



FACT SHEET

Washington, D.C., Accountability

By Samantha Batel and Laura Jimenez August 2017

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

| | | | | |
|--|--|--------------------------|----------------|--------------|
| Design model | Performance index | | | |
| Summative classifications | Five-star ratings | | | |
| School classification indicators | | Indicator weights | | |
| | | Elementary schools | Middle schools | High schools |
| Academic achievement | | | | |
| Subject(s) | Measure(s) | | | |
| English language arts and math | Percent proficient | 30.0% | 30.0% | 25.0% |
| Student growth | | | | |
| Subject(s) | Measure(s) | | | |
| English language arts and math | Median student growth percentile and growth to proficiency | 40.0% | 40.0% | — |
| English learner progress | | | | |
| Percent of students meeting individual growth targets | | 5.0% | 5.0% | 5.0% |
| Early warning | | | | |
| At least 90 percent attendance or median student attendance growth percentile; in-seat attendance | | 10.6% | 12.5% | 12.5% |
| Persistence indicators | | | | |
| Four-year graduation rate and alternate four-year graduation rate using number of total graduates, regardless of time frame | | — | — | 20.0% |
| College and career readiness | | | | |
| 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"> • Provide final notification of identification | |
| 2018-19 | <ul style="list-style-type: none"> • Review and approve applications for funding • Begin annual process of early warning to schools that perform close to low-performing school threshold | 2022-23 |
| 2019-20 | See above | 2023-24 |
| | <ul style="list-style-type: none"> • Determine if schools met improvement targets by end of school year | |
| 2020-21 | <ul style="list-style-type: none"> • Schools making "significant improvement" granted one more year to continue interventions | 2024-25 |
| | <ul style="list-style-type: none"> • Determine if schools met improvement targets by end of school year | |
| 2021-22 | <ul style="list-style-type: none"> • Determine which schools subject to more intensive improvement strategies | 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.

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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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