



State: District of Columbia

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: August 30, 2017; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Washington D.C.s (DC) long-term goals are that by 2038-39, 85 percent of all students and subgroups will score a level 4 or 5 on the PARCC exam and 90 percent of high school students will graduate after four years. Each subgroup has the same long-term goal. DC uses a “school environment” indicator that measures chronic absenteeism, in-seat attendance, re-enrollment in same school, and “access and opportunities” (in development) for all schools, participation and performance in Advanced Placement (AP) or International Baccalaureate (IB), SAT scores, and non-adjusted cohort graduation metric for high schools as their School Quality and School Success (SQSS) indicators. The Academic indicators each receive substantial weight individually, and in aggregate receive much greater weight than the School Quality or Student Success Indicators. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> DC includes all ESSA student subgroups in all school ratings; 25% of overall school ratings are based on student subgroup performance. N-size is 10 for accountability and 10 for reporting which strikes the right balance of inclusivity and reliability. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of for “targeted support and improvement schools” is not meaningfully different from “additional targeted support” and is unlikely to identify additional schools for support. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> DC will incorporate a measure of pre-K quality into its accountability framework for schools that have pre-K classrooms. DC includes in its accountability system for high schools a college readiness indicator that measures ACT, AP, and IB participation and scores. The Office of the State Superintendent of Education (OSSE) describes how it will support local education agencies (LEAs) in reviewing resource data for school improvement; however, it should clarify how it intends to use the seven percent set aside to address resource inequities for school improvement purposes. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The plan includes efforts to reduce the incidence of low-income and students of color being taught by out-of-field, ineffective, or inexperienced teachers. OSSE could strengthen these efforts by including timelines and interim targets for eliminating educator equity gaps. Given that 90% of DC students are of color, OSSE could enhance its efforts by implementing a cultural competence curriculum and professional development training. The plan prioritizes teacher pipeline efforts through the DC Staffing Data Collaborative, which supports LEAS with recruitment, preparation, professional learning, evaluation and retention. OSSE could strengthen these efforts with targeted efforts to recruit and retain effective teachers and leaders of color. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<ul style="list-style-type: none"> OSSE should consider the use of the Title II 3% set aside funds for efforts that improve the equitable access to effective and diverse teachers, principals and other school leaders. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> DC’s ESSA plan was developed in consultation with parents, families, and communities, including civil rights organizations and other community-based organizations representing underserved communities. The state’s plan could include more details regarding their plan for continued engagement throughout implementation. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> DC prioritizes efforts to reduce exclusionary and dangerous discipline practices that remove students from the classroom including through foundational training and guidance on evidence-based best practices related to behavioral support such as Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS). DC could strengthen these efforts by measuring school discipline rates in its accountability system. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood and Learning</p> <ul style="list-style-type: none"> DC will incorporate a measure of pre-K quality into its accountability framework for schools that have pre-K classrooms. DC articulates how Title I funding, would be used to support, coordinate, and integrate early childhood education programs with other education services. DC could strengthen efforts by opting to use Title II for Professional Development for Early Learning Capacity Building. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> OSSE is piloting a college-readiness indicator measured by ACT, AP, and IB participation and scores. It is not providing any credit for untested students. DC says it will implement a system of “supports, technical assistance, and monitoring” for schools that do not meet the required 95% participation rate. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> OSSE will use Title IV 21st Community Learning Center funding to support out-of-school time activities to include individual and group enrichment activities designed to support youth in obtaining their postsecondary goals. Specific examples include service learning, career exploration, job training and mentorship to promote leadership, and civic engagement skill development. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> DC prioritizes high quality career and technical education (CTE), science, technology, engineering, and Math (STEM) instruction and dual enrollment, and can strengthen these efforts by including them in its accountability system. DC plans to explicitly measure an aspect of social emotional learning (SEL) for accountability—described as “social-emotional support and community/family engagement” in early learning settings. DC includes social and emotional learning into the districts professional development practices. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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12. Clear Reporting and Transparent Data Systems That Are Easy to Understand

- DC's 1-5 STAR system will provide an annual summative rating for all public schools in DC. However, it is unclear how the data will be displayed in a report card in a way that ensures parents, teachers, and the public can understand how their students and schools are performing.
- DC could describe how it will improve public reporting about resources in schools.
- While the DC consolidated state plan did not include a link to its report card, more information can be found [here](#).

- Excellent
 Sufficient
 Poor

Overall Rating

Sufficient