2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19
under the Elementary and Secondary Education Act of 1965

District of Columbia

U.S. Department of Education   **Issued: December 2021**

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Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a "Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)" document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

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

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this "2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency" (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:
1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:
1. The COVID-19 State Plan Addendum that reflects all proposed amendments;

2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at https://oese.ed.gov/files/2020/02/csso-letter.pdf.

Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

Cover Page

Authorized SEA Representative (Printed Name)	
Dr. Christina Grant	DC State Superintendent of Education
Signature of Authorized SEA Representative	Date: March 7, 2022

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

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

a. Establishment of Long-Term Goals. *(ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template)* Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:

   1. Academic Achievement. *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*
   ☐ One Year
   ☒ Two Years

   2. Graduation Rate. *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*
   ☐ One Year
   ☐ Two Years

   3. Progress in Achieving English Language Proficiency (ELP). *If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.*
   ☐ One Year
   ☒ Two Years

   See Appendix A for revised and updated long term goals, which will be formally revised in an upcoming ESSA Plan Amendment

b. Indicators. *(ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template)* Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

   1. ☐ Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

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

   2. ☒ Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

   In 2019-20 and 2020-21 school years, DC was granted a waiver from all statewide assessments. As a result, there is not the ability to validly and equitably calculate academic growth as outlined in DC's ESSA state plan for inclusion in the statewide accountability system, the School Transparency and Reporting (STAR) Framework for elementary and middle schools.

   The other academic indicator that serves as the metric within this indicator will be the Approaching Expectations in ELA and Approaching Expectations in Math. These metrics are already in our STAR Framework and represent the percentage of students within a school

scoring 3+ on the PARCC and MSAA assessments in grades 3 – 8 for ELA and for Math separately. As a result of not having academic growth metrics of Median Growth Percentile and Growth to Proficiency in ELA and in Math for the 2021-22 school year accountability calculations, we would remove those available points from the points possible in the framework, thus shifting the weights from those indicators to the remaining metrics in this framework.

3. ☒ Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

   OSSE has outlined in its state ESSA plan the use of the four-year adjusted cohort graduation rates (ACGR) as well as the five-year ACGR rates for determination of comprehensive support designations. The plan has a different extended year graduation rate detailed as a School Quality and Student Success metric for the STAR Framework. In the 2019-20 and 2020-21 school years, DC had accountability waivers related to the calculation of the STAR Framework scores but continued to publish 4- and 5-year ACGR rates. It is OSSE's intention to request to revise the plan through an amendment anticipated to be submitted later in 2022 and include both metrics as part of the graduation indicator moving forward. OSSE requests flexibility to use both metrics in the 2022 annual meaningful differentiation calculation instead of the 4-year and previously used extended year graduation rate in advance of a permanent revision of the accountability system.

4. ☒ Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

   In 2019-20 DC was granted a waiver from all statewide assessments. In 2020-21 DC received an assessment waiver for statewide ELA, Math, and Science assessments, but not a waiver for its English Language Proficiency (ELP) assessment, ACCESS. ACCESS does not, however, have a remote testing option and as previously discussed, the overwhelming majority of students in DC were in a distance learning environment throughout the ACCESS testing window in the 2020-21 school year. As a result, DC had only approximately 100 students complete the ACCESS assessment when that number is normally over 5000 students. As a result, there is not the ability to validly and equitably calculate Progress in Achieving ELP in the manner outlined in our ESSA state plan. The method for calculating ACCESS growth as outlined in DC's ESSA state plan for inclusion in the STAR Framework for all schools requires ACCESS assessment data from English Learners from school years 2020-21 and 2021-22. Schools overall did not meet the minimum n-size of ACCESS assessment data in school year 2020-21. As such, OSSE cannot calculate students making adequate progress in achieving English Language Proficiency between 2020-21 and 2021-22.

   Additionally, OSSE considered the possibility of calculating the ACCESS Growth metric using data from school year 2019-20 and school year 2021-22. Just over half of the ACCESS assessments were completed in March 2020 when schools were closed due to the pandemic and then instruction pivoted to a fully distance learning setting for the remainder of the year, making it impossible to administer the ACCESS assessment which is available only in an in-person learning environment. If OSSE were to calculate this metric, it would have many schools not meeting the n-size to calculate the data, have schools with data not reflecting all English Learners at the school and would also have some schools which had data, thus

resulting in a measure that inconsistently measured the performance of students across the state.

OSSE will publish the [results of the ACCESS assessment data](#) from school year 2021-22, which includes those students reaching proficiency and will use this year's data as the baseline data to calculate students making adequate progress in subsequent years. This reporting is consistent with the manner that the data from the 2018-19 school year was reported. Data from 2019-20 was reported to the greatest extent possible given that not all schools and students were able to complete testing prior to the closure of school buildings due to the pandemic in March 2020.

In determining school designations using calculations of the system of Annual Meaningful Differentiation, OSSE will use all available data from the 2021-22 school year and identify the lowest-performing schools across those available metrics as outlined in this addendum's revised methodology. OSSE will then review data from prior years, which was not available in 2021-22, such as ACCESS Growth and academic growth from 2017-18 and 2018-19 to review the performance in these areas of schools in the designation range. This data will serve as an escalator for identifying these schools and serve as areas for focused improvement. If schools that are scoring within the 2022 designation ranges had previously also performed poorly in the ELP indicator, they will be escalated for the next tier of review in the determination of designation status and OSSE will ensure that, if designated, ELP will be one of the areas for focused improvement. In this manner, OSSE will maintain the focus and emphasis on supporting the progress of English Learners, even when minimum n-sizes are not met to measure it explicitly for this accountability year. This will serve as an additional factor in determining which schools are designated for additional support and improvement in the absence of current ACCESS Growth data.

Additionally, OSSE will continue to work with stakeholders to collect and review information and data related to English Language Proficiency progress and provide necessary supports and information to continue improving programs and supports for all students and schools.

5.   ☒ School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

Addressing Chronic Absenteeism: OSSE proposes to calculate Chronic Absenteeism consistent with calculations from the 2020-21 school year instead of the best of 90% Attendance or Attendance Growth metric.

During the 2020-21 school year, much of the school year for DC students involved fully distance learning with students returning in very small percentages to in-person learning during the months of February through June. In some grade bands, students remained in a distance learning posture throughout the entire school year. DC's attendance policy and data collection processes were adjusted to allow for the collection and publication of data regarding attendance in both distance learning and in-person settings. As part of the 2021 Accountability waiver, OSSE published a Chronic Absenteeism metric rather than its historically published 90%+ Attendance metric which reflected essentially the inverse of

chronic absenteeism. OSSE published the [2021 DC School Report Card](#) including both Chronic Absenteeism as well as In-Seat Attendance, which was also a previously reported attendance metric.

In the 2021-22 school year, schools have been operating primarily in an in-person learning posture but frequent instances of classrooms and even full schools having to return to short-term distance learning posture to address COVID impacts further impact the comparability of the attendance data and learning environment. The STAR Framework historically utilized a "best of" measure where schools received points either for 90%+ Attendance or for Attendance Growth, which measured how attendance rates of students improved from one year to the other for a school. As a result of the uncertain impacts of these different learning environments, attendance changes and incongruency in learning environments across schools, OSSE is uncertain how comparable and equitable Attendance Growth will be to calculate using data from 2020-21 and 2021-22. Further, OSSE has a desire to maintain continuity in how chronic absenteeism was presented and published in 2021-22 with the reporting for 2020-21. OSSE requests using chronic absenteeism as the "addressing chronic absenteeism" measure for all schools in 2022 accountability calculations of annual meaningful differentiation, instead of the previously used best of measure between 90%+ Attendance and Attendance Growth. This metric is a component of the school quality/student success indicator and is measured for all schools. There would be no change in metric points assigned nor would there be a challenge in calculating this measure for all schools. Additionally, OSSE would retain and maintain the additional measure using attendance data called In-Seat Attendance.

c. <u>Annual Meaningful Differentiation</u>. *(ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template)* Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1. ☒ <u>State's System of Annual Meaningful Differentiation</u>. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

    OSSE proposes to change the way in which the system of annual meaningful differentiation is calculated for 2022 based on the available data from the 2021-22 school year and the framework outlined in DC's current statewide accountability framework called the School Transparency and Reporting (STAR) Framework. As referenced in the explanations above, due to limited data from the 2020-21 school year as well as the data limitations from the 2019-20 school year, there are several metrics which are unable to be calculated as outlined in the STAR Framework. These metrics involve measures which utilize multiple years of data in order to calculate growth measures including Academic Growth for elementary and middle schools in ELA and math and Progress in Achieving English Language Proficiency which is measured through multiple years of data from the ACCESS assessment. OSSE also calculates a measure of attendance growth using multiple years of attendance data and is unclear whether or not that data will be able to be used for high stakes accountability at this time based on significant differences in learning environments and attendance policies across the past two years.

The STAR Framework currently assigns points by metric and also weights student group performance in the calculation of the final framework score. See graphics below for reference.

KEY: **ES (ES with Pre-K) | MS | HS**

ACADEMIC ACHIEVEMENT

PARCC/MSAA 4+/3+
Students meeting or exceeding expectations (scoring at level 4 and higher) in both English Language Arts (ELA) and Math on the state assessments
20 | 20 | 15

PARCC/MSAA 3+/3+
Students who are approaching expectations in ELA and Math on the state assessments
10 | 10 | 10

SAT College Ready Benchmark
Percentage of high school seniors at the school that have achieved the College Board determined College and Career Readiness score
N/A | N/A | 10

SAT DC Percentile Threshold
Percentage of high school seniors who score higher than the 50th percentile score for public school students in DC
N/A | N/A | 5

ACADEMIC GROWTH

Median Growth Percentile
Median Academic Growth of the school's students compared to other students who took the PARCC test across the country
20 | 20 | N/A

Growth to Proficiency
Percentage of students at the school who are showing enough improvement on PARCC to reach proficiency within 5 years or less
20 | 20 | N/A

SCHOOL ENVIRONMENT

Addressing Chronic Absenteeism:

90+ Attendance
Percentage of students who are attending over 90% of school days

Best of Metric Worth:
7.5 (5.775) | 7.5 | 7.5

Attendance Growth
Improvement in student level attendance rates from year to year

In-Seat Attendance
Percentage of non-Pre-K students who attend school on average each day
5 (3.85) | 5 | 5

Re-Enrollment
Percentage of eligible student who choose to re-enroll in the same school the following year
7.5 (6.375) | 7.5 | 7.5

CLASS (Classroom Organization, Emotional Support, Instructional Support): Observational measure of the effectiveness of classroom interactions to promote student development and learning in Pre-K
N/A (3) | N/A | NA

In-Seat Attendance, Pre-K
Percentage of Pre-K students who attend school on average each day
N/A (1) | N/A | N/A

AP/IB Participation
Percentage of high school students taking at least one AP or IB exam by the end of their senior year
N/A | N/A | 5

AP/IB Performance
Percentage of students each year who receive a 3 or above on AP and/or a 4 or above on IB exams.
N/A | N/A | 5

Extended Years Graduation Rate:
Percentage of students who graduate with a high school diploma regardless of how many years it takes divided by the number of students in the four-year cohort for HS only
N/A | N/A | 9

ENGLISH LANGUAGE PROFICIENCY

ACCESS Growth
Progress of English learners in learning to speak, listen, read and write in the English language
5 | 5 | 5

GRADUATION RATE

Four-year Adjusted Cohort Graduation Rate (ACGR)
Percentage of students who graduate with a diploma within 4 years of entering high school
N/A | N/A | 11

Weights and Frameworks

In the development of the STAR Framework, OSSE recognized the importance of measuring multiple areas of school performance. The STAR Framework weights areas differently based on the grades served by the school. A table of those weights within the framework by school type is listed below.

	Academic Achievement	Academic Growth	School Environment	English Language Proficiency	Graduation Rate
Elementary/Middle	30pts	40pts	20pts	5pts	N/A
High	40pts	N/A	39pts	5pts	11pts

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Calculating the Overall STAR Framework Score

The federal Every Student Succeeds Act (ESSA) requires every state and the District of Columbia to publish a report card. DC's ESSA State Plan has been recognized because of its focus on the performance of individual student groups, which is important to ensure equity in our schools. The STAR Framework separately measures performance for each student group on every metric and adds them together to calculate the overall STAR Rating. Families, educators and school leaders will be able to see which schools are doing a great job supporting specific student populations and where schools have room for improvement. We hope that reporting this information will prompt inquiry into best practices and collaboration across the District.
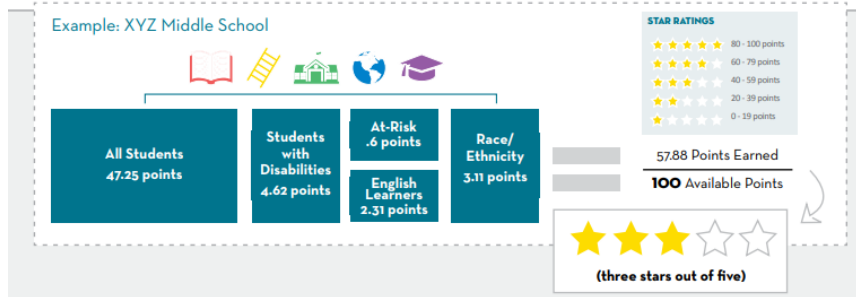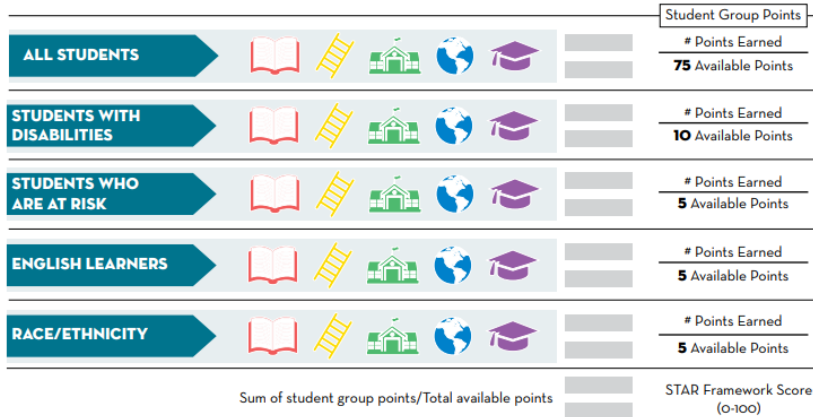
There would be 50 of the normally available 95 metric points available for elementary and middle schools when calculating scores for 2022 and 90 of the normally available 95 when calculating scores for high schools. OSSE proposes to calculate the annual meaningful differentiation using all available metrics and identify the schools meeting the designation thresholds for additional supports, comprehensive and targeted school improvement.

The following metrics, from the list above, will not be available from the 2021-22 school year for use in the Annual Meaningful Differentiation calculation:

- Median Growth Percentile (ES, MS)
- Growth to Proficiency (ES/MS)
- ACCESS Growth (ES, MS, HS)

Additionally, OSSE is unable to determine whether Attendance Growth will be able to be calculated due to comparability concerns and has removed it from inclusion in the AMD calculation.

2. ☒ Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

   Details of metrics from the earlier graphic organized by ESSA indicator and the metric points assigned to each metric:

	Academic Achievement	Other Academic Indicator	Graduation	School Quality and Student Success
Elementary School with PreK	Meeting/Exceeding Expectations in ELA (10) Meeting/Exceeding Expectations in Math (10)	Approaching, Meeting, or Exceeding Expectations in ELA (5) Approaching, Meeting, or Exceeding Expectations in Math (5)	N/A	Chronic Absenteeism (5.775) In-Seat Attendance (3.85) Re-enrollment (6.375) CLASS (3) Pre-K In-Seat Attendance (1)
Elementary School without PreK	Meeting/Exceeding Expectations in ELA (10) Meeting/Exceeding Expectations in Math (10)	Approaching, Meeting, or Exceeding Expectations in ELA (5) Approaching, Meeting, or Exceeding Expectations in Math (5)	N/A	Chronic Absenteeism (7.5) In-Seat Attendance (5) Re-enrollment (7.5)
Middle School	Meeting/Exceeding Expectations in ELA (10) Meeting/Exceeding Expectations in Math (10)	Approaching, Meeting, or Exceeding Expectations in ELA (5) Approaching, Meeting, or Exceeding Expectations in Math (5)	N/A	Chronic Absenteeism (7.5) In-Seat Attendance (5) Re-enrollment (7.5)
High School	Meeting/Exceeding Expectations in ELA (7.5) Meeting/Exceeding Expectations in Math (7.5) Approaching,	N/A	Four-year ACGR (12) Five-year ACGR (9)	Chronic Absenteeism (7.5) In-Seat Attendance (5) Re-enrollment (7.5)

| | | | AP/IB Participation (5) AP/IB Performance (5) SAT College Ready Benchmark (10) SAT DC Percentile (4) |

OSSE recognizes the requirement within the statute for academic indicators to have greater weight than school quality and student success indicators and has revised the points assigned to the SAT DC Percentile metric, which will reduce its weight but not fully remove the measure from the framework. The point reduction from the SAT DC Percentile metric is added to the 4-year ACGR metric.

By removing the points possible for the unavailable metrics and calculating the available metrics, the indicator weights would be as shown in the table below:

Indicators	Elementary/Middle Schools	High Schools
Academic Achievement	40%	27.8%
Other Academic Indicator	20%	NA
Graduation	N/A	23.3%
School Quality and Student Success	40%	48.9%

Progress in Achieving English Language Proficiency will be reviewed using historic ACCESS Growth metric scores from 2018 and 2019. Once annual meaningful differentiation is calculated using the available metrics from the framework outlined, the bottom ten percent will be further explored based on the inclusion of historic ELP metric scores from 2018 and 2019. Schools will then be re-evaluated to determine if these historic ELP data shifted the schools meeting the designation thresholds. OSSE will identify schools scoring within designation thresholds after this additional review of data and any which escalated to designation status. As a result, OSSE will have specific focus and exit goals related to ELP progress. Given the inability to calculate ACCESS growth for all schools due to data not being available from 2020 or 2021 equitably for all schools, this will enable OSSE to include ELP data in the calculations resulting in school designations in the fall of 2022 and will also create additional mechanisms and supports to help schools address historic underperformance performance of this indicator.

3. ☐ Different Methodology. If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (*e.g.*, P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

d. <u>Identification of Schools</u>. *(ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template)* Due to COVID-19, the State is revising its timeline or methodologies for school identification:

1. <u>Timeline</u>. Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).

    i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State pan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*

    ☐ Comprehensive Support and Improvement Schools: Low Performing
    ☐ Comprehensive Support and Improvement Schools: Low Graduation Rate
    ☐ Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
    ☐ Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

    * Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.

2. <u>Methodologies</u>. The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:

    A. ☒ <u>Comprehensive Support and Improvement Schools: Low Performing</u>. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

    When OSSE published the first-ever STAR Framework scores and ratings in December 2018, the agency also published a companion research brief evaluating the framework and reran the analyses the following year alongside the publication of the 2019 scores. As a part of these analyses, OSSE evaluated what the STAR Framework would look like without any of the growth metrics (academic growth, attendance growth, and ACCESS growth) for its elementary and middle schools. This enabled OSSE to explore the impact that growth measures have on the overall framework scores. It is useful in this circumstance to serve as a baseline for prior performance based on the same metrics which will be available to calculate from 2021-22.

In order to identify the lowest-performing five percent of schools, OSSE will calculate annual meaningful differentiation using the metrics available from the STAR Framework as outlined above. The metric calculation will utilize the same methodology used historically and the same student group weights will be applied. The elementary and middle school framework scores based on available metrics will be calculated out of 50 points and the high school frameworks will be calculated out of 90 points.

We will order the performance grouping elementary and middle schools together, identify the bottom 5% of those schools and then do the same for the high schools, given that they are based on different metrics. We will identify between 10 – 12 schools using this methodology, 8-10 of them may schools serving elementary/middle grades and 2-4 of them may be schools serving high school grades.

B. ☐ Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State's methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

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

C. ☐ Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

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

D. ☒ Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

Consistent with the methodology outlined for identifying the lowest-performing five percent of schools, this approach will identify a framework score threshold for elementary/middle schools as well as one for high schools. As part of the system of annual meaningful differentiation, student group scores are calculated for each accountability framework level calculated at the school. The student group framework score represents the performance of all available metrics for students in that student group, given that the number of students meets the minimum reporting threshold for that student group within the school. Student group scores will be evaluated and

reviewed to see if any school has a student group scoring at or below the threshold set for the lowest-performing five percent from that framework. Additionally, the data from 2018 and 2019 will be used from the STAR Brief analyses of frameworks calculated without growth metrics to see if any of the schools in the lowest performing groups identified in 2022 were also underperforming in 2018 and 2019, which would show a pattern of consistent underperformance. The student groups for which the school has been consistently underperforming will be included in the designation and focused plans and supports to address the performance of these students will be a part of the required plan for improvement. They will be evaluated for exit or escalated designation status from targeted support to comprehensive support after two years.

E. ☒ Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

Consistent with the methodology outlined for identifying the lowest-performing five percent of schools, OSSE will identify a framework score threshold for elementary/middle schools as well as one for high schools. As part of the system of annual meaningful differentiation, student group scores are calculated for each accountability framework level calculated at the school. The student group framework score represents the performance of all available metrics for students in that student group, given that the number of students meets the minimum reporting threshold for that student group within the school. Student group scores will be evaluated and reviewed to see if any school has a student group scoring at or below the threshold set for the lowest-performing five percent from that framework. Schools with a student group scoring below that level will be designated for Targeted Support and Improvement, with their school plan focused on the student group or groups scoring below the lowest-performing threshold. They will be evaluated for exit each year or for escalation to chronically under-performing student group targeted support status after two years.

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

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

A. Timeline

i. ☒ The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.

ii.   ☒ The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

	Designation Year (Year 1)	Year 2	Year 3	Year 4 (option)
Original	2018-19	2019-20	2020-21	2021-22
Revised	2018-19	2021-22	2022-23	2023-24

(Note: DC is submitting a waiver to extend the use of 1003 funds for CS 1 schools on this revised timeline)

B. Criteria

i.   ☐ The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

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

ii.   ☒ The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

Schools identified for comprehensive support and improvement in fall 2022 will have been identified for performance that did not include growth metrics. As such, their focused improvement will be in areas that are considered leading indicators and will demonstrate significant progress in supporting student learning and opportunities. DC has historically had programs and supports related to attendance and chronic absenteeism, but this is a continued area of concern and under-performance in many low-performing schools. Additionally, based on the unprecedented events related to the pandemic, schools are focused on addressing unfinished student learning, learning gaps, and addressing student safety and wellbeing needs in ways never before experienced. The exit criteria for schools identified under this designation in 2022, will address gains and significant progress made by schools in these areas which will also then lead to results being able to be demonstrated in future years' in growth, achievement and school environment measures leading to overall improvement of school performance on the statewide accountability framework.

iii.   ☒ The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

The schools identified for comprehensive improvement in fall 2022 will be able to exit this status in fall 2024. Those not exiting this shorter-term comprehensive support (CS 1) designation may be eligible for escalation to a more robust comprehensive support status and review.

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

   A. <u>Timeline</u>

      i. ☐ The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

         DC did not have any previously identified ATSI (TS 2) schools

      ii. ☐ The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

         DC did not have any previously identified ATSI (TS 2) schools

   B. <u>Criteria</u>

      i. ☐ The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

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

      ii. ☒ The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

         Schools identified for additional targeted support and improvement in fall 2022 will have been identified for student group performance that did not include growth metrics. As such, their focused student group improvement will be in areas that are considered leading indicators and will demonstrate significant progress in supporting student learning and opportunities. DC has historically had programs and supports related to attendance and chronic absenteeism, but this is a continued area of concern for many historically underperforming student groups. Additionally, based on the unprecedented events related to the pandemic schools are focused on addressing unfinished student learning, learning gaps, and addressing student safety and wellbeing needs in ways never before experienced. The exit criteria for schools identified under this designation in 2022, will address gains and significant progress made by schools in addressing the

performance as well as the gaps existing for these student groups. A targeted focus on these measures will also then lead to results being able to be demonstrated in future years' in growth, achievement, and school environment measures leading to the overall improvement of the performance of the identified student group as measured by their performance in the statewide accountability framework.

iii.   ☒ The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

The schools identified for additional targeted support and improvement (TS 2) in fall 2022 will be able to exit this status in fall 2024. Those not exiting this short-term designation will be escalated to comprehensive support and improvement status.