



FACT SHEET

# Washington, D.C., Accountability

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**TABLE 1**  
**Washington, D.C., school classification system**

<b>Design model</b>	Performance index			
<b>Summative classifications</b>	Five-star ratings			
School classification indicators	Indicator weights			
	Elementary schools	Middle schools	High schools	
<b>Academic achievement</b>				
Subject(s)	Measure(s)			
English language arts and math	Percent proficient	30.0%	30.0%	25.0%
<b>Student growth</b>				
Subject(s)	Measure(s)			
English language arts and math	Median student growth percentile and growth to proficiency	40.0%	40.0%	—
<b>English learner progress</b>				
Percent of students meeting individual growth targets		5.0%	5.0%	5.0%
<b>Early warning</b>				
At least 90 percent attendance or median student attendance growth percentile; in-seat attendance		10.6%	12.5%	12.5%
<b>Persistence indicators</b>				
Four-year graduation rate and alternate four-year graduation rate using number of total graduates, regardless of time frame		—	—	20.0%
<b>College and career readiness</b>				
Percentage of students meeting SAT or ACT benchmarks, taking at least one Advanced Placement (AP) or International Baccalaureate (IB) exam and scoring 3+ on AP or 4+ on IB exam		—	—	25.0%

Enrichment and environment			
Percent of students who re-enroll in the same school; program-level score on the Classroom Assessment Scoring System (a measure of pre-K classroom quality); and a to-be-determined access and opportunities measure*	14.4%	12.5%	12.5%

\*The access and opportunities measure will be piloted in the 2018-19 school year and used as 5 percent of formal accountability results for the 2019-20 school year. In the interim, school ratings will be calculated out of 95 rather than 100 percent.

Notes: A school's rating is a weighted average of all students (75 percent), race/ethnicity (5 percent divided evenly between subgroups), economically disadvantaged (5 percent), English language learners (5 percent), and special education (10 percent). In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017).

**TABLE 2**  
**Washington, D.C., timeline to identify and intervene in schools**

State-level annual activities to identify low-performing schools

First cohort timeline		Second cohort timeline
2017-18	Collect data to identify comprehensive and targeted support schools*	2021-22
	<ul style="list-style-type: none"> <li>• Provide final notification of identification</li> </ul>	
2018-19	<ul style="list-style-type: none"> <li>• Review and approve applications for funding</li> <li>• Begin annual process of early warning to schools that perform close to low-performing school threshold</li> </ul>	2022-23
2019-20	See above	2023-24
	<ul style="list-style-type: none"> <li>• Determine if schools met improvement targets by end of school year</li> </ul>	
2020-21	<ul style="list-style-type: none"> <li>• Schools making "significant improvement" granted one more year to continue interventions</li> </ul>	2024-25
	<ul style="list-style-type: none"> <li>• Determine if schools met improvement targets by end of school year</li> </ul>	
2021-22	<ul style="list-style-type: none"> <li>• Determine which schools subject to more intensive improvement strategies</li> </ul>	2025-26

\*Schools with "consistently low-performing subgroups" will be identified in the 2019-20 school year and schools with "chronically low-performing subgroups" in 2022-23.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

**TABLE 3**  
**Washington, D.C., school improvement funding**

Grant structure and amounts

Competitive grants	TBD
Formula grants	TBD
Maximum amount, comprehensive schools	TBD
Maximum amount, targeted schools	TBD

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**TABLE 4**  
**Washington, D.C., school identification details**

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I*	May not identify a full 5 percent of federally funded schools
Low graduation rate**	Excludes alternative public high schools
Chronically low-performing subgroups	—
Consistently underperforming subgroups***	Not identified within required timeline
Low-performing subgroups	—

\*ESSA requires states to identify 5 percent of the lowest-performing schools receiving federal Title I funds.

\*\*ESSA requires states to identify all public high schools with graduation rates of 67 percent or less.

\*\*\*ESSA requires schools with "consistently underperforming subgroups" to be identified annually.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

A selection of the District of Columbia's key school improvement strategies

- An early warning system to schools who may be identified based on the most recent student outcome data
- Sharing catalogs of evidence-based strategies for improvement
- Ongoing documentation of improvement results

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