

District of Columbia ESEA Flexibility Waiver Extension Request



District of Columbia Office of the State Superintendent of Education
Jesús Aguirre, State Superintendent
August 27, 2014

Agenda

- **Overview of DC ESEA Flexibility Waiver**
- **Description of the process and status of the application**
- **Overview of proposed amendments**
- **Next steps**

Overview of DC ESEA Flexibility Waiver

- DC was granted an ESEA Flexibility Waiver from certain provisions of the No Child Left Behind Act by the U.S. Department of Education from July 2012 through the summer of 2014.
- The Waiver was designed to ensure states created a rigorous and comprehensive education plan addressing three critical areas:
 - Close achievement gaps
 - Increase equity and access to effective teachers
 - Improve the quality of instruction and student achievement
- The District is seeking an extension to the existing Waiver with amendments that address feedback from the Department as well as feedback from the SBOE and local education agencies (LEAs).



ENGAGEMENT PROCESS

- The District is seeking an extension to the existing Waiver with
— improve the quality of instruction and student achievement
— increase
— Close achievement gaps
- comprehensive education plan addressing three critical areas:
— The Waiver was designed to ensure states created a rigorous and

Education from July 2012 through the summer of 2014.
of the No Child Left Behind U.S. Department of

Process of Waiver Renewal

Engagement with the SBOE and the public

The waiver was presented to the SBOE during five working sessions and three public meetings:

1	April 2	Working Session	Overview of U.S. Department of Education Monitoring Report and ESEA Waiver Extension Request
2	April 23	Public Meeting	SBOE Public Meeting: Overview of U.S. Department of Education Monitoring Report and ESEA Waiver Extension Request (follow up on SBOE Working Session)
3	May 5	Memorandum	OSSE responded to SBOE inquiries that were raised during and following public meetings in a memorandum sent to Mark Jones from the State Superintendent on May 5
4	May 7	Working Session	Review of ESEA Waiver Extension Request
5	May 20	Memorandum	The memorandum addressed to Mark Jones focused on OSSE's engagement strategy
6	May 21	Public Meeting	Review of ESEA Waiver Extension Request
7	June 5	Working Session	Review of ESEA Waiver Extension Request
8	June 18	Public Meeting	Review of ESEA Waiver Extension Request
9	June 25	Working Session	Review of ESEA Waiver Extension Request
10	Aug 15	Memorandum	OSSE shared with the SBOE a comprehensive description of all the amendments that were included in the final version of the extension request that was submitted to the Department of Education.
11	Aug 21	Working Session	Review of ESEA Waiver Extension Request

Process of Waiver Renewal

Engagement with LEAs and other stakeholders

1	April 8	PCSB/LEAs	Overview of U.S. Department of Education Monitoring Report and Corrective Actions: Corrective actions on monitoring, inclusion of science in accountability, report card updates, priority/focus implementation timeline and monitoring corrective actions on monitoring, inclusion of science in accountability, report card updates, priority/focus implementation timeline and monitoring
2	April 15	DCPS/PCSB	Overview of U.S. Department of Education Monitoring Report and Corrective Actions: Corrective actions on monitoring, inclusion of science in accountability, report card updates, priority/focus implementation timeline and monitoring corrective actions on monitoring, inclusion of science in accountability, report card updates, priority/focus implementation timeline and monitoring
3	April 17	Title I Committee of Practitioners	Review of ESEA Waiver Extension Request
4	April 18	DCPS/PCSB	Next Generation Assessments
5	April 22	Title I Committee of Practitioners	Review of ESEA Waiver Extension Request
6	April 23	DCPS/PCSB	Interventions and Supports in Low-Performing Schools
7	May 2	Title III Advisory Group	Review of ESEA Waiver Extension Request
8	May 5	Title III Advisory Group	Review of ESEA Waiver Extension Request
9	May 8	Public	Webinar: Overview of Extension Request and Specific Amendments (Prior to Submission)

Status of Application Request

- Since April 2014, OSSE worked with the Department of Education, SBOE, DCPS, PCSB, LEAs and other stakeholders to finalize DC's extension request.
- On August 19, the Department of Education approved the DC ESEA Waiver extension request pending SBOE approval.
- Should the SBOE vote to approve the changes in the accountability plan, DC will be granted a one-year extension to its ESEA Waiver.

Proposed Extension Request

Main Amendments of the Extension Request:

1. Clarifying implementation timeline and AMO requirements;
2. Modifying the State System of Support; and
3. Postponing the inclusion of science assessments results in school classifications.



WAIVER IMPLEMENTATION AMENDMENTS

Table with columns: Year-Start, Year-End, Waiver Type, Waiver Description, Waiver Status, Waiver Effective Date, Waiver Expiration Date, Waiver Renewal Date, Waiver Renewal Status, Waiver Renewal Date, Waiver Renewal Status.

Implementation Timeline

Clarifying Priority School Timeline: Meaningful Consequences and OSSE Role Timeline

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CONSEQUENCES	Year 2 Implementation	Year 3 Implementation	Exit or Year 4	Exit or Year 5	Exit or Recommend Closure (Year 6)	
20% Set-aside Schedule	Take set-aside	Take set-aside	Take set-aside	Take if not exited		
Cohort 1 SIG Schools (8): Anacostia, Browne EC, Dunbar, Eastern, Luke C. Moore, Options PCS, Prospect, Spingarn SHS						
CONSEQUENCES	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Exit or Year 4	Exit or Year 6	Exit or Recommend Closure (Year 6)
20% Set-aside Schedule	Take set-aside	Take set-aside	Take set-aside	Take if not exited	Take if not exited	
Cohort 2 SIG (6): Garfield ES, Johnson MS, Kelly Miller MS, Kramer MS, Savoy ES, Stanton ES						
CONSEQUENCES	Planning Year	Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Exit or Year 4
20% Set-aside Schedule	No Set-aside/Planning	No Set-aside/Planning	Take set-aside	Take set-aside	Take set-aside	Take if not exited
Newly Identified Priority Schools (2012-2013)/Non-SIG: Alton ES, Amidon Bowen S., C.W. Harris ES, Drew ES, LaSalle Backus EC, Malcolm X ES, Maya Angelou Evans HS Campus PCS, Moten ES, Roosevelt ES, Washington Metro HS, Woodson HD HS						
CONSEQUENCES			Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
20% Set-aside Schedule			No Set-aside/Planning	Take set-aside	Take set-aside	Take set-aside
Newly Identified Priority Schools (2013-2014)/Non-SIG: Ballou HS, Booker T. Washington PCS, Cardoza HS at Meyer, Hendley ES, Houston ES, Langdon EC, Patterson ES						

May 2014

AMO Requirements

The current Waiver states that LEAs must dedicate a portion of the 20% Title I set-aside for schools that missed AMOs.

We identified a need to target the 20% set-aside to schools that need it the most—Priority and Focus schools.

Therefore, DC proposes to remove the requirement to dedicate the set-aside to schools that missed AMOs, and outlines additional supports available to these schools from OSSE.



STATE SYSTEM OF SUPPORT

The current Waiver states that the DOE will set-aside for

We identified a need to target the DOE set-aside to schools that need it the most—Priority and Focus schools.

Therefore, we developed a set-aside to schools that missed AMOs and outlines additional supports available to these schools from OSSE.

State System of Support

I. Providing Foundational Support: The OSSE LEA Support Institutes

OSSE will convene three times annually and provide training and ongoing support to all LEAs/schools in SY14-15. Institute sessions will feature instructional sessions focused on pre-identified areas of need (i.e. interagency coordination, PARCC, Discipline, etc...). OSSE will dedicate afternoon sessions to communities of practice (COPs)

II. Providing Targeted Support: LEA Learning Support Network

OSSE is partnering with leading education consultants to provide onsite, targeted data driven technical assistance to priority and focus schools as determined by the ESEA waiver and IDEA metrics. OSSE will assist LEAs in conducting a root-cause analysis of LEA issues, assessing infrastructure, and matching resources. Schools will be given a limited amount of funds to support reform efforts.

III. Fostering LEA Best Practice Dissemination

OSSE will develop additional avenues for rewarding best practices and fostering innovation through a competitive grant that supports the active dissemination of best practices. Eligible LEAs will support OSSE and the District's Priority and Focus schools in disseminating proven, effective practices.

IV. Reorganizing How OSSE Does Business: LEA Support Teams and the OSSE Support Tool

The LEA Support Team model is a data-driven teaming approach that will ensure that the agency is proactively using data to monitor progress and determine interventions. Teams are comprised of staff from the Division of Specialized Education, Division of Elementary and Secondary Education and the Office of Data Management.

Meaningful Monitoring of Priority and Focus School Progress

- OSSE will lead quarterly progress monitoring reviews during which OSSE will gauge schools' progress.
- Progress monitoring will involve a review of school plans, implementation targets, leading indicators, and student outcome data.
- Twice a year, OSSE will hold in-person meetings with leadership from DCPS and PCSB to discuss the progress of Priority and Focus schools.
- OSSE is developing a framework for leading these conversations, structured by clear protocols and standards for evidence that are shared with DCPS and PCSB well in advance of each discussion.



SCHOOL CLASSIFICATIONS

DC has a variety of schools that are classified as follows:

- Public Schools
- Charter Schools
- Private Schools
- Special Education Schools
- Technical Schools
- Alternative Schools
- Gifted/Talented Schools
- International Schools
- Religious Schools
- Home Schools

Postponing the inclusion of science scores in school classifications for SY2014-2015

Originally, DC planned to add science to school classifications in SY 2014-2015.

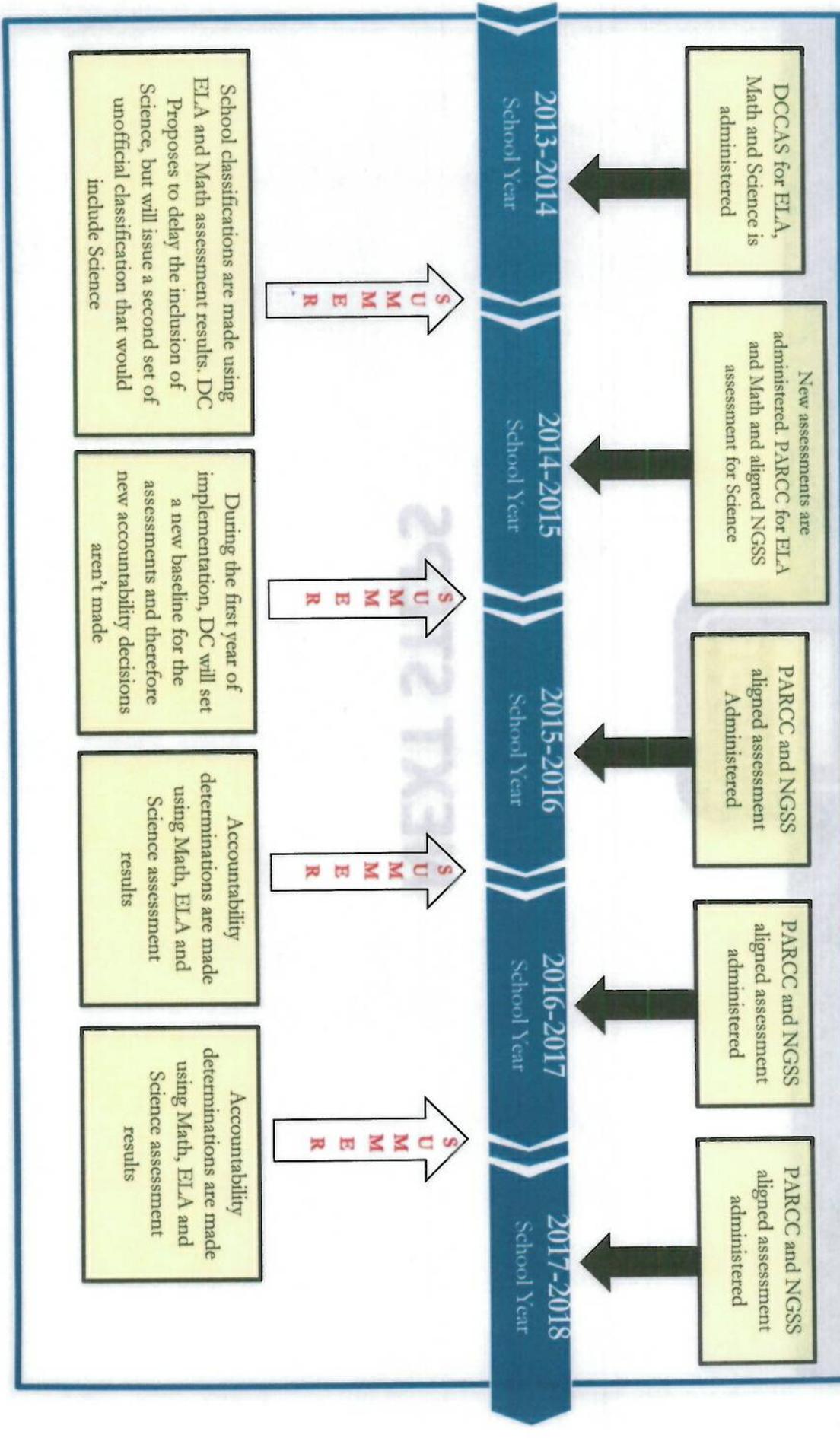
In December 2013, SBOE adopted the Next Generation Science Standards and DC began preparing for a new assessment.

The new assessment will be launched in SY 2014-2015, which would make 2013-2014 the only year in which the assessment will be used to inform classifications.

Therefore, while continuing to test science, reporting the results to hold schools accountable, and remaining committed to science literacy, DC proposes to postpone the inclusion of science in schools classifications for 2014-2015.

Our Goal: To implement ELA, math and science assessments are aligned to the new standards and are used to make school classifications by SY 2016-2017.

Postponing the inclusion of science scores in school classifications for SY2014-2015





NEXT STEPS



1. *Identificar a les persones que podrien beneficiar-se de la flexibilitat.*



2. *Analitzar les sol·licituds i determinar si es compleixen els requisits.*



3. *Informar als candidats dels resultats i les condicions de la flexibilitat.*



4. *Monitoritzar i avaluar el procés de flexibilitat i realitzar ajustos si cal.*

Next Steps

OSSE proposes that the next amendment will be completed by October 30, and include a discussion of a new approach for accountability. OSSE proposes the week of September 1 as the first meeting with the SBOE.



OTHER AMENDMENTS

2BOE.

Other Amendments

Flexibility Element(s) Affected by Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale
Overview	Provided a description of how implementation of DC's ESEA Flexibility Request in 2012 would support reforms already in place in DC.	Historical updates explain how the reforms have been implemented since 2012.	Updating to provide current information
Principle 1B	Described DC's adoption and implementation of CCSS	Contains timeline updates since the adoption to include other standards such as NGSS, English language development standards, and early learning standards.	Updating historical information
Principle 2Bii	Originally, the section omits composition from the index scores in the tables although it was a part of the rollout to include composition in accountability in other parts of the waiver application.	Clarifies that composition is in fact a component in the accountability system and index scores and was added as a factor for the first time in the 2013-2014 classifications.	The school index score is a weighted average of the value-table points assigned in reading, composition, and mathematics combined. The addition of "composition" to the table clarifies that composition was to be added and was added to the accountability system in the 2013-2014 SY. This combined index score factors into the identification of priority, reward, developing and rising schools.

Other Amendments

Flexibility Element(s) Affected by Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale
Principle 2Di <i>iii</i>	<p>this section described how OSSE will monitor DCPS and PCSB's effective intervention strategies for improving school leadership.</p>	<p>OSSE monitoring will ensure that schools have leaders that are capable of leading for improvement and implementing the turnaround principles successfully and effectively.</p>	<p>In order to succeed in improving priority schools, leadership that can lead school turnaround is necessary. It is essential that OSSE will monitor and ensure that DCPS and PCSB are taking the necessary steps to ensure that priority schools are led by those principals who have demonstrated ability of leading for school improvement.</p>
Principle 2Ei <i>iii</i>	<p>Originally, the Waiver states that Focus schools will be required to plan for selected models and interventions once identified.</p>	<p>Clarifies that the DC OSSE will notify the schools of the exact reason for being classified as "focus" and the intervention will be planned accordingly.</p>	<p>It is essential that schools will have all the details of the reason they have been put under a "Focus" status, so that the improvement plans would include the necessary remedy.</p>
Principle 2Ei <i>iii</i>	<p>The Waiver states that Focus schools will begin implementation no later than 60 days from the start of the school year.</p>	<p>Amends timeline for start of implementation for Focus schools. Now states that they will be required to begin implementation no later than 90 days from the start of the school year.</p>	<p>Based on feedback from LEAs and other education stakeholders and experience in implementation, there are many factors that can affect the start of implementation, including how early or late notification takes place. This change will allow LEAs more time for planning, while ensuring that the implementation would start on a fixed date that would enable progress during year 1.</p>

Other Amendments

Flexibility Element(s) Affected by Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale
Principle 2F	The current language states that LEAs must dedicate a portion of the 20% Title I set-aside for schools that missed AMOs.	Removes the requirement to dedicate the set-aside to schools that missed AMOs. Outlines additional supports available to these schools from OSSE.	LEAs expressed a desire to target the 20% set-aside to schools that need it the most—Priority and Focus schools. Including AMO schools would result in this portion of Title I funds being dispersed too broadly in districts with high numbers of low-performing schools.
Principle 3	Principle 3 describes OSSE's teacher evaluation policies, which includes a requirement to use student growth data that is based on the state assessment.	OSSE is currently engaged in discussion with LEAs regarding a potential pause in the requirement to use student growth data.	Results from the 2014-2015 PARCC assessment are projected to only be available in the fall of 2015. OSSE believes that it is essential to report teacher evaluations scores during the summer, so that meaningful consequences, feedback and improvement could follow.

Q & A