



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

**MAR 12 2014**

The Honorable Jesús Aguirre  
State Superintendent of Education  
Office of the State Superintendent of Education  
810 First Street, NE, 9th Floor  
Washington, DC 20002

Dear Superintendent Aguirre:

On December 3 and 5, 2013, a team from the U.S. Department of Education's (ED's) Office of Elementary and Secondary Education conducted Part B monitoring of the District of Columbia's implementation of its approved Elementary and Secondary Education Act of 1965, as amended (ESEA) flexibility request. Part B monitoring aims to continue the collaborative relationship that began during the request approval process, provide ED with a deeper understanding of each State educational agency's (SEA's) goals and approaches to implementing ESEA flexibility, and ensure that the SEA has the critical elements of ESEA flexibility in place to continue implementation of its plan.

The review focused on the following ESEA flexibility elements:

- SEA Systems and Processes, including Monitoring, Technical Assistance, Data Collection and Use, and Family & Community Engagement and Outreach
- Transitioning to and Implementing College-and Career-Ready Standards
- Adopting English Language Proficiency Standards
- Developing and Administering High-Quality Assessments
- Developing and Administering Alternate Assessments
- Developing and Administering English Language Proficiency Assessments
- Annually Reporting College-going and College-Credit Accumulation Rates
- Developing and Implementing a State-Based System of Differentiated Recognition, Accountability, and Support
- Reward, Priority, Focus, and Other Title I Schools
- State and Local Report Cards, and
- Teacher and Principal Evaluation and Support Systems

Enclosed is a summary report based upon this review. The report includes highlights of the District of Columbia's implementation of ESEA flexibility and, for each indicator, a snapshot of the District of Columbia's progress in implementing ESEA flexibility. If appropriate, the report also includes "next steps" that were discussed with the SEA during an exit conference conducted on January 8, 2014, to ensure that the District of Columbia implements flexibility consistent with its approved request and the timelines and principles of ESEA flexibility. The District of Columbia should respond to the "next steps" through the ESEA flexibility extension process. This report will be posted on the ESEA

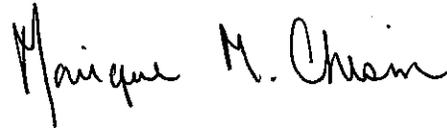
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flexibility website. Additionally, in the coming months ED will issue a comprehensive summary of each SEA's implementation of ESEA flexibility that includes information gathered through the Part B monitoring process and provides more detail about the innovative practices and common challenges that States are facing as they engage in the effective implementation of ESEA flexibility.

I want to thank you and your staff for the hard work you have undertaken to implement ESEA flexibility. If you have any questions or there are ways that ED staff can provide you additional support as you move forward in implementing your ESEA flexibility request, please feel free to reach out to your SEA's ESEA flexibility contact.

I look forward to continuing our work with you as you implement your ESEA flexibility request. Thank you for your commitment to the District of Columbia's children.

Sincerely,

A handwritten signature in black ink that reads "Monique M. Chism". The signature is written in a cursive style with a large initial 'M'.

Monique M. Chism, Ph.D.  
Director  
Student Achievement and  
School Accountability Programs

Enclosure

cc: Iris Bond-Gill, Interim Assistant Superintendent of Elementary and Secondary Education