English learner programs and services.

Exit Criteria and Reclassification Procedures

DC uses a standardized single-criterion exit procedure for EL students. Students in grades K-12 who reach an overall 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.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and

ii. The challenging State academic standards.

OSSE employs a variety of strategies to improve eligible entities' capacity to help English learners meet long-term goals and State academic standards. These include the following strategies:

- *WIDA Consortium Standards and Professional Development Materials:* 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 material. DC will continue to host WIDA – facilitated professional development sessions on-site in order to promote teacher knowledge of the WIDA standards and their usage in (1) developing lessons that foster growth in listening, speaking, reading, and writing; and (2) developing appropriate assessments that measure language growth and inform instructional decisions. Specifically, DC will partner with WIDA to develop and execute a train-the-trainer workshop series to develop local WIDA standards coaches, in order to build capacity in schools and LEAs to use evidence-based-based instructional strategies and WIDA resources to support 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, showcase non-academic support strategies such as social-emotional support and community/family engagement, and learn instructional strategies that develop English language competency in the four communication domains.

- *Post-Baccalaureate Certificate Program:* OSSE is planning to partner with an institution of higher education to initiate a Post-Baccalaureate Certificate program for multiple cohorts of pre-K-12 teachers in the area of Teaching English to Speakers of Other Languages (TESOL) to address practice challenges and foster the dissemination of best practices related to serving ELs.

- *Training and Technical Assistance:* OSSE conducts year-round professional development trainings and provides individualized, site based technical assistance in the areas of instruction,

policy, community/family engagement, and non-academic support, including trainings created through collaborative efforts with other OSSE teams. This work will continue with an eye toward ensuring alignment with ESSA requirements and best practices.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:

i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

OSSE will continue to conduct on-site monitoring of LEAs receiving federal Title III, Part A grants using OSSE's risk-based monitoring approach. The monitoring reviews will include a program and fiscal review of LEAs receiving supplemental federal funding for English Learners.

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.

OSSE hosts ongoing gatherings for LEAs and delivers technical assistance to role-specific points of contact from schools and LEAs. 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 practices 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 effective instructional programming for ELs 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.

OSSE 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. 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.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

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.

Depending on the resources available under Title IV, Part A for state-level activities, OSSE will additionally use funds to support other activities that contribute to goals and priorities in this State Education Plan, including support for access and opportunities for students, helping students grow toward college and career readiness, and state-level activities that provide students and families with a healthy, welcoming and supportive education.

2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

ESEA Title IV-A Allocation Formula Methodology for Sub-grantees

The SEA awards subgrants to LEAs by formula in the same proportion that the LEAs' prior year's Title I, Part A allocations bears to the total amount received by all LEAs.

No LEA may receive a Title IV, Part A sub-grant of less than $10,000 (ESEA Sec. 4105(a)(2)).

If OSSE's overall allocation of Title IV-A funds available for sub-granting to eligible LEAs would be enough to provide each eligible LEA a minimum allotment of $10,000 (OSSE will make this initial determination by dividing the number of eligible LEAs into the total amount of OSSE's allocation), then:

a) OSSE will determine initial formula allocations for each eligible LEA using their share of Title I, Part A funds for the previous fiscal year.

b) For LEAs whose initial allocation is below $10,000, OSSE will adjust their allocations upward to the minimum $10,000.

c) OSSE will ratably reduce allocations for all other LEAs with an initial allocation above $10,000.

d) If any of the ratable reductions in Step 3 bring another LEA's allocation below $10,000, OSSE will repeat steps (b) and (c) as necessary until all LEAs receive an allocation of at least $10,000.

If OSSE's overall allocation of Title IV-A funds available for sub-granting to LEAs is too low to provide each of the LEAs with the minimum $10,000 allocation (even if dividing evenly), OSSE will follow ESEA Sec. 4105(b) and ratably reduce funds for all LEAs.

No matter their Title IV-A allocation, LEAs may choose to join a consortium in order to pool their resources and achieve economies of scale. All funds allocated to LEAs that decide not to apply for funding, or do not complete an approvable allocation, will be reallocated to other qualifying LEAs.

[1] Pursuant to a clarification received from the U.S. Department of Education provided to SEAs on June 30, 2017 updating the methodology for distributing Title IV-A funding to LEAs by formula, OSSE has updated allocation methodology accordingly

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

1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

Currently OSSE supports 23 subgrantees through the 21st Century Community Learning Centers program, which collectively provide services at more than 50 sites. Out-of-school time activities supported by this funding include individual and group enrichment activities designed to support youth in obtaining their post-secondary goals. Specific examples include service learning, career exploration, job training and mentorship to promote leadership, and civic engagement skill development. Successful applicants also implement evidence-based programs and strategic partnerships that provide academic and cultural enrichment activities, mental health counseling, and parent support services for high-risk children and families, particularly targeting those at greatest risk of academic and social failure. Other critical services target math and reading instruction, character education, drug and violence prevention, mentoring, teen pregnancy prevention, and parental engagement.

Funding reserved for state level activities will be used to provide technical assistance to sub-grantees to develop, implement and maintain effective extended learning programs; to monitor and evaluate programs; and to implement a rigorous peer review process during the competitive funding cycle.

Technical assistance offerings from OSSE include applicant workshops, post-award training and other training to address identify areas of need including trauma based care, data driven strategies, integration of STEM initiatives, effective grants management, student retention and parent engagement.

OSSE uses a risk-based system for monitoring and providing targeted technical assistance. In addition to onsite risk- based monitoring, OSSE staff conduct a minimum of fifteen site observations annually. Each sub-grantee is required to submit a quarterly progress report that allows OSSE to provide technical assistance in areas of need. Finally, subgrantees must complete an annual continuation plan and budget and submit copies of required program evaluations to OSSE for review.

2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

OSSE will sub-grant the 21st Century Community Learning Center funding through a competitive grant application process in accordance with ESEA requirements. In accordance with requirements, funding priority will be given to applicants that propose to serve students who attend schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities or other schools determined by the LEA to be in need of intervention and support to improve student academic achievement and other outcomes; and to enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and the families of these students (ESEA Sec 4204(i)(1)).

OSSE considers additional priority areas based on ongoing review of the District's data and the implementation of needs assessments with key stakeholders. Selected priorities are aligned with the District's goal of becoming the most rapidly improving state and city in the nation when student achievement outcomes are considered. 21st Century Community Learning Center competitive priority points are given to select program applicants that are most likely to help high-need students meet challenging academic standards by providing targeted services that are likely to increase equitable outcomes for students with the greatest needs.

In OSSE's most recent competition, OSSE provided additional competitive points for applications which:

- exclusively serve schools that have been identified as Priority or Focus schools;
- address students that have not demonstrated reading or math proficiency on the state assessment or an alternate assessment used by private schools;
- implement STEM programs to inspire and encourage students, by engaging them in hands-on, experiential, inquiry-based and learner-centered activities, including engineering design processes;
- provide services aligned to the needs of students with Individualized Education Programs (IEPs);
- provide programming to students for 120 hours or more during the summer; and
- serve students in high schools or preschoolers attending schools with early learning programs.

Applications for the 21st Century Community Learning Centers grant competition will be submitted electronically to OSSE via its online Enterprise Grants Management System (EGMS). To increase the likelihood that programs will impact academic outcomes, applicants must detail how they have demonstrated success in providing services that will complement and enhance the academic performance, achievement, and positive youth development of the students.

A call for reviewers is published and external reviewers are selected on the basis of their professional expertise as grant reviewers. OSSE specifically selects reviewers with experience in elementary and secondary education and/or experience with 21st Century Community Learning Centers programs.

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

1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

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

2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

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

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to 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 moretimely 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 of Columbia 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 DC.

2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

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.

3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, 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 youth, including runaway and homeless children and youth.

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 (NAEHCY).

4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:
   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
   iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

   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. 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 has created written guidance and a homeless awareness campaign to address stigmas around homelessness and raise awareness of educational supports available within LEAs in the District of Columbia. OSSE has also created a training module which provides detailed guidance regarding the requirements of the District's dispute resolution process, as mandated by the McKinney-Vento Act. 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.

This technical assistance is bolstered by interdivisional teams in OSSE who work collaboratively to ensure that all homeless youth are identified and accorded equal access to appropriate s support services offered at the state level. These interdivisional efforts run concurrently with ongoing training and technical assistance for school based staff to ensure that homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing any academic or extracurricular activities, such as participation in magnet schools, summer school, career and technical education, advanced placement, on-line learning, and charter school programs, when such programs are available at the State and local levels and when eligibility criteria have been met. OSSE also is in the process of issuing expanded state-level guidance to ensure that homeless youth in school are identified and accorded equal access to appropriate secondary education and support services. In particular, this guidance will describe how homeless liaisons are required to work collaboratively with their registrars, or other pertinent school-based staff, to ensure that newly or currently enrolled students identified as experiencing homelessness receive appropriate credit for full or partial coursework completed while attending previous schools, when necessary. OSSE will work with

homeless liaisons to provide additional support as needed to identify and remove any other barriers that might prevent youth from receiving this credit for prior full or partial coursework.

OSSE's Homeless Education Program team and colleagues from the Division of Postsecondary and Career Education collaborated to help homeless youth prepare for 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 starter 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 and policies to ensure that there are no barriers that the SEA or LEA staff may be unaware that prevent children and youths from receiving the free, appropriate public education to which they are entitled. Services reviewed include

- 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;
- Waiver or assistance with fines, 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.

Supports for Re-Engagement

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.

5. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

(i) requirements of immunization and other required health records;
(ii) residency requirements;
(iii) lack of birth certificates, school records, or other documentation;
(iv) guardianship issues; or
(v) uniform or dress code requirements.

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.

6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

Effective fiscal year 2017 (FY17), OSSE will use newly integrated data processes to compare housing data against enrollment data in order to assess enrollment delays, truancy, and LEA withdrawal and transfer patterns amongst students identified as homeless in the District of Columbia. OSSE will utilize this data to direct targeted support and trainings for LEAs and community partners. OSSE's trainings are designed to increase awareness of the educational rights of students and families experiencing homelessness and ensure that students receive appropriate supports, which include immediate enrollment and the removal of barriers to enrollment and retention such as outstanding fees, fines or absences.

For the 2017-18 school year, OSSE updated an Attendance and Truancy Resources guide, for parents and guardians whose children are having attendance challenges, to include a more expansive list of community resources for students and families experiencing homelessness. This guidance, located on the OSSE website also clearly articulates the rights of homeless students under MKV.

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.

7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

OSSE's Homeless Education Program team and colleagues from the Division of Postsecondary and Career Education collaborate closely to help homeless youth prepare for a successful transition to college by providing assistance with financial aid, college tours, and other college preparation activities. For example, OSSE facilitated a group of students experiencing homelessness in visiting colleges in Maryland, Delaware and Pennsylvania. In addition, the cross-division group orchestrated the creation of college starter kits that included items such as a new laptop and software, luggage, health and beauty aids, school supplies, and other essential items for matriculating college students. These teams will continue to collaborate to ensure that

counselors working with homeless youth in DC's LEAs continue to remain abreast of all additional resources made available to youth experiencing homelessness, and that this population is fully supported in preparing for college.

The Homeless Education Program provides trainings for homeless liaisons to assist them in preparing youth experiencing homelessness for postsecondary opportunities. Homeless liaisons assist unaccompanied youth with obtaining an Unaccompanied Homeless Youth Verification for the Purposes of Federal Financial Aid form to accompany their Free Application for Federal Student Aid (FAFSA) and DC Tuition Assistance Grant (DCTAG) submissions. Additionally, homeless liaisons refer youth to their respective student advisors and counselors for college and career readiness supports. OSSE also offers the following regular programs and initiatives that support advisors' and counselors' efforts to encourage college and career readiness among their middle and high school students:

- Postsecondary Access and Readiness Series
- Counselor Professional Development
- DC College Application and Exploration Month
- DC College Signing Day
- FAFSA Completion Initiative
- FAFSA Portal - access to the portal is determined by user role (Local Education Agency, District of Columbia College Access Program (DC-CAP), community-based organization)
- Smart College Choices Initiative
- What's Next Campaign

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

B. Graduation Rates

C. Progress in Achieving English Language Proficiency

A. Academic Achievement

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 state-level 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 recognize where our schools are currently performing while also pushing for substantial improvement year over year. In particular, our measures of interim progress specifically take into account faster rates of growth for groups of students that currently have lower outcomes to take into account the improvement needed to make significant progress in closing statewide gaps in proficiency outcomes. 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.

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
Yearly Percentage Increase	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
Yearly Percentage Increase	2.6%	2.9%	3.4%	2.9%	2.9%	2.7%	0.7%	1.1%	2.6%	2.4%	1.2%
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
Yearly Percentage Increase	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
Yearly Percentage Increase	3.2%	3.4%	3.5%	3.4%	3.4%	3.2%	1.5%	1.6%	3.2%	3.2%	2.0%
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
Yearly Percentage Increase	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 Growth

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
Yearly Percentage Increase	1.2%	1.2%	2.0%	1.0%	1.3%	0.3%	0.4%	1.2%	1.2%	0.5%
2014-15	57.3%	55.5%	36.7%	60.3%	54.5%	77.4%	75.9%	57.3%	57.3%	73.9%
2015-16	58.5%	56.8%	38.7%	61.4%	55.8%	77.7%	76.3%	58.5%	58.5%	74.4%
2016-17	59.6%	58.0%	40.8%	62.4%	57.1%	78.0%	76.7%	59.6%	59.6%	74.8%
2017-18	60.8%	59.2%	42.8%	63.4%	58.4%	78.3%	77.0%	60.8%	60.8%	75.3%
2018-19	61.9%	60.5%	44.8%	64.5%	59.6%	78.6%	77.4%	61.9%	61.9%	75.8%
2019-20	63.1%	61.7%	46.8%	65.5%	60.9%	79.0%	77.8%	63.1%	63.1%	76.2%
2020-21	64.2%	62.9%	48.8%	66.5%	62.2%	79.3%	78.2%	64.2%	64.2%	76.7%
2021-22	65.4%	64.1%	50.8%	67.5%	63.4%	79.6%	78.6%	65.4%	65.4%	77.1%
2022-23	66.6%	65.4%	52.8%	68.6%	64.7%	79.9%	78.9%	66.6%	66.6%	77.6%
2023-24	67.7%	66.6%	54.8%	69.6%	66.0%	80.2%	79.3%	67.7%	67.7%	78.1%
2024-25	68.9%	67.8%	56.8%	70.6%	67.2%	80.5%	79.7%	68.9%	68.9%	78.5%
2025-26	70.0%	69.0%	58.9%	71.6%	68.5%	80.9%	80.1%	70.0%	70.0%	79.0%
2026-27	71.2%	70.3%	60.9%	72.7%	69.8%	81.2%	80.5%	71.2%	71.2%	79.5%
2027-28	72.3%	71.5%	62.9%	73.7%	71.0%	81.5%	80.8%	72.3%	72.3%	79.9%
2028-29	73.5%	72.7%	64.9%	74.7%	72.3%	81.8%	81.2%	73.5%	73.5%	80.4%
2029-30	74.6%	74.0%	66.9%	75.8%	73.6%	82.1%	81.6%	74.6%	74.6%	80.8%
2030-31	75.8%	75.2%	68.9%	76.8%	74.8%	82.5%	82.0%	75.8%	75.8%	81.3%
2031-32	76.9%	76.4%	70.9%	77.8%	76.1%	82.8%	82.3%	76.9%	76.9%	81.8%
2032-33	78.1%	77.6%	72.9%	78.8%	77.4%	83.1%	82.7%	78.1%	78.1%	82.2%
2033-34	79.2%	78.9%	74.9%	79.9%	78.7%	83.4%	83.1%	79.2%	79.2%	82.7%
3034-35	80.4%	80.1%	77.0%	80.9%	79.9%	83.7%	83.5%	80.4%	80.4%	83.2%
2035-36	81.5%	81.3%	79.0%	81.9%	81.2%	84.0%	83.9%	81.5%	81.5%	83.6%
2036-37	82.7%	82.5%	81.0%	82.9%	82.5%	84.4%	84.2%	82.7%	82.7%	84.1%
2037-38	83.8%	83.8%	83.0%	84.0%	83.7%	84.7%	84.6%	83.8%	83.8%	84.5%
2038-39	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	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
Yearly Percentage Increase	2.1%	2.1%	2.8%	1.9%	2.2%	1.3%	1.5%	2.1%	2.1%	3.5%
2014-15	34.6%	33.4%	18.1%	39.1%	32.1%	54.2%	48.6%	34.6%	34.6%	0.0%
2015-16	36.7%	35.6%	20.9%	41.0%	34.3%	55.5%	50.1%	36.7%	36.7%	3.5%
2016-17	38.8%	37.7%	23.7%	42.9%	36.5%	56.7%	51.6%	38.8%	38.8%	7.1%
2017-18	40.9%	39.9%	26.4%	44.8%	38.7%	58.0%	53.1%	40.9%	40.9%	10.6%
2018-19	43.0%	42.0%	29.2%	46.7%	40.9%	59.3%	54.6%	43.0%	43.0%	14.2%
2019-20	45.1%	44.2%	32.0%	48.7%	43.1%	60.6%	56.2%	45.1%	45.1%	17.7%
2020-21	47.2%	46.3%	34.8%	50.6%	45.3%	61.9%	57.7%	47.2%	47.2%	21.3%
2021-22	49.3%	48.5%	37.6%	52.5%	47.5%	63.2%	59.2%	49.3%	49.3%	24.8%
2022-23	51.4%	50.6%	40.4%	54.4%	49.8%	64.4%	60.7%	51.4%	51.4%	28.3%
2023-24	53.5%	52.8%	43.2%	56.3%	52.0%	65.7%	62.2%	53.5%	53.5%	31.9%
2024-25	55.6%	54.9%	46.0%	58.2%	54.2%	67.0%	63.7%	55.6%	55.6%	35.4%
2025-26	57.7%	57.1%	48.8%	60.1%	56.4%	68.3%	65.3%	57.7%	57.7%	39.0%
2026-27	59.8%	59.2%	51.5%	62.0%	58.6%	69.6%	66.8%	59.8%	59.8%	42.5%
2027-28	61.9%	61.4%	54.3%	64.0%	60.8%	70.9%	68.3%	61.9%	61.9%	46.0%
2028-29	64.0%	63.5%	57.1%	65.9%	63.0%	72.2%	69.8%	64.0%	64.0%	49.6%
2029-30	66.1%	65.7%	59.9%	67.8%	65.2%	73.4%	71.3%	66.1%	66.1%	53.1%
2030-31	68.2%	67.8%	62.7%	69.7%	67.4%	74.7%	72.9%	68.2%	68.2%	56.7%
2031-32	70.3%	70.0%	65.5%	71.6%	69.6%	76.0%	74.4%	70.3%	70.3%	60.2%
2032-33	72.4%	72.1%	68.3%	73.5%	71.8%	77.3%	75.9%	72.4%	72.4%	63.7%
2033-34	74.5%	74.3%	71.1%	75.4%	74.0%	78.6%	77.4%	74.5%	74.5%	67.3%
3034-35	76.6%	76.4%	73.8%	77.3%	76.2%	79.9%	78.9%	76.6%	76.6%	70.8%
2035-36	78.7%	78.6%	76.6%	79.3%	78.4%	81.1%	80.4%	78.7%	78.7%	74.4%
2036-37	80.8%	80.7%	79.4%	81.2%	80.6%	82.4%	82.0%	80.8%	80.8%	77.9%
2037-38	82.9%	82.9%	82.2%	83.1%	82.8%	83.7%	83.5%	82.9%	82.9%	81.5%
2038-39	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%

Appendix B: GEPA Assurance Language

The Office of the State Superintendent of Education (OSSE) adheres to Section 427 of the General Education Provisions Act (GEPA) to ensure equitable access to Federal programs and will take the steps necessary to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs for our federally funded programs.

Appendix C: Consultation Overview

Introduction

Since the passage of the Every Student Succeeds Act (ESSA) in December 2015, OSSE has facilitated or participated in over 70 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 and feedback sessions or provided public testimony to the State Board of Education (SBOE) and OSSE. During the public comment period, OSSE received over 250 written comments related to the draft State Plan.

In addition, during the summer of 2016 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 postsecondary 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 2017, OSSE hosted a citywide institute for LEAs titled "It Takes a City to Ensure Every Student Succeeds." The institute focused 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 worked 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. 30 to March 3, 2017, prior to submission to the Department of Education.

During the public comment period, OSSE and SBOE jointly held community meetings in all wards of the District of Columbia to hear feedback related to the State Plan. In addition, OSSE and SBOE discussed the State Plan with principals and school leaders, data managers, teachers and other educator stakeholder groups during the public comment period. As mentioned above, OSSE collected written public comment through the ESSA email address and posted a survey inviting public comment on the State Plan on the OSSE ESSA website. See the summary document for changes made to the State Plan based on stakeholder feedback during the public comment period.

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. 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 held a subsequent consultation session with this same group in February 2017, during the aforementioned LEA Institute. This session provided an update on the proposed accountability framework.

On January of 2017, OSSE posted a draft state plan for public comment. The public comment period on the ESSA State Plan lasted from Jan. 30 to March 3, 2017. At that time, the public could review the state plan in its entirety on both the State Board of Education and OSSE websites. In addition, the public could participate in a survey that gauged public reactions to the plan, and the public could submit their own written comments. As of March 3, OSSE received more than 250 written comments. Finally, OSSE and the State Board of Education hosted a series of community-based meetings in each ward in February 2017. At that time, OSSE presented the proposed ESSA consolidated plan and provided the public the opportunity to express comments and ask questions.

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 as well as growth on this measure, a school's in-seat attendance rate, a rate of reenrollment and a measure of access and opportunities. The access and opportunities measure will be designed to promote well-rounded experiences for students in engaging learning environments. Given that there are multiple ways to demonstrate a well-rounded education, this measure will also seek to provide multiple options for schools to highlight results in this area. This measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year. For more information on these measures, see Section A.4.iv.

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 included breakout sessions focusing on students with disabilities, ELs, students who are in foster care or experiencing homelessness, early education, postsecondary 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.

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
Capital City Public Charter School	Maya Angelou Public Charter Schools
Capitol Hill Public Schools Parent Organization	Mid-Atlantic Equity Center, Inc.
Carlos Rosario International Public Charter School	Monument Academy
Center City Public Charter Schools	Mundo Verde Public Charter School
Center for American Progress	NALEO Education Fund
CentroNia	National Association of State Boards of Education
Cesar Chavez Public Charter Schools	National Center for the Improvement of Educational Assessment
Chesapeake Bay Foundation	National Collegiate Preparatory
Children's Guild	National Council of La Raza
Children's Law Center	National Law Center on Homelessness and Poverty
Child Trends	National Network for Youth
Citizens for Effective Schools	New America Project
City Arts and Prep Public Charter School	Next Step Public Charter School
College Board	OCA-Asian Pacific American Advocates
Council of Chief State School Officers (CCSSO)	Paul Public Charter School
DC Association of Public Chartered Schools	Public Charter School Board (PCSB)
DC Developmental Disabilities Council	Raise DC
DC Language Immersion Project	Richard Wright Public Charter School for Journalism and Media Arts
DC Prep Public Charter School	Rocketship Public Charter School
DC Promise Neighborhood	SEED School of DC
District of Columbia Public Schools	Sela Public Charter School
Democracy Prep Public Charter School	Senior High Alliance of Parents, Principals and Educators (SHAPPE)
Deputy Mayor for Education (DME)	Shining Stars Montessori Academy Public Charter School
District of Columbia Division of Child Support Enforcement	Special Education State Advisory Panel
District of Columbia Department of Youth Rehabilitation Services (DYRS)	State Board of Education (SBOE)
District of Columbia International School	St. Coletta Special Education Public Charter School
District of Columbia Office of the Ombudsman for Public Education	TenSquare Group
District of Columbia Special Education Cooperative	Thurgood Marshall Academy Public Charter School
Eagle Academy Public Charter School	Title I Committee of Practitioners*
Early Childhood Academy Public Charter School	State Title III Advisory Committee*
E.L. Haynes Public Charter School	TNTP
EdOps	Two Rivers Public Charter School
Education Counsel	University Legal Services for the District of Columbia
Education Forward	

Elsie Whitlow Stokes Public Charter School Empower K-12 Excel Public Charter School Friends of Choice in Urban Schools (FOCUS) Friendship Public Charter Schools Gallaudet University Georgetown University The George Washington University Harmony DC Public Charter School IDEA Public Charter School Imagine Hope Public Charter School – Lamond Ingenuity Prep Public Charter School	University of the District of Columbia Urban Institute U.S. Chamber of Commerce Washington Latin Public Charter School Washington Leadership Academy Washington Teachers Union Washington Yu Ying Public Charter School WestEd

* 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	N/A
Feb. 7, 2017	Ward 1 and 2 Community Meeting	Presentation
Feb. 8, 2017	Ward 3 Community Meeting	Presentation

Feb. 9, 2017	Title I Committee of Practitioners Meeting	N/A
Feb. 9, 2017	CityBridge Alumni Policy Event	N/A
Feb. 10, 2017	Ward 1 Principals Meeting	N/A
Feb. 15, 2017	February SBOE Public Meeting	Presentation
Feb. 16, 2017	Ward 4 Community Meeting	Presentation
Feb. 21, 2017	Capitol Hill Public School Parents Organization (CHPSPO) Meeting	Presentation
Feb. 22, 2017	Ward 5 Community Meeting	Presentation
Feb. 22, 2017	State Title III Advisory Committee meeting	N/A
Feb. 23, 2017	Ward 7 Community Meeting	Presentation
Feb. 23, 2017	ESSA State Plan Webinar for LEA Leaders	Presentation
Feb. 23, 2017	LEA Data Managers Meeting: ESSA Accountability Presentation	Presentation
Feb. 25, 2017	Washington Teachers Union Shared Vision Conference	N/A
Feb. 27, 2017	Ward 6 Community Meeting	Presentation
Feb. 27, 2016	State Early Childhood Development Coordinating Council	N/A
Feb. 28, 2017	Ward 8 Community Meeting	Presentation
Feb. 28, 2017	LEA Institute: "It Takes a City to Ensure Every Student Succeeds"	Conference Materials
Summer and Fall 2016 (ongoing)	Vision for DC Education Survey	Survey
Fall 2016	Accountability Measures Survey	Final Results Presentation Survey

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