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ATTACHMENT 1

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Subject: ESEA Flexibility Application Released for LEA/Public Comment
Date: Thursday, January 19, 2012 8:10:00 AM
Attachments: [OSSE ESEA Flexibility Application Draft 01-18.12.pdf](#)
[OSSE ESEA Flexibility FAQs 01-18.12.pdf](#)

Dear LEA Representatives,

The Office of the State Superintendent of Education intends to submit a request for flexibility from certain requirements of the Elementary and Secondary Education Act (specifically amendments of No Child Left Behind) to the U.S. Department of Education by February 21, 2012. I am writing today to notify you that a draft of the District of Columbia's [ESEA Flexibility Request](#) is now posted publicly. At this link, you will see a statement from the State Superintendent regarding this release, inviting comments on the draft over the next four weeks (through February 14, 2012). You will also find the draft application attached here, along with a document with Frequently Asked Questions.

Please share this information with your agency's staff and stakeholders.

Comments

Local educational agencies wishing to comment on this proposed request should submit comments in writing either through [this link](#) (preferred) or by email at OSSE.Comments@dc.gov by 5:00 PM on Tuesday, February 14, 2012. Any comments submitted will be included, without identifying information, in OSSE's request to the U.S. Department of Education.

All my best,

Jeremy Grant-Skinner, J.D.
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Bcc: DC LEA Representatives

ATTACHMENT 2



TO: Kayleen Irizarry
FROM: Pete Weber
DATE: January 4, 2012
RE: NCLB Waiver

Thank you for the opportunity to provide feedback on the Office of the State Superintendent of Education's No Child Left Behind waiver application. We appreciate the hard work and thought you put into this application and are grateful for OSSE's leadership in this work.

I believe that the waiver application process provides The District of Columbia with two great opportunities. First, as a city with an improving systems of traditional public schools and a vibrant system of charter schools, DC has a great deal to be proud of. DCPS has seen double digit gains in reading and math at the elementary and secondary level over the past four years. We have implemented a teacher and principal evaluation system which serves as a model for the nation, and we are leading the way in implementation of the Common Core State Standards. The Charter schools in DC have similar successes to their credit. OSSE misses an opportunity to showcase these achievements in this waiver application. Because these successes align directly with priorities of the U.S Department of Education, including them in the application only helps to make our case and shows that we are already on track.

Second, the waiver application offers DC an opportunity to bring the city together to identify a discrete number of schools in need of dramatic improvement and to maintain focus on those schools until we see genuine improvement. DCPS and charter schools have both shown tremendous capacity to make improvements in schools. It should be the goal of this waiver application to identify a group of schools that are clearly in need of change and to support and advance the innovations that are occurring at the LEA level to address the needs of those schools.

Our concerns fall into four broad categories – accountability systems for schools, interventions in schools, human capital issues, and special education subgroups.

Accountability Systems

The NCLB waiver application identifies an array of factors that will go into determining which schools will be priority schools and focus schools. Without knowing which schools will be identified using this data, it is impossible to determine if the metrics are intuitively correct. However, even without this information, there are three general concerns.

First, the system is, on its face, overly complicated. While NCLB could be faulted for measuring all schools based only on progress towards AYP in reading and math, the proposed system leaves schools with a confusing array of factors to consider. The challenge in DC is not in identifying schools that would benefit from additional attention. Looking at a variety of measures may be a thoughtful means for an LEA to determine how to make improvements at a school. However, using this broad variety of measures leaves open the possibility that we will identify schools that may well not be our neediest.

Second, many of the measures used are new to principals, have not been included in previous high stakes decisions, and have not been areas of focus previously. This is true for metrics such as the DC-CAS Biology score and the DC-CAS Composition score. Given that these measures are new from a school-wide accountability perspective, it would be wise to phase in their use. Schools should have at least a full school year after being informed of the metrics used to identify priority and focus schools to implement changes that could change their status. As a result, a phased in approach to school identification could help with the transition from the old system.

Finally, some of the data to be collected is subject to selection bias, challenging definitions, and difficulty in comparability between DCPS and charter schools. For example, we would need to develop a rule for tracking students who repeated 9th grade, but then progressed directly to 11th grade. Does that student count toward the 9th grade completion figure? We would also need to identify a consistent definition of graduation requirements so that all LEAs could track progress toward graduation in the same way. We would also need to determine if we want to incentivize AP test participation as much scoring a 3 or higher on an AP test. Using this metric in a high-stakes decision may change the way schools handle AP enrollment decisions.

Below is a list of additional concerns related to accountability metrics.

- For the 2011-2012 school year, DCPS has set targets for principals based on AYP in math and reading. Establishing a phased implementation would ensure that principals are not subject to several, inconsistent accountability metrics.
- Phasing in the addition of accountability metrics would allow DC to bridge between the current system and the proposed system while building in additional time for feedback and improved data integrity.
- There is no set of metrics for alternative high schools
- The proposed metrics use advancement to the next grade as a proxy for students being on track to graduate; however this is not always the case. Additional time and work could help establish a more meaningful metric.
- We should evaluate whether we want to look at a 5 or 6 year graduation rate. While the 4 year graduation should be the expectation, we do not want to set up an incentive system that gives up on students who are not on a four year track.
- Data for graduation rates (related to credits) are inconsistent between charters and DCPS.
- Given the complexity of the data it may be wise to propose a more general system with a commitment to build in adjustments by a date certain.
- It is unclear if OSSE can consistently track data like 9th grade completion rates between DCPS and charters.

Interventions

DCPS has been very aggressive about pursuing interventions to help low performing schools. DCPS has reconstituted a significant number of schools, has changed school leadership in more than half of our schools, has implemented an instructional coach model, and has initiated partnership schools. While some of these interventions were completed with the authority granted under NCLB, DCPS was the driving force behind pursuing and implementing the reforms. Between DCPS and DC Charter Schools, there is a great deal of innovation in our educational interventions. Through the NCLB waiver process,

the OSSE should seek to foster innovation at the LEA level and provide tools LEAs can use to improve schools. The OSSE should not be narrowly focused on process or compliance.

I have two general concerns about the approach proposed for intervening in low performing schools. First, the application proposes a dramatically increased role for the OSSE when compared to the role played under NCLB. Under the proposal within the waiver, the OSSE requires LEAs to conduct Quality School Reviews, to use the OSSE's online turnaround and management tool, to use CapStar, the district improvement planning and monitoring tool, and to participate in district practice reviews. This amounts to a very process heavy intervention strategy and in many cases is duplicative of what the LEA has already done. This adds undue burdens on LEAs and would force us to spend more attention on process over outcomes.

Second, while I was glad to see that Supplemental Education Services and NCLB School Choice are not featured as intervention models, very few of the intervention strategies listed show promise in improving schools. The application also does not account for prior work that an LEA has done to identify the needs of individual schools. DCPS has conducted Quality School Reviews for years. While these intensive check ups served a meaningful purpose at one time, given the rich data we have on student performance through paced interim assessments and DC-CAS scores, on teacher performance through IMPACT ratings, and on instructional practice from our instructional coaches, this model for information collection is no longer helpful. A much more abbreviated "desktop" QSR would be a more efficient means of collecting available data quickly.

Below is a list of additional concerns related to intervention strategies:

- The rewards section is trite and will not have a meaningful impact on school performance.
- The application is, overall, heavy on committees.
- It would be more beneficial to students for the OSSE to provide funding for good high quality PD instead of reviews.
- DCPS has, to date, avoided participating in the CAPSTAR system because it is not customizable and because we have an existing means of collecting data.
- Application does not contemplate how proposed interventions will mesh with prior interventions.

Human Capital

DCPS has made work on human capital issues the cornerstone of our reform. From a model teacher evaluation system to a revolutionary teacher contract to meaningful performance pay, DCPS has been a national leader in addressing human capital in our schools. Much of this work has been supported by DC's Race to the Top grant. As a result, the waiver application draws liberally from the Race to the Top grant application. This is the correct approach. Where there are small differences between the two applications, I would like assurance that the inconsistent systems will not hamper DCPS' ability to continue innovating or create an overly confusing system of requirements.

Special Education

Consistent with the notion that NCLB's use of subgroups may have identified schools unfairly for improvement; the OSSE's application eliminates sub groups and instead focuses on the lowest 25% of students at any given school. While this approach is clear, it ignores the historic challenges that DC schools in general, and DCPS in particular, have faced with regard to special education populations.

Instead, the OSSE could consider looking at modified assessments (including read aloud assessments) for some special education students. In addition, given the challenges of special education students transferring from charter schools to DCPS school and from DCPS schools to non-public schools, we could look to measures of retention as a measure of success. Finally, the proposal to modify SEDS to accommodate drop down menus so that Common Core Standards can be incorporated into IEPs is an idea that deserves considerably more review before it is proposed in a waiver application.

We view this waiver application as the next step in our progress in reforming education in Washington DC. Done well, this waiver will give us a great opportunity to further target resources to the schools that are most in need and to implement interventions that will improve student learning. We are excited to work with the OSSE to ensure that we realize these important goals.



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

January 4, 2012

Kayleen Irizarry
Assistant Superintendent of Elementary and Secondary Education
Office of the State Superintendent of Education
810 1st St., NE
Ninth Floor
Washington, DC 20002

Dear Ms. Irizarry,

PCSB staff appreciates the opportunity to comment on the Draft ESEA Waiver document. We appreciate the large amount of work that has evidently been put into this effort. We recognize that our recommendations below will require significant additional work, and are willing to pitch in to help writing new versions of the document.

Overall we believe the document has numerous issues that stem from the attempt to write it as though DC were a typical state comprised of numerous LEAs each of which contains district-run schools, as well as a small minority of students attending charter schools, whether through their own LEA or as part of a district LEA.

As you know, DC is very different. There is only one district LEA, DCPS, which serves 58 percent of the students. The remaining 53 LEAs are ALL charter school LEAs, and serve 42% of public school students, an amount four times higher than any other state.

This unique situation demands a unique approach to the ESEA waiver request. This approach should lead by emphasizing the fact that nearly half of DC students, and over 95% of DC's LEAs, attend charter schools that are a) schools of choice and b) are subject to closure in the case of poor academic performance. This in itself should be viewed highly favorably in any waiver review.

Once this unique situation is established, the waiver request should then lay out a system that explicitly treats charter schools differently. This different treatment in areas such as accountability and teacher evaluation offers two critical advantages. First, it protects and preserves the autonomies and operational flexibility of charter schools. Second, it avoids creating additional structures that could duplicate those already created by the PCSB and DCPS.

PCSB therefore strongly recommends that the waiver request be substantially revised to a) emphasize the unique nature of DC schools; b) explicitly distinguish between the treatment of charter and DCPS schools; and c) rely wherever possible on structures and systems developed or to be developed by PCSB and DCPS, rather than instituting additional, often redundant systems and structures at the OSSE level that could be burdensome and confusing to parents, teachers,

and school leaders.

Below are some specific examples where such a revision is needed to appropriately respect charter autonomy and avoid duplication, redundancy, and needless complexity. This is not meant to be an exhaustive list, but should give a good sense of how a comprehensive revision of the document might look:

1) **Transition to college and career-ready standards.** The document needs to emphasize that charter schools are subject to the CAS, which embodies the standards, but are not required to explicitly adopt a prescribed set of standards, and do not have to follow any specific subject progression, scope and sequence or curriculum. Moreover the document should make clear that the adoption of science in the common core will come in future years and generally should be clearer about the evolution of the DC CAS to reflect common standards. Charter schools have the option, but are not required to participate in any professional development offered by OSSE around the common core.

2) **State Developed Differentiated Recognition, Accountability and Support.** We do not believe that such differentiation needs to apply to charter schools beyond the PCSB's Performance Management Framework. The PMF is a robust system that meaningfully differentiates performance among schools. Its closure provisions are far more rigorous than any state district approach to turning around low-performing schools. Moreover the autonomy principles of charter schools prevent the application of mandatory technical assistance or other supports to be instituted by any body other than the PCSB. Nor should they be required to undergo district practice reviews, or be subjected to guided intervention or SIG. Moreover, we believe it is wholly unnecessary to create an additional accountability, support, reward, or penalty structure beyond the PMF. This includes "Focus" schools, "Reward" schools, a program to focus on the bottom 25 percent of students in each school, the development of AMO's, etc. As to whether it make sense to create a separate system for DCPS schools, in addition to DCPS's own assessment and accountability structures, we leave that to OSSE and DCPS to resolve.

We should note that the PMF will continue to evolve over time – incorporating additional college and career ready metrics, for example, and having more formal structure for alternative schools. Any waiver request should make this clear in a way that the continued evolution of the PMF is not constrained. And any waiver request should include the flexibility to administer alternate assessments to a broader range of special needs students than is currently permitted. To the extent the PMF needs to be modified to meet specific terms of the waiver requirements (e.g. reflection of performance of subgroups, etc.), we are open to considering such changes. In general you will find us flexible in working with OSSE, Charter LEAs, and DCPS in revising the PMF over time.

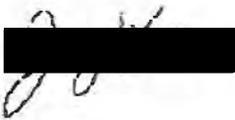
3) **While each school should have in place a teacher evaluation system, the choice of system, its elements, or the HR practices associated with such a system are solely the choice of the charter school (other than those who have signed up for specific commitments under Race to the Top).**

This set of comments is obviously just the beginning of a more extensive set of discussions. We look forward to working with OSSE to build the strongest possible ESEA waiver proposal – one that preserves charter autonomy, avoids redundancy and duplication, and offers the best opportunity to deliver quality educational choice to DC students and their families.

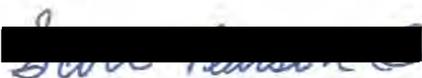
Sincerely,



Brian Jones
Board Chair



Jeremy Williams
Acting Executive Director



Scott Pearson
Incoming Executive Director

Irizarry, Kayleen (OSSE)

From: ndeveaux@dcpubliccharter.com
Sent: Wednesday, February 08, 2012 11:30 PM
To: Irizarry, Kayleen (OSSE); Noel, Jeffrey (OSSE); Reavis, Tamara (OSSE)
Cc: spearson@dcpubliccharter.com; Swinburn, Cate (DCPS); Sutter, Jessica (EOM); rcane@focusdc.org
Subject: ESEA Flexibility Waiver Application--PCSB's Notes
Attachments: ESEA_Waiver_Response_02_08_12 FINAL.docx

Hi Kayleen,
It's still Wednesday according to my clock--and here is PCSB's text for inclusion in the ESEA Waiver Application.

All the additional information was gathered from discussions with public charter school leaders and advocates and from PCSB staff.

Principle 1 we have a few comments and one-liners and questions, which we hope you will answer.
Principle 2 we substantially rewrote the section where it relates to PCS oversight.
Principle 3 we included the necessary text to cover PCSs.

I am glad you offered us this opportunity and appreciate knowing that you and your team will either include the text as is or will work with us to modify. I have included the document in Word format so that you can easily cut and paste into your current version.

When do you plan to have your "final" draft ready for review?

Naomi

PS--David and others are working on the AMOs--Accountability Index--tomorrow. We are hopeful that the smart group can come up with a reasonable solution that meets the ESEA requirements.

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DC Public Charter School Board's Response to the District of Columbia ESEA Flexibility Waiver Request—Draft 01-18-12

As per OSSE's request, this document contains text that should be included in each section of the waiver application. Please contact Naomi DeVeaux if you have questions.

Before signing off on the Waiver application, PCSB and public charter schools would like to know the state's plan for delivering on "Assurance #5" "It will report annually to the public on college-going and college-credit accumulation...".

Charters are especially concerned about how OSSE will collect and report data for students attending schools not in the Clearinghouse database.

Principle 1:

Add a section about science standards.

"The District of Columbia's science standards are among the best we have seen; they are excellent across the board." – Fordham Study

(<http://www.edexcellence.net/publications/the-state-of-state-science-standards-2012.html>)

Schools raised questions about the integrity of the science test.

The PCSB still is adamant that the state NOT include more high-stakes testing before the year 2014-2015, when the PARCC will be introduced. Schools would much prefer have a brand-new accountability system put into place that year that includes science than have a changing testing landscape every year between now and 2015. We think it would be much easier for parents and the public to understand as well if we mitigated the changes to our DC CAS between now and 2015.

Regardless, you must add language about the validity and reliability of the DC CAS in Science and composition when you are going to include it in 2015, and how the changes to the DC CAS in reading (2012) and math (2013) will (or will not) effect school performance and growth scores and the reliability and validity of the test to be used for capturing growth and achievement.

The timeline section should include additions for science and composition and the potential impact this will have on schools' ability to show proficiency and growth.

p 17

“OSSE is also providing RTTT funding to DC Public Schools in its school turnaround work, applying one of four turnaround models to the persistently lowest-achieving 5% of schools as well as the broader lowest-achieving 20% of schools. OSSE plans to increase capacity and provide additional support to the lowest-achieving 20% of schools through a newly formed Office of Innovation and Improvement.”

What is the “newly formed ‘Office of Innovation and Improvement’” and this office only supports the bottom 20% of DCPS schools, not all schools. Please explain, given that PCSB is responsible for the monitoring the PCSs—even those in the lowest 20%.

p 24

Need to add “participating” before any mention of an LEA creating or implementing anything that is part of RTTT.

p 25

mentions a bill introduced to council that will require all students to take either the SAT or ACT and apply to college. This can only apply to DCPS. **Omit mention of this bill.**

Principle 2a

Keep page 29-32 of current waiver application.

Language to ADD:

The Office of the State Superintendent of Education (OSSE) does not currently implement a state-level accountability system in addition to Adequate Yearly Progress Reports. Instead, the Public Charter School Board (PCSB), the chartering authority with oversight over 53 of the 54 Local Education Agencies by law, has created and implemented an accountability system for monitoring its schools. Therefore, OSSE has partnered with the PCSB and will use its Performance Management Framework as a component of its statewide accountability system for differentiated accountability and supports.

p 30—

Please clarify if you are using NAEP TUDA or NAEP state data and, if this is NAEP TUDA data, that only has DCPS schools included in the 2011 release. **Need to clarify.**

p 30-31 good use of NAEP data in this section.

p 32 Good list of policy changes. Add:

PCSB is nationally recognized for having an aggressive closure rate. In the past four years, PCSB has closed between 2 and 4 schools each year. In all, one-third of all public charter schools have either had their charters revoked or voluntarily

surrendered their charters under pressure from their authorizer. When implementing its new Performance Management Framework in SY2011-2012, PCSB also implemented a transparent policy for closing standard schools for poor academic performance. Note that PCSB's aggressive closure policy was recently featured in the NACSA annual report on "the State of Charter School Authorizing."

p 33 Need to add year in AYP chart

Page 34 bullet 1 – Wrong information about the PMF.

Replace:

Public Charter School Accountability

The Public Charter School Board (PCSB) holds public charter schools accountable using its recently-developed and -implemented Performance Management Framework (PMF). The purpose of this framework is to provide a fair and comprehensive picture of a charter school's performance using common indicators and to use these results to reward higher achieving schools and support or close the lower achieving ones. The PMF currently divides public charter schools into three tiers based on their performance on statewide assessments and other indicators. The framework is designed to take into account both the autonomy and huge variety of public charter schools and therefore only includes performance outputs. It is also designed to hold schools to higher accountability standards; it uses higher floors and ceilings than is typical in a state system. School reports are publicly released each school year.

Schools currently earn points in four categories: student progress, student achievement, gateway measures, and leading indicators. The PCSB commits to adding the newly developed Accountability Index that OSSE is creating as a 5th category of the PMF, as this will incorporate subgroup performance and ensure that all schools are reducing the achievement gaps that exist both within their schools and across the city. This addition to the framework will be phased in over time, beginning in the 2013-2014 school year. Below is a description of each section of the PMF:

Student Progress

This measure is also on the DCPS School Score Card.

Student progress measures how much a student's performance has improved from one year to the next, relative to other students. Progress is measured using the statewide growth model, first adopted in 2011. The Median Growth Percentile (MGP) model assesses student's growth in Reading and Math on the DC CAS in grades 3-8 and 10. The Office of the State Superintendent of Education provides the MGP results for all students in the state and validates the scores before releasing the charter school results to PCSB for inclusion in the PMF. A student's growth percentile is first calculated to measure how much a student's performance has

improved from one year to the next, relative to students statewide with similar DC CAS scores in prior years. The model determines whether a student grew at a faster, slower, or similar rate than the students' peers. The school-level MGP is calculated by taking the median of all student growth rates within the school. For school year 2010-2011, student progress accounts for 40 points in elementary and middle schools and 15 points in high schools, where the emphasis is on achievement and college success measures.

Student Achievement

This measure is also on the DCPS School Score Card.

Student achievement is a measure of the percent of students scoring proficient or advanced in Reading and Math on the DC CAS (3rd through 8th grade for elementary and middle schools, and 10th grade for high schools). The Office of the State Superintendent of Education provides the validated DC CAS performance data to PCSB for inclusion in its framework. For high schools, achievement on AP and IB exams are also included in this measure, so as to provide a fuller picture of academic achievement. In school year 2010-2011, student achievement is worth for 25 points for elementary and middle schools and 30 points for high schools.

Gateway Measure

This measure aligns with the Common Core State Standards for Career and College Readiness

Gateway measures reflect outcomes in key subjects that, for elementary and middle schools, predict future educational success. For high schools, gateway measures reflect outcomes aligned to a student's predicted success in college and/or a career. For elementary and middle schools the measure captures students' success in mastering reading, writing and math as measured by the DC CAS in 3rd grade reading and 8th grade math; for high schools it is a measure of the graduation rate, PSAT performance in 11th grade, SAT performance in 12th grade, and the college acceptance rate. The Office of the State Superintendent of Education provides the valid DC CAS data and the College Board provides the PSAT and SAT data. In 2010-2011, the Gateway indicator is worth 15 points for elementary and middle schools, and 30 points for high schools.

Leading Indicators

This measure is also on the DCPS Score Card as part of School Climate

Leading indicators are a measure of a school's overall climate as measured by their attendance and re-enrollment rates. High schools are also measured by the percent of 9th graders with credits on track to graduate. These factors are seen as predictors of future student progress and achievement and are directly related to a school's overall performance. In 2010-2011, leading indicators are worth 20 points for elementary and middle schools, and worth 25 points for high schools.

Accountability Index

This measure is also on the DCPS School Score Card.

As part of the ESEA Flexibility Waiver application, OSSE is developing and implementing a new Accountability Index, that takes into account student achievement and growth and weights the performance by subgroup. **FILL IN LANGUAGE HERE AFTER INDEX IS CREATED.**

PMF Performance Tiers

Using a 100-point scale and based on the scores for the academic scoring screen, standard schools will be identified as Tier I (high-performers), Tier II (mid-performers), Tier III (low-performers) or Tier IV (lowest-performers). In School year 2010-2011, Tier I schools earn at least 65% of the possible points. Tier II schools earn between 35% and 64% of the possible points. Tier III schools earn less than 35% of the possible points. Tier IV will be added in SY2012-2013 and be reserved for the lowest performing public charter schools. A school must meet the threshold for points for each tier. The threshold points for identifying each tier will be revised every year through a transparent process, with the aim to continue to raise the bar while adjusting to a new state assessment, PARCC in SY 2014-2015, new national science standards, and changes to the state-defined Annual Measurable Objectives.

Under current PCSB policy, Tier IV schools are subject to immediate closure, and tier III schools are subject to closure within one year if their PMF scores decline significantly or within two years if they do not improve to at least Tier II. These actions will occur independent of whether a school is designated priority or focus.

The image below represents the current configuration of a PMF School Performance Report scorecard; AMO would be added to the existing indicators.

| |
|--------------------|
| Student Progress |
| Student Growth |
| Gateway |
| Leading Indicators |
| AMO |

Page 35-36

Remove all language about the statewide accountability framework. Replace with an explanation of how the Accountability Index will rank schools and identify the bottom 5% for priority, and the next 15% for focus, and the top 10% for reward. Remove language calling schools “continuous improvement” and replace with “in good standing”.

p 35

Remove the long list of data OSSE commits to make publicly available; this looks like a scorecard.

Schools that are “continual improvement” should be renamed as “in good standing” and will not be forced to undergo prescribed interventions.

SCHOOLS IN GOOD STANDING

Based on the accountability index, schools not identified as priority or focus schools and who do not earn reward school status will be designated as schools in good standing. This group represents charter schools that are successfully implementing their educational program and will most likely fall in Tier I and II of the Performance Management Framework. Their success comes from their ability to leverage their autonomy and individually pursue improvement strategies. It is the expectation that these schools are independently following the continuous improvement cycle and will need little to no intervention from the OSSE or PCSB. Rather, these LEAs have access to charter support organizations and OSSE-sponsored trainings, as well as PCSB support, if needed. If schools fail to improve on the PMF, they will eventually fall into Tier III, when PCSB will start enforcing stricter monitoring practices, as described in the Performance Management Guidelines. (WE CAN ATTACH THIS TO THE WAIVER AS AN APPENDIX.)

Principle 2b--AMOs

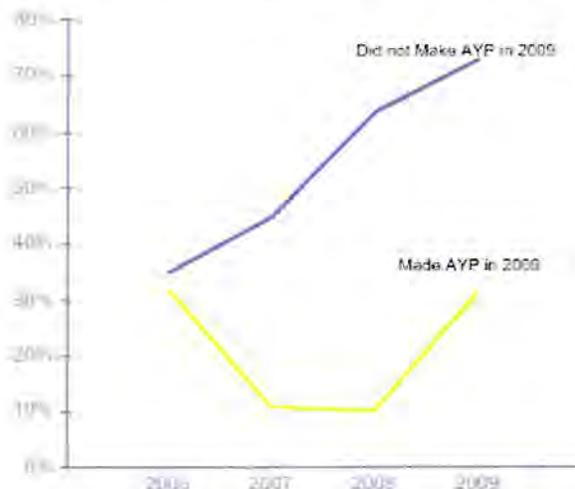
This section needs to be rewritten after the Accountability Index has been created.

Here is intro language to focus on our biggest need, students with disabilities:

X% of the District's public schools serve at least 25 (the required group size to count as a subgroup for NCLB) economically disadvantaged students and another X% serve at least 25 students with special education students. Very few of these schools are able to make Adequate Yearly Progress. The few that have made AYP in recent years have done so through the Safe Harbor provision in the No Child Left Behind Act in at least one subgroup. Friends of Choice in Urban Schools, a local school choice advocacy organization, explained the limitations of AYP through this tale of two schools below:

About AYP

Percentage of Students Scoring Proficient or Advanced on DC CAS
SY2006-2009



What is Adequate Yearly Progress (AYP)?

AYP is the key measure of public school academic success under the federal law called the No Child Left Behind Act (NCLB). To "make AYP" a school must demonstrate proficiency in all student subgroups: white, Asian/Pacific Islander, African American, Hispanic, limited English proficient, economically disadvantaged, and special education. A school makes AYP when it meets the target for the percentage of students in all subgroups that score "proficient" or "advanced" on the state test or when the number of students who are not proficient in a subgroup decreases by 10% (referred to as "Safe Harbor")

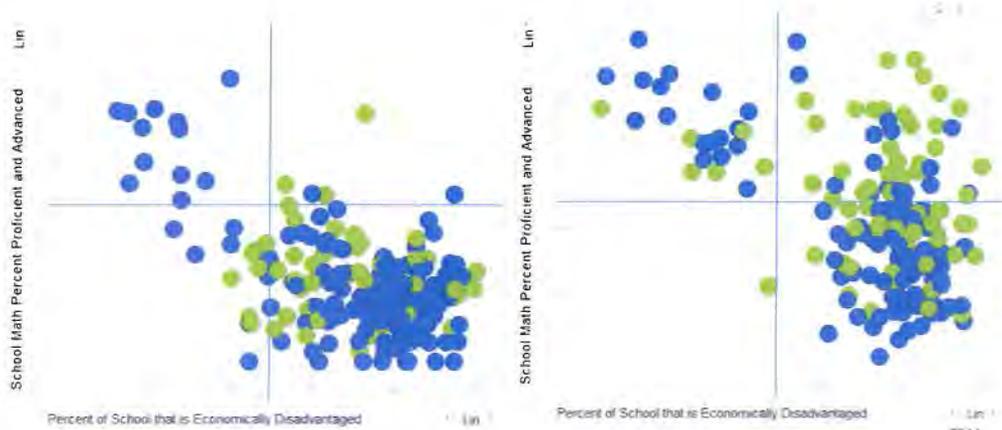
Why is AYP a poor school performance measure?

This graph shows that 73% of the students at the purple-lined school scored proficient or advanced, vs. 31% at the yellow-line school made AYP through Safe Harbor, the high-performing school "failed" because one student subgroup missed the 2009 AYP target. This is a common occurrence: in any given year schools with fewer than half of their students scoring proficient or advanced "make AYP" through Safe Harbor, while schools that are much closer to getting every child to proficiency do not.

It is no surprise that Safe Harbor is how many schools are showing progress—the progress that is occurring in D.C. is primarily in subgroup populations. The graphs below show that D.C.'s public schools are improving their percent proficient. In 2006, only 15 schools had a percent proficient in math higher than 50%—and all but a few had low percentages of low-income students. By 2011, this number has almost tripled, with 63 schools having higher than 50% proficient in math and 40 of them with poverty rates greater than 50%. These data clearly show that the District's charter and traditional public schools are closing the achievement gap.

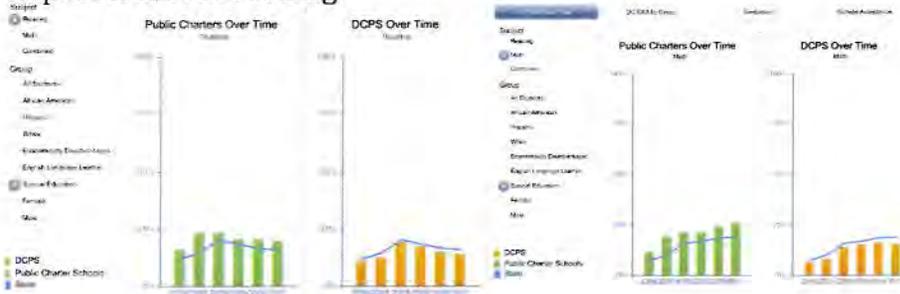
INSERT MATH GRAPHS SIDE BY SIDE (INCLUDE LEGEND) – "Performance over time" at focusdc.org/performance-over-time

PCSB Response to ESEA Waiver (February 8, 2012)



Having the opportunity to reset the AMOs, using 2010-2011 data as baseline data, and promising to reduce by half the percentage of students who are currently scoring basic or below basic on the DC Comprehensive Assessment System in reading and math as measured by achievement and growth seems like a reasonable and achievable way for capturing school progress for most students. However, it will most likely not solve our biggest concern, serving students with disabilities.

While we are seeing movement among many subgroups, the special education subgroup is showing a much slower rate of improvement in math, and no improvement in reading.



In order to help schools focus on this group and at the same time not unnecessarily punish schools with larger percentages of students with disabilities, the Accountability Index weighs growth for special ed student....**FILL IN LANGUAGE.**

Principle 2.ci—Priority Schools

Monitoring Charter Schools' Academic Performance

Pursuant to the SRA §38-1802.13 (a), the PCSB has the discretion to revoke the charter of a school that is failing to meet its goals and student academic expectations. Based on the Accountability Index, public charter schools will be given a designation by the Office of the State Superintendent of Education. Because the PCSB's Performance Management Framework and OSSE's Accountability Index use the same underlying data—growth and achievement on the DC CAS—and the Accountability Index will become part of the PMF, we expect to see alignment between the PMF Tiers and the OSSE's designation. **ADD DATA FROM 2010-2011 TO CONFIRM.**

The PCSB has two choices when confronted with a OSSE-designated priority school—either have it be a candidate for revocation or intensely monitor its ability to turn itself around and remove itself from priority status. If OSSE finds that PCSB is unable to do its job with fidelity, it has the right, after four years, to take over the monitoring of a priority school and enforce its School Improvement Guidelines on the school.

Accountability for Public Charter Schools

Using the OSSE-designated Accountability Index, priority schools will be struggling to implement their program with fidelity, evidenced by low growth, low achievement, and/or low graduation/attendance for all students or for specific subgroups of their population. The DC Public Charter School Board knows that priority schools will fall into one of two categories: unsuccessful schools that are candidates for revocation or minimally successful schools that, with mandated supports and more frequent monitoring, have the capacity to remedy their performance gaps. Because of the unique differences among charter schools and the autonomy given to them under the School Reform Act (SRA), support for minimally successful schools requires intensive focus on the particular needs of an individual school and their right to choose the best path forward, given their educational philosophy and mission. As such, the DC Public Charter School Board intends this support to include a four-step process:

Step One: Assess

The DC Public Charter School Board, using historical and current outcome data embedded in its performance management frameworks for finance, compliance, and academics, coupled with qualitative data gathered through school visits, will make an initial determination on whether the school is a candidate for A. Charter Revocation or B. Intensive Support.

Step Two: Implementation

A. Charter Revocation:

For schools with the most severe underperformance, the DC Public Charter School Board will pursue charter revocation, under its authority in section 38.1802-13 of the School Reform Act. The charter revocation process begins with a mid-year vote on proposed revocation. Should this vote pass, families are notified of the school's status and the school is given the opportunity for a public hearing on the matter. The public hearing provides the school with the chance to state its case and allows all stakeholders to speak on the proposed revocation. Within 30 days of the public hearing, the DC Public Charter School Board votes on the proposed revocation. Should this vote pass, the DC Public Charter School Board staff prepares for an end of school year closure along multiple fronts, including enrollment and finance. PCSB staff work with other government agencies, charter support organizations, and the school to notify parents of the closure and secure placements for *all* students in public schools. Special consideration is made when working with families who have students with special needs. Enrollment specialists work to ensure that all documentation are updated and that parents understand their rights. The current timeline gives parents the opportunity to apply for enrollment to other charter schools and out-of-boundary DCPS schools for the following school year. PCSB will also help schools with their finances and will require them to submit interim financial statements and plans for terminating bank accounts and lines of credit. DC Public Charter School Board reconciles all billings and payments with the Office of the Chief Financial Officer.

B. Intensive Support

Schools that are assessed at having the internal capacity to improve based on multiple indicators will be required to craft an action plan. Charter schools will have the autonomy to develop their own actionable strategies that are aligned with their mission and educational philosophy and fall within the current constructs of their charter agreement. Action plans will be reviewed by PCSB staff prior to implementation and will be approved by the PCSB Board.

Charter schools will be responsible for implementing their action plan designed to address the needs of specific subgroups or their entire

school population. DC Public Charter School Board will require the school to solicit services from a PCSB-endorsed third party to help it address its weaknesses. As dictated by law, charter schools are granted autonomy and this autonomy extends to the rights of charter LEAs to seek partnerships with any of the charter support organizations in the District to aid in the implementation of their plan.

Step Three: Progress Monitoring

The DC Public Charter School Board will monitor the progress of schools toward their goals outlined in their implementation plan. Because public charter schools are governed by independent boards of trustees, the PCSB will work directly with the school's board when monitoring interventions. Working with the school board, the PCSB will develop strategies for monthly monitoring, which may include onsite visits, review of interim assessment data, and an examination of other relevant data to measure the effectiveness of the intervention strategies. The DC Public Charter School Board will, whenever possible, align its monitoring with the third party consultant so as to disrupt the school as little as possible. Staff may join meetings, attend walk-throughs or coaching sessions, board meetings, and otherwise monitor the implementation of the intervention. Priority schools will be required to engage with the DC Public Charter School Board in regular discussions of progress.

In partnership with the Office of the State Superintendent of Education, the DC Public Charter School Board will also monitor the expenditures of school funds. Priority schools will be required to submit detailed monthly accounting reports of funds spent toward action items. Based on the action plan and data provided by the school on the effectiveness of implemented strategies, the DC Public Charter School Board will offer guidance and/or correction to schools. A thorough review will allow the DC Public Charter School Board to make recommendations to OSSE on the dispersal of 1003(a)/(g) to schools for reimbursement.

Step Four: Re-Assess

At the end of this cycle, the DC Public Charter School Board, in collaboration with the priority school, will assess the progress made in the whole school and/or subgroup performances and decreases in achievement gaps. As an authorizer, the DC Public Charter School

Board respects the autonomy of charter schools and is committed to measuring the success of outputs not the value of inputs. In this way, the DC Public Charter School Board will the school's new Accountability Index score and its performance on the PMF and make a recommendation for charter revocation, continued intensive support, or reduced monitoring. Schools can become candidates for charter revocation if they are, once again, designated as a priority school or show a decrease in academic performance, as measured by a summative PMF score, or remain in Tier III for three of five years.

OSSE reserves the right to directly monitor priority schools that PCSB does not either close or move out of priority status within five years.

2.C.ii—Focus Schools

This section is contingent on re-working the Accountability Index so that only the schools that fall between the lowest 20% and 5% of all schools fall into this category.

Accountability for Public Charter Schools

Using the Accountability Index, which accounts for performance across subgroups, the Office of the State Superintendent of Education will identify focus schools. Those charter schools designated as focus schools will most likely fall in Tier III on the Performance Management Framework. They are therefore subject to closure under current PCSB policies as described above. Scoring within this range indicates that these schools may be struggling to implement their program, evidenced potentially by low growth, low achievement, and/or low graduation/attendance for all students or for specific subgroups of their population. **ADD DATA FROM 2010-2011 to verify.**

Public charter schools are schools of choice that have exclusive control over their curriculum, instruction, personnel and finance, so, in a true sense of autonomy, these schools will be given choices to improve their performance. The wide variety of supports available to schools gives schools plenty of options. The DC Public Charter School Board views focus schools as those that, with additional support, have the capacity to remedy their performance gaps. Because of the unique differences among charter schools, this support requires intensive focus on the needs of an individual school. Furthermore, as outlined in the School Reform Act, as amended, charters schools have the autonomy to implement an academic program aligned with its mission and operate the school as it sees fit. As such, the DC Public Charter School Board intends this support to include a four-step process:

Step One: Assess

The DC Public Charter School Board, using historical and current outcome data embedded in its performance management frameworks for finance, compliance, and academics, coupled with qualitative data gathered through school visits, will make an initial determination on what type of support the school requires to improve its performance.

Step Two: Implementation

Charter schools will be responsible for implementing an action plan designed to address the needs of specific subgroups or their entire school population based on an analysis of data. As dictated in law, charter schools are granted autonomy; this autonomy extends to the rights of charter LEAs to seek partnerships with any of the charter support organizations in the District to aid in the implementation of their plan. As cited in a survey conducted by the New Schools Venture Fund in 2011, many organizations, such as The Achievement Network and the DC Special Education Cooperative, were rated high by Tier I schools. The DC Public Charter School Board will facilitate partnerships between these organizations and focus schools, based on needs identified in the action plan. Support garnered from these organizations offers charters designated as focus schools with an additional layer of assistance that exists beyond the influence of the authorizer. Regardless of potential partnerships, it falls within the auspices of charter LEAs to implement action items and assess progress in whole school and/or subgroup performance.

Step Three: Progress Monitoring

The DC Public Charter School Board will monitor the progress of schools toward their goals. Strategies for quarterly monitoring include onsite visits, review of interim assessment data, and an examination of data on the effectiveness of strategies chosen by the school. Ratings on the success of the implementation will be followed with a review of the action plan, and possible adjustments. Focus schools will be required to track interim assessment data by subgroup performance and engage with the DC Public Charter School Board in discussions of progress made throughout the year. Additionally, focus schools will be required to develop metrics for assessing the efficacy of strategies outlined in the action plan and tracking their success.

In partnership with the Office of the State Superintendent of Education, the DC Public Charter School Board can also monitor the expenditures of school funds. Focus schools will be required to

submit detailed quarterly accounting reports of funds spent toward action items. Based on the action plan and data provided by the school on the effectiveness of implemented strategies, the DC Public Charter School Board will offer guidance and/or correction to schools. A thorough review will allow the DC Public Charter School Board to make recommendations to OSSE on the dispersal of 1003(a)/(g) to schools for reimbursement.

Step Four: Re-Assess

At the end of this cycle, the DC Public Charter School Board, in collaboration with the focus school, will assess the progress made towards improvements in whole school and/or subgroup performance and decreases in achievement gaps. As an authorizer, the DC Public Charter School Board respects the autonomy of charter schools and is committed to measuring the success of outputs not the value of inputs. In this way, the DC Public Charter School Board will the school's new Accountability Index score and its performance on the PMF and make a recommendation for charter revocation, continued support, or reduced monitoring. Schools can become candidates for charter revocation if they are, once again, designated as a focus school, designated as a priority school, show a decrease in academic performance, as measured by a summative PMF score, or remain in Tier III for three of five years.

OSSE reserves the right to directly monitor focus schools that PCSB does not either close or move out of focus status within five years.

Principle 2.c.iii—Reward Schools

Those schools designated as “reward schools” will most likely earn Tier I status¹ on the Performance Management Framework. Based on the weights enumerated above, schools earn the majority of points towards their score by showing growth and proficiency on state-mandated assessments. Accordingly, schools with high growth and/or high proficiency rates that actualize the original intent of the School Reform Act which is for District of Columbia public schools (inclusive of charter schools) to “become a world-class education system that prepares students for lifetime learning in the 21st century” will be acknowledged by the DC Public Charter School Board.

¹ Tier I schools that have not shown high growth/high achievement and/or have shown a decline in subgroup performance will be required to develop an action plan, as outlined in the system of support for “focus schools.”

The DC Public Charter School Board, as the sole authorizer of charter schools, will recognize and reward the high performing and high progress schools in multiple ways:

- **Efficient pathways to replication:** The DC Public Charter School Board will support and encourage the highest performing schools to replicate by developing an alternative, more efficient pathway. This includes amending the request process with a decrease in administrative asks, shortening the timeline, and assisting schools in pursuing charter school start-up funds by providing letters of support to foundations and banks.
- **Access to facilities:** Based on a 2011 survey by New Schools Venture Fund of charter sector needs, Tier I-rated schools cited “facility support” within their top ten needs. In partnership with the Office of the State Superintendent of Education and the District government, the DC Public Charter School Board will assist schools in acquiring facilities for schools in unstable short-term situations or buildings with inadequate space to meet their programmatic needs.
- **Public recognition:** The DC Public Charter School Board will acknowledge the success of its reward schools” through multiple mechanisms, including:
 - Charter school awards gala
 - Press releases; postings of status to the DC Public Charter School website/facebook page/twitter feed
- **High Profile Opportunities**
 - Invitations to special events (e.g. White House Egg Roll)
 - Chosen for site visits when distinguished international and national guests visit
 - Tickets for special events for students, teachers, and leadership
- **Financial awards:** At the 2011 Josephine Baker Awards for Charter School Excellence and through financial donations, the DC Public Charter School Board was able to grant financial rewards to those schools who demonstrated the highest overall performance and highest overall growth on the Performance Management Framework for the 2010-2011 school year, in two categories: elementary/middle schools and high schools. The DC Public Charter School Board will continue to reward the most successful charter schools financially, in support of their stellar programming. This is in complete alignment with the survey by New Schools Venture Fund in which Tier I schools named philanthropic support as their greatest need, while simultaneously rating current philanthropic support efforts as next to last in terms of quality.

Principle 3—Teacher Evaluation

Public charter schools are autonomous schools that have exclusive control over their personnel. In D.C., all public charter school employees are at-will employees and can be hired and fired at any time during the school year. The schools know that their success lies almost exclusively on the caliber of their teaching staff, and they go through great pains to attract and hire the absolute best from across the nation. Still, it is not easy to find the right fit, and therefore, teachers must be evaluated regularly and lower performing ones must be either supported or released.

While schools that signed on to RTTT agreed to pilot and implement teacher evaluation systems, some public charter schools chose not to receive the funding because they did not want to give up their exclusive control over their personnel, among other autonomies. In fact, the highest performing, the most innovative, and those that serve alternative populations make up the majority of the non-RTTT LEAs. Of the 29-odd charter campuses that did not sign up for the funding, 15 serve untested populations such as early childhood, adults and disengaged youth working toward GEDs. Of the remaining 14 that do serve tested grades, half of them are considered "tier 1" by the PCSB's Performance Management Framework and all but one are out-performing the state average. These schools include nationally recognized programs such as the Achievement Prep, Two Rivers, Washington Latin, Howard University Math and Science Middle School, Washington Math Science and Technology, Washington Yu Ying and the SEED School.

Because of the rights granted to them under the School Reform Act of 1995, these non-RTTT schools are exempt from the ESEA Flexibility Principle 3 requirements of creating teacher evaluation system as long as they are not designated as priority schools. In addition, all RTTT schools in good standing are exempt from any additional requirements not currently in the RTTT MOU.

If a school does fall into priority status, the school will submit a teacher evaluation plan to the PCSB for approval. The PCSB will ensure that the evaluation system will meet the requirement of the waiver application both on paper and in implementation and will include it when monitoring the school's progress.

Specifically, the PCSB will require the school to produce a teacher and principal evaluation system that will:

1. be used for continual improvement of instruction
2. have at least three performance levels
3. use multiple, valid levels of performance, including student growth as a significant factor
4. evaluate teachers and principals on a regular basis
5. provide clear, timely and useful feedback
6. be used to inform personnel decisions.

PCSB Response to ESEA Waiver (February 8, 2012)

Failure to produce a satisfactory teacher evaluation system may result in charter revocation.

Walker, Valida (OSSE)

From: Bessler, Robin (OSSE)
Sent: Monday, January 30, 2012 12:08 PM
To: OSSE Comments (OSSE)
Subject: Waiver Feedback sent to Basecamp

Reply ABOVE THIS LINE to add a comment to this message

Project: [District of Columbia Title I Committee of Practitioners](#)
Company: District of Columbia Title I Committee of Practitioners



Christina Yuknis commented on the message:

[Flexibility Waiver Comments](#)

I read through the waiver application (finally!). Overall, I think it is very clear and well-written. I just have a couple of questions.

1. On page 14 - How will "partnering with universities" happen? There is not much discussion of that. (Maybe not appropriate for the application, but something to consider for implementation.) I do not expect a huge amount of partnering with Gallaudet, but certainly some as there are deaf children being educated in the DC public schools.
2. On pages 20 - 21 "Special Populations" - What about students with disabilities who are not in the 1% but who are still significantly below grade level?

Robin Bessler
Education Policy and Compliance Specialist, Teaching and Learning
Elementary and Secondary Education
Office of the State Superintendent of Education
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Washington, DC 20002
202.724.5239 (Desk)
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www.osse.dc.gov

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ARCHDIOCESE OF WASHINGTON

Archdiocesan Pastoral Center: 5001 Eastern Avenue, Hyattsville, MD 20782-3447
Mailing Address: Post Office Box 29260, Washington, DC 20017-0260
301-853-4500 TDD 301-853-5300

January 31, 2012

Ms. Hosanna Mahaley
Office of the State Superintendent of Education
810 First Street NE, 9th Floor
Washington, DC 20002

Dear Ms. Mahaley,

I am writing to you regarding the state's application to the U.S. Department of Education for waivers of provisions of the Elementary and Secondary Education Act (ESEA). By way of this letter, I want to share with you my thoughts concerning the implications of waivers on the equitable participation of private school students. The Archdiocese of Washington serves over 6,000 students in 21 schools in the District of Columbia and all schools receive services under ESEA.

As you are aware, ESEA does not permit the equitable participation of private school students to be waived. However, other actions could affect private school students' participation in Title IA programs.

Private and public school students generate funding for Title IA in the same manner—low-income students residing in Title IA attendance areas generate funds. When, through the waiver authority, funds are freed up that had previously been used for required set asides, it is important that the needs of the private school students be considered in the determination of the new use of those funds.

After reviewing the January 18, 2012 draft application posted on your website, I am concerned that there is no mention of equitable participation for students who attend non-public schools. Additionally in the consultation section there is no mention of consultation with non-public schools.

In the introductory sections of the application, I request that the following language be inserted as a means of protecting the equitable participation of eligible private school students:

Ms. Hosana Mahaley
Page Two
January 31, 2012

Continued provision of equitable services for eligible Title I students attending nonpublic schools is an important consideration in the implementation of this plan. As a result, we are directing each local educational agency with Title I eligible children attending nonpublic schools to expend an equitable share of any funds the agency designates for priority and focus schools, in addition to the funds already designated for equitable services. If the LEA decides to transfer Title IIA funds, private school students will still benefit from at least the percentage of allocated Title IIA funds that was received under equitable participation in 2011-12.

Prior to the allocation of any freed up funds, the district has the obligation to consult with private school officials and consider the needs of private school students prior to making any decision regarding expenditure of these funds. These topics should be added to the agenda of ongoing consultation or a special consultation meeting should be scheduled.

The waiver authority also calls for review of the state's application from a wide range of stakeholders. Because of the importance of equitable participation in the Title I program, I ask that you include private school officials in this review process. Reviewers representing the interests of private school students in the Title I program should be those with experience in the program participation of private school students. I am happy to serve in this capacity and/or suggest others that are appropriately qualified.

Thank you for your consideration.

Sincerely,



Deacon Bert L'Homme, Ph.D.
Superintendent for Catholic Schools

Enclosure

c: Dr. Kayleen Irizarry, Assistant Superintendent, Elementary and Secondary Education

DISTRICT OF COLUMBIA

MONTGOMERY COUNTY

PRINCE GEORGES COUNTY

SOUTHERN MARYLAND

Schools in the Archdiocese of Washington SY 2011-12

| Early Childhood Programs | DC Early Childhood Programs | MC Early Childhood Programs | PGC Early Childhood Programs | SOMD Early Childhood Programs |
|--|---|---|---|---|
| 0 | 1 | 1 | 2 | 4 |
| Total Early Childhood Program Schools = 0 | Total Early Childhood Program Schools = 1 | Total Early Childhood Program Schools = 2 | Total Early Childhood Program Schools = 2 | Total Early Childhood Program Schools = 4 |
| DC ELEMENTARY ARCHDIOCESAN SCHOOLS Consortium of Catholic Academies | MC ELEMENTARY ARCHDIOCESAN SCHOOLS | PGC ELEMENTARY ARCHDIOCESAN SCHOOLS | SOMD ELEMENTARY ARCHDIOCESAN SCHOOLS | |
| 1 PK-8 Sacred Heart School | 1 PK-8 Holy Cross School | 1 PK-8 Holy Family School | 1 PK-8 Cardinal Hickey Academy | |
| 2 PK-8 St. Anthony School | 2 PK-8 Holy Redeemer School | 2 K-8 Holy Redeemer School | 2 PK-8 Our Lady, Star of the Sea School | |
| 3 PK-8 St. Francis Xavier School | 3 PK-8 Little Flower School | 3 PK-8 Mount Calvary School | 2 K-8 Our Lady, Star of the Sea School | |
| 4 PK-8 St. Thomas More Catholic School | 4 PK-8 Mary of Nazareth School | 4 PK-8 St. Ambrose School | 3 Charles County | |
| 1 PK-8 Non-Consortium | 5 PK-8 Our Lady of Lourdes School | 5 K-8 St. Columba School | 3 PK-8 Archbishop Neale School | |
| 2 PK-8 Annunciation School | 6 K-8 Our Lady of Mercy School | 6 PK-8 St. Jerome School | 4 PK-8 St. Mary's School | |
| 3 K-8 Blessed Sacrament School | 7 PK-8 St. Andrew Apostle School | 7 PK-8 St. John the Evangelist School | 5 PK-8 St. Peter School | |
| 4 PK-8 Holy Trinity School | 8 PK-8 St. Bartholomew School | 8 PK-8 St. Joseph School | 6 St. Mary's County | |
| 5 PK-8 Our Lady of Victory School | 9 K-8 St. Catherine Labourer School | 9 PK-8 St. Mary Assumption School | 6 PK-8 Father Andrew White, SJ School | |
| 6 PK-8 St. Ann's Academy | 10 PK-8 St. Elizabeth School | 10 K-8 St. Mary of the Mills School | 7 PK-8 Little Flower School | |
| 7 PK-8 St. Augustine School | 11 PK-8 St. Elizabeth School | 11 K-8 St. Mary School of Piscalaway | 8 PK-8 Mother Catherine Spalding School | |
| 8 PK-8 St. Peter's Interparish School | 12 PK-8 St. Francis International Academy | 12 PK-8 St. Mary School | 9 K-8 St. John's School | |
| | 13 K-8 St. Jane Frances de Chantal School | 13 PK-8 St. Marthas Apostles School | 10 PK-8 St. Michael School | |
| | 14 K-8 St. John the Baptist School | 14 PK-8 St. Philip the Apostle School | | |
| | 15 PK-8 St. John the Evangelist School | 15 PK-8 St. Plus X Regional School | | |
| | 16 PK-8 St. Jude Catholic School | | | |
| | 17 PK-8 St. Martin of Tours School | | | |
| | 18 PK-8 St. Mary School | | | |
| | 19 K-8 St. Michael the Archangel | | | |
| | 20 K-8 St. Patrick School | | | |
| | 21 K-8 St. Peter School | | | |
| | 22 PK-4 St. Raphael School | | | |
| Total DC Elementary Schools = 11 | Total ADW Elementary Schools = 22 | Total ADW Elementary Schools = 16 | Total ADW Elementary Schools = 10 | |
| DC ELEMENTARY INDEPENDENT SCHOOLS | MC ELEMENTARY INDEPENDENT SCHOOLS | PGC ELEMENTARY INDEPENDENT SCHOOLS | SOMD ELEMENTARY INDEPENDENT SCHOOLS | |
| 1 Lt. Joseph P. Kennedy Institute | 1 1-8 Brookwood Academy | 0 | 0 | |
| 2 6-8 St. Anselm's Abbey School | 2 5-8 Connelly School of the Holy Child | | | |
| 3 6-8 San Miguel Middle School | 3 1-8 Mater Dei School, Inc. | | | |
| 4 6-8 Washington Jesuit Academy | 4 K-9 Mother of God School | | | |
| 5 6-8 Washington Middle School for Girls | 5 PK-8 Stone Ridge School of the Sacred Heart | | | |
| | 6 3-8 The Avalon School | | | |
| | 7 3-8 The Heights School | | | |
| | 8 PK-9 The Woods Academy | | | |
| Total Independent Elementary Schools = 5 | Total Independent Elementary Schools = 8 | Total Independent Elementary Schools = 0 | Total Independent Elementary Schools = 0 | |
| Total Elementary Schools = 16 | Total Elementary Schools = 31 | Total Elementary Schools = 17 | Total Elementary Schools = 14 | |
| DC SECONDARY ARCHDIOCESAN SCHOOL | MC SECONDARY ARCHDIOCESAN SCHOOL | PGC SECONDARY ARCHDIOCESAN SCHOOL | SOMD SECONDARY ARCHDIOCESAN SCHOOL | |
| 1 9-12 Archbishop Carroll High School | 1 9-10 Don Bosco Cristo Rey | 0 | 0 | |
| Total ADW High Schools = 1 | Total ADW High Schools = 1 | Total ADW High Schools = 0 | Total ADW High Schools = 0 | |
| DC SECONDARY INDEPENDENT SCHOOLS | MC SECONDARY INDEPENDENT SCHOOLS | PGC SECONDARY INDEPENDENT SCHOOLS | SO MD SECONDARY INDEPENDENT SCHOOLS | |
| 1 9-12 Georgetown Visitation Preparatory School | 1 9-12 Academy of the Holy Cross | 1 9-12 Bishop McManama High School | 1 9-12 St. Mary's Ryan High School | |
| 2 9-12 Gonzaga College High School | 2 9-12 Brookwood Academy | 2 9-12 DeMatha Catholic High School | | |
| 3 9-12 St. Anselm's Abbey School | 3 9-12 Connelly School of the Holy Child | 3 9-12 Elizabeth Seton High School | | |
| 4 9-12 St. John College High School | 4 9-12 Georgetown Preparatory School | 4 9-12 St. Vincent Pallotti High School | | |
| | 5 9-12 Our Lady of Good Counsel High School | 5 9-12 St. Ann's High School | | |
| | 6 9-12 Stone Ridge School of the Sacred Heart | | | |
| | 7 9-12 The Avalon School | | | |
| | 8 9-12 The Heights School | | | |
| Total Independent High Schools = 4 | Total Independent High Schools = 8 | Total Independent High Schools = 5 | Total Independent High Schools = 1 | |
| Total High Schools = 5 | Total High Schools = 9 | Total High Schools = 5 | Total High Schools = 1 | |
| Total DC Schools = 21 | Total MC Schools = 40 | Total PGC Schools = 22 | Total SOMD Schools = 16 | |

Total Number of Schools in the Archdiocese of Washington

Walker, Valida (OSSE)

From: [REDACTED]@gmail.com on behalf of Angela Stepancic <astepancic@wmsgdc.org>
Sent: Thursday, February 02, 2012 2:33 PM
To: OSSE Comments (OSSE)
Subject: Equitable Participation for Private Schools

Greetings-

My name is Angela Stepancic and I represent Washington Middle School for Girls. Students in my school currently participate in federal education programs under ESEA. As you are aware, ESEA does not permit the equitable participation of private school students to be waived. However, other actions could affect private school students' participation in Title IA programs. Private and public school students generate funding for Title IA in the same manner—low-income students residing in Title IA attendance areas generate funds.

When, through the waiver authority, funds are freed up that had previously been used for required set asides, it is important that the needs of the private school students be considered in the determination of the new use of those funds. Will you please ensure continued equitable participation for private schools students in Title I and IIA is included in your waiver application?

Angela B. Stepancic, M.Ed.

Always react with grace.

Walker, Valida (OSSE)

From: Sheila Martinez <principal@olvschooldc.org>
Sent: Saturday, February 04, 2012 6:57 AM
To: OSSE Comments (OSSE)
Subject: ESEA

Students in my school currently participate in federal education programs under ESEA. As you are aware, ESEA does not permit the equitable participation of private school students to be waived. However, other actions could affect private school students' participation in Title IA programs. Private and public school students generate funding for Title IA in the same manner—low-income students residing in Title IA attendance areas generate funds. When, through the waiver authority, funds are freed up that had previously been used for required set asides, it is important that the needs of the private school students be considered in the determination of the new use of those funds. Will you please ensure continued equitable participation for private schools students in Title I and IIA is included in your waiver application?

Sheila Martinez
Principal
Our Lady of Victory School
4755 Whitehaven Parkway NW,
Washington DC 20007
Tel: 202 337 1421
Fax: 202 338 4759
Web: www.olvschooldc.org

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Walker, Valida (OSSE)

From: Megan Reamer <mreamer@ccpcs.org>
Sent: Friday, February 03, 2012 4:07 PM
To: OSSE Comments (OSSE)
Cc: Karen Dresden
Subject: Comments on ESEA Flexibility Request Draft – Capital City PCS

To: Office of the State Superintendent of Education

From: Karen Dresden, Head of School, and Megan Reamer, Data Manager, Capital City PCS

Date: February 3rd, 2012

Re: ESEA Flexibility Request

In response to the OSSE's draft ESEA Flexibility Request, Capital City PCS would like to submit the following comments and suggested revisions.

Principle 2.A (School Level Reporting)

Concern: Capital City is concerned that the proposed cross-sector report, which includes a number of new indicators that are not currently tracked, will conflict with the PMF and School Scorecards already published by PCSB and DCPS, respectively. The OSSE's stated goal is to provide high quality information to parents and students, but adding an additional list of indicators (some duplicative and others not) seems likely to increase, rather than reduce, confusion. Additionally, several of the proposed indicators would require schools to collect and submit information that is not currently tracked – for example, the percentage of students completing college or graduating from career preparation programs. Finally, two of the indicators strike us as inappropriate and possibly even detrimental to students. The first of these is the 'On-track-to-graduate' measure, which would require schools to report the percentage of students promoted from one high school grade to another each year. This measure will almost certainly have the unintended consequence of encouraging social promotion at some LEAs. Another questionable indicator is the percentage of students demonstrating 'adequate growth' on the ACCESS assessment. It is not clear that tracking this type of growth is an appropriate use of the ACCESS data, and this issue should probably be considered more closely.

Suggestion: The OSSE should allow for a bifurcated accountability structure by which PCSB continues to publish the PMF and DCPS continues to publish the School Scorecards. A third list of indicators is unnecessary at this time, given the significant time and energy that have gone into creating the PMF and School Scorecards in recent years. While not exactly the same, the PMF and the Scorecards have quite a few similarities, and, in conjunction with the information published on the FOCUS website, provide parents and students with a fair amount of easily digestible information about DC schools. Since both of these measures were released for the first time this year, it seems that familiarizing parents with the information that is currently available would be more effective than introducing a new list of indicators.

Principle 2.B (AMOs)

Concern: Capital City is concerned about the addition of the Growth AMO as well as the Graduation/Attendance AMO. The over-arching concern is that the introduction of two new AMO categories (Growth and Graduation/Attendance, in addition to Proficiency) would add between 15 and 30 new category/subgroup combinations in which schools have to make continual progress year over year, since each of the new AMOs requires progress for the school overall, as well as for each NCLB subgroup. Statistically speaking, it is unlikely

that a school with 5 or 6 subgroups will be able to consistently demonstrate progress on every AMO in every subgroup and subject area – particularly since the students included in any given subgroup change each year. Regarding the Growth AMO specifically, the concern is that OSSE proposes a new growth measure (in addition to the MGP and TVA). The introduction of three growth measures all in one year is not advisable, particularly since the MGP is a common measure that is already used by all schools. For the Graduation/Attendance measure, a concern is that no ceiling is mentioned in the waiver. For example, a school that has 97% attendance one year should not be penalized for 96% attendance the next year. Under the current terms described in the waiver, this appears to be a possible outcome.

Suggestion: For the Graduation/Attendance AMO, the waiver should set a clear ceiling above which schools would be exempted from the progress requirement, and should target this AMO to schools that have consistently demonstrated problems with attendance and/or graduation rates. This would seem to be an easy fix, and perhaps the OSSE is already planning to do this. However, the Growth AMO is more complicated. In principle, Capital City supports the move to measures focused on the growth of all students rather than proficiency vs. non-proficiency. However, we do not support the rapid adoption of a new growth measure that schools have not had a chance to investigate. Rather, we suggest that OSSE consider making use of the Colorado-style school-wide MGP, which is already calculated for all charter and DC Public schools. It is true that the MGP does not lend itself to a requirement for year-over-year increases. However, it would be possible to calculate the MGP by subgroups within schools, and OSSE could implement a system by which schools receive full credit for the Growth AMO if each of their subgroups has an MGP at or above the 40th percentile (for example). An added advantage of this method is that it is similar to the way in which the PMF handles MGP reporting. If OSSE is not amenable to any of these suggestions, Capital City would advocate for the simple adoption of Option A for school accountability AMOs (decreasing the proficiency gaps for all subgroups by half over six years), rather than the creation of an Option C.

Thank you for your consideration of these concerns.

Walker, Valida (OSSE)

From: Sydney Bergman (ES) <sydney.bergman@dc.gov>
Sent: Sunday, February 12, 2012 3:57 PM
To: Lord, Mary (OSSE); OSSE Comments (OSSE)
Subject: Re: DC's No Child waiver proposal - should science 'count' for school accountability?

Mary,

Thanks for getting in touch about this. I'm of two minds about it: One, I would like to see science get more of an emphasis, and if being tested is the way to get that emphasis, then I see it as a necessary compromise.

Two, and this is a fairly large caveat, testing must be thoughtful and scientifically accurate. I like that the College Board has revised the AP Biology curriculum to focus more on processes of science and inquiry. I like the transparency of the grading process, and the fact that the College Board offers extensive support material and community for AP teachers, and actively recruits science educators to be part of the test development, review, and revision. The AP is held to high standards in terms of accuracy, as well, which is something I've had issues with concerning DC's standardized science tests.

So, if DC is willing to offer materials, support, an open and supportive community, a clear science curriculum, and an emphasis on inquiry, I would be fine with testing. But as of right now, those things aren't offered, so I have major issues with being tested on content that is not actively supported.

Thanks,
Sydney

Sydney Bergman
Biology Teacher
School Without Walls SHS
2130 G Street NW
Washington, DC 20037
sydney.bergman@dc.gov
biowithoutwalls.com

On Fri, Feb 10, 2012 at 7:10 PM, Lord, Mary (OSSE) <Mary.Lord@dc.gov> wrote:
Lynn and Maya - I'm copying Wilson HS physics teacher Angela Benjamin and School Without Walls science dept. Chair Sydney Bergman as well as OSSE's science and math assessment+standards chief, John Neral.

As you may know, DC and 28 other states are applying this month for a waiver from some of NCLB's most draconian mandates - like the provision that every child be reading and doing math on grade level by 2014.

DC is considering making science part of the new accountability measures. Oklahoma, which just won approval from the US Dept. Of Ed., is going to make science count.

OSSE has held lots of public forums, with science coming up at some. Some science teachers say we should add science, because we value what gets measured and that will put science back into the curriculum,

particularly for elementary students. Others say the test will drive or dictate instruction and run counter to inquiry, field work, etc.

I'd like to know what seasoned science educators think of the idea.

Drop me and/or osse.comments@dc.gov a note and tell us what you think we should propose.

Mary
Mary Lord
DC State Board of Education, Ward 2
(and the board's science proponent)

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Public Charter High School

February 13, 2011

Dear Office of the State Superintendent:

I write on behalf of Thurgood Marshall Academy to provide comments regarding the District's ESEA Waiver, dated January 18, 2012. Thurgood Marshall Academy would like to express its concern about several areas in the application.

- Ranking of schools: Thurgood Marshall Academy would like to express concern about the proposed system of identifying reward, good standing, continuous improvement, focus and priority schools. The proposed system does not take into account the academic differences that exist between elementary and secondary schools. Thurgood Marshall Academy would urge OSSE to create a system in which elementary and secondary schools would be ranked separately. Moreover, high schools should be separated from all lower level schools as high schools have additional challenges and must meet graduation criteria absent from lower level schools.
 - Second, the District has various specialty schools (magnet programs, full-time special education programs, adult education programs) which should not be include in the ranking of all open-enrollment schools. The District, because of its size, is not able to capture the existence of the specialty schools within a small set of schools. As such, schools such as magnet schools and full-time special ed schools will consistently be ranked on top whereas the admission criteria do not parallel those of open-enrollment schools.
- Science Testing: Thurgood Marshall Academy is concerned about the inclusion of science testing in its current form as part of the AMO. First, science testing is not currently being assessed towards AYP in the District. This new accountability measure puts undue burden on science teachers and students in the immediate future. Second, the use of the half-weight for science in SY 11-12 creates even more confusion for parents in

a system that is already unclear. Changing the testing requirements every school year for the next three school years puts undue burden and confusion on schools, students, and parents. Thurgood Marshall would strongly urge OSSE to consider postponing the inclusion of science for two years when the PARCC assessment system is introduced.

- **Composition Testing:** Thurgood Marshall Academy is concerned about the inclusion of composition testing in its current form as part of the AMO. First, composition testing is not currently being assessed towards AYP in the District. Conversely, new prompts and new formats are being piloted in SY 11-12. Using a pilot format of an assessment as part of an AMO clearly defeats the purpose of a pilot. Thus, the new accountability measure puts undue burden on composition teachers and students in the immediate future. Second, the use of the half-weight for composition in SY 11-12 creates even more confusion for parents in a system that is already unclear. Changing the testing requirements every school year for the next three school years puts undue burden and confusion on schools, students, and parents. Thurgood Marshall would strongly urge OSSE to consider postponing the inclusion of composition for two years when the PARCC assessment system is introduced.
- **Section 2.A.ii-** Thurgood Marshall Academy supports the use of growth measures. However, the schools is gravely concerned about the increases in accountability indicators for LEAs. The current system measures reading, math, graduation and participation at the LEA level, school level and for sub-groups. However, the proposed system increases the number of indicators to over 60. Rather than simplify the confusion around AYP and NCLB, the proposed system creates a tangled web of indicators that become more difficult for parents to understand and schools to decipher. Thurgood Marshall Academy would urge OSSE to consider means to reduce the number of indicators and streamline reporting with other external facets such as the PMF, the current accountability measure for charters schools. Growth measures are currently in use by the District of Columbia Public Schools and all charter schools as part of their own accountability measures. Creating yet another system of growth measure creates vast confusion.
- **Section 2.B (page 41).** Thurgood Marshall Academy would urge OSSE to consider Option A instead of Option C. Option A allows the SEA to reduce by half the number of

students not proficient, an admirable goal. In a city-state where more than half of students are not proficient in math or reading, reducing this total by half would be an audacious task and one LEAs could easily rally behind. Option C, on the other hand, creates confusing and cumbersome systems that increase the number of reporting factors for schools. By selecting Option A, OSSE gains transparency and buy-in from LEAs and parents. .

- **Lowest performing schools:** The waiver currently states, “OSSE is also providing RTTT funding to DC Public Schools in its school turnaround work, applying one of four turnaround models to the persistently lowest-achieving 5% of schools as well as the broader lowest-achieving 20% of schools. OSSE plans to increase capacity and provide additional support to the lowest-achieving 20% of schools through a newly formed Office of Innovation and Improvement.” The role of OSSE in response to charter schools requires a much clearer definition. The Public Charter School Board is responsible for oversight of all charter schools. The incorporation of OSSE into school oversight and monitoring changes the role of the agency from compliance monitoring to school quality. The DC School Reform Act explicitly gives school authority over quality to the Public Charter School Board. The inclusion of OSSE as a quality school monitor violates the DC School Reform Act.
- **Human Capital:** Thurgood Marshall Academy full supports the use of teacher evaluation systems. However, Thurgood Marshall Academy suggests that the 50% of student achievement measure be redefined. Currently, the measure requires a teacher’s evaluation to consist of 50% student growth on the state test in tested grades 4-8. However, this only represents about 17% of all teachers in the District. The requirement places undue burden on select teachers while creating barriers to recruitment. Thurgood Marshall Academy is not opposed to using 50% as a marker of student achievement for teacher evaluations; but, we would urge OSSE to consider redefining the 50% to include at minimum 30% for direct student growth from assessments given the changing assessments in the District for the next three years.
- **Human Capital:** Thurgood Marshall Academy urges OSSE to remove language about mandating professional growth for teachers who are not performing. Charter schools hire teachers at will on one-year contracts. A state level mandate to provide professional

growth to teachers creates undue legal burdens on schools who may be faced with litigation for non-contract renewal and provisions of professional growth. The use of professional growth for LEAs should be a LEA by LEA decision rather than state policy.

- School Data: On page 35 of the application OSSE outlines key descriptors for data collection from LEA. Thurgood Marshall Academy supports the use of robust data systems, but cautions the use of such data without proper LEA verification. Currently, systems do not exist to collect such data. Thurgood Marshall Academy is concerned about the undue burden on LEAs to collect data such as college alumni rates, college enrollment or retention of effective teachers, among others. First, state-wide operational definitions do not exist creating a hodgepodge of reporting. Second, systems do not exist to currently efficiently collect such data. Placing the burden on LEAs increases the reporting requirements for LEAs conflicting the purpose of the waiver.

Sincerely,
Alexandra Pardo
Executive Director



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www.elhaynes.org
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To: Office of the State Superintendent of Education
From: Jennifer C. Niles, Founder and Head of School
Date: February 14, 2012
Re: ESEA Flexibility Waiver Application

E.L. Haynes has the following comments and suggestions for the Office of the State Superintendent of Education's (OSSE) *ESEA Flexibility Request* dated January 18, 2012. While the goals of the waiver may be laudable, the current proposal has a number of areas in which we are concerned. Chief among them is that the waiver does little to recognize local education agencies' (LEA) work towards the goals in the District's Race to the Top grant and, therefore, may be a missed opportunity to capitalize on several initiatives already underway. This is most evident in the District's proposal for setting new Annual Measureable Objectives (AMOs) and the section on evaluating teachers and leaders. The proposal also lacks specifics on plans required to implement the initiatives found in the waiver request and, for this reason, we worry that it may create more challenges than solutions to existing problems.

We also have several specific concerns with the current proposal:

Parent Based Accountability

The current draft suggests that parents do not have a reliable way to compare school quality across the District of Columbia. While this may have been true in the past, we do not believe that this is the case now. In fact, last year the Race to the Top student growth working group (with representatives from District of Columbia Public Schools (DCPS), the Public Charter School Board (PCSB) and many local charter schools) created a common growth measure to be included in the accountability frameworks for both charters and DCPS. There is other information available for a parents looking to make decisions about schools in the District of Columbia and it is unclear why a different "cross-sector" report is necessary. *See FOCUS School Chooser.*

The proposal does not at all address any plan to mitigate the risk of potential confusion if the information is presented in different formats or process for ensuring the data does not conflict- a current problem in the existing systems. The proposal also indicates that OSSE will also collect other information from LEAs and schools to include in the reports. *See Page 34.* Currently, charter school LEAs are asked to submit accountability information to the Public Charter School Board (PCSB) and OSSE on different forms, using different calculations and often times at different points throughout the year. Putting additional reporting burden on charter schools to achieve this goal is antithetical to the stated goals of this waiver – to minimize the reporting burden on LEAs. This waiver application should stress how data collection can be streamlined and not focus on creating commitments to collect new and different pieces of data. Additionally, the proposal should include information about how any cross-sector reporting will minimize the potential for the same data to be shared in different formats, thereby adding to parent or consumer confusion.

The proposed reporting elements in the cross-sector report are also disadvantageous to schools with a higher number of English language learners and students identified for special education services under the Individuals with Disabilities Education Act (IDEA). The current proposal calls for using “Growth on ACCESS for ELLs” to report on the number of students that made growth targets. According to the researchers at the WIDA Consortium (developer and vendor for the ACCESS assessment) the growth on ACCESS is dependent on several factors including age and proficiency level. Any model that does not account for these factors will produce biased results. Therefore, we would propose an accountability structure for ELL students that considers a broader range of factors including proficiency, previous access to language instruction in both English and native language, and the student’s age.

The proposal would also identify “the quality of the special education programs” as determined by the rating on the quality and compliance metric. This metric is not fully described in the application and we have similar concerns about using any single factor to rate the quality of any educational program. This is especially true for organizations that experience large growth in any a sub-group for any single year or continuously educate large numbers of students in these sub-groups.

Inclusion of Science and Composition Assessments

The current proposal mentions using District of Columbia Comprehensive Assessment System (DC CAS) Composition and Science assessments for accountability in future years. While we value both of these as important subject areas, we know little about how these assessments align to current standards and because they have not been used previously for high-stakes accountability decisions, schools have not focused on aligning curriculum to these assessments. As such, adoption would require re-alignment of curriculum and the evaluation of the scope and sequence at all LEAs and schools. This is an enormous burden given the fact that our English language arts and math assessments will also be changing significantly over the next three years. It is important to identify where LEAs should spend the limited resources available for re-aligning curriculum and focus on the Common Core instead of new subject areas that will require the re-alignment upon the adoption of new science standards. Until the current English language arts and math assessments are launched by the PARCC consortium, the District should not add any other “high-stakes” assessments.

Adjusting Annual Measurable Objectives

The current proposal lacks overall clarity about how the AMOs will be established and does not provide any data to support the decision to include additional measures, such as growth, to the existing accountability structure. The lack of clarity concerns us because a change may result in new onerous requirements. Additionally, given the fact that the District of Columbia Charter Authorizer (PCSB) spent the last two years developing and implementing a new accountability system and a student growth measure was added to this system last fall, adding a different accountability system next year does not make sense.

The current application also proposes the creation of a new growth measure. We are currently using both the individual value-added growth calculation for teacher evaluation and median growth percentile measure for school-level determinations. Therefore, a new measure is not necessary. The



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Public Charter Schools
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use of growth for accountability, or AMOs, also deserves additional consideration given what we know from the school-level results provided this year. For instance, according to OSSE's contractor, growth is unreliable from year to year, especially for small "n sizes" and sub-groups. Before any decision is made to use growth for AMOs, data should be provided to support the inclusion of additional factors in the accountability determinations and this data should be provided to LEAs for public comment. In order to facilitate this process, the inclusion of growth in the accountability determination should be, at a minimum, delayed until 2012-13 school year for all LEAs. Alternately, we would suggest selecting "Option A," which bases AMOs solely on proficiency until more is known about the implementation of different "school-level" growth models.

Teacher and Leader Evaluation

District of Columbia charter schools have an unprecedented amount of autonomy to handle matters as they relate to personnel. The current proposal infringes on this autonomy granted under the D.C. Charter Act passed by Congress and later codified in the District of Columbia Code. *See* D.C. Code § 38-1802.04(b)(7) (Charters shall have the power "to be responsible for the public charter school's operation, including preparation of a budget and personnel matters".)

Whatever proposal is created, it must only be made on an "option-in" basis. This is to say that charters should, under District of Columbia and Federal law, be able to retain authority to evaluate personnel in whatever manner they see fit.

As a participating Race to the Top LEA, we have agreed to evaluate our teachers annually, using growth on assessments when available. The flexibility proposal is different in two ways: 1) there is no funding for participation as was the case in Race to the Top; and 2) this proposal mandates the use of student achievement in non-tested grades and subjects.

What we know from implementing Race to the Top requirements this year is that it is difficult, time consuming and labor intensive when you attempt to do it in a thoughtful manner. While we have strived to be exemplary in our performance, we know we have a long way to go in how we think about measuring student achievement in untested grades and subjects. These problems are particularly profound when you have campuses without any tested grades or subjects. With the proper support, we are confident we can get there; however, this support should be thoughtful and deliberate. It should include a larger pilot of assessments and the targeted development of assessments in priority grades and subjects. It should not, as it does currently, simply mandate that this will be added to a list of requirements until we know more about the availability of quality assessments aligned to the common core and the impact of using existing assessments for teacher evaluation.

We hope you will consider these comments as you work to modify the existing proposal. Because we know that this is only the beginning of the waiver process, we also encourage OSSE to consider the development of a task force to address questions or comments received by the peer review panel assigned to OSSE's flexibility request. In this way, OSSE can ensure a continued and ongoing dialog and engagement with the charter community. Charter leaders are uniquely positioned to



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comment on the burden of multiple data requests from OSSE and PCSB, the resources required to implement teacher and leader evaluations and the effects of other policy decisions on our parent communities- we look forward to your continued engagement on these issues.

KIPP DC RESPONSE TO D.C. ESEA FLEXIBILITY WAIVER REQUEST 2.14.2012

We support the state applying for ESEA flexibility. This document outlines the major concerns that KIPP DC would like addressed before the final waiver is submitted to the U.S. Department of Education by OSSE.

Assurances:

- #5 – We have concerns about the collection and reporting of data regarding student college matriculation and attendance. Particularly, we have concerns regarding students who are attending schools that are not in the Clearinghouse database.

Principle 1:

- In lieu of converting science and composition tests into high stakes tests, we propose that OSSE provide the following supports prior to considering the tests for inclusion in any accountability system:
 - Delivery of electronic data from the science and composition tests contemporaneously with reading and math data
 - Publishing of science and composition data contemporaneously with reading and math data
 - Delivery of technical assistance in the areas of assessment interpretation, and standards attainment
 - Formation of a state-wide taskforce to critically examine the science test and determine what improvements are necessary prior to becoming a high stakes assessment

Principle 2:

- The current description of the PMF is inaccurate. Substitute language from the PCSB.
- Add language stressing the commonalities between the DCPS scorecard and the PCSB PMF report cards
- We support the concept of an accountability index that gives credit for both proficiency AND growth. This index should be designed such that it never identifies more than 20% of schools (between Focus schools and Priority schools)
- Additionally, we support the creation of an attendance AMO that does not require schools to improve attendance, but sets a bar for acceptable performance.
- We support the creation of a cohort graduation index as an AMO that gives credit for not only 4 year graduates, but also partial credit for 5 and 6 year graduates, as well as students who receive GEDs.
- Remove the category of "continual improvement" schools – as schools that are not priority nor focus should not be subject to state prescribed interventions
- We support the intervention model and strategies submitted by PCSB in their comments (for both Priority and Focus schools)

Principle 3:

- Acknowledge, in writing, that non-RTT schools in good standing are exempt from Principle 3
- Acknowledge, in writing that RTT schools are exempt from any requirements not specifically enumerated in their RTT MOUs

Walker, Valida (OSSE)

From: N'Deye Diagne <ndiagne@wmstpchs.net>
Sent: Tuesday, February 14, 2012 9:30 AM
To: Bessler, Robin (OSSE)
Subject: ESEA Flexibility - WMST
Attachments: Comment and Question Sheet for the ESEA Flexibility Request Application.docx; ESEA Flexibility.docx; flex application response - English dept.docx

Hi Robin,

These are the faculty's comments and questions for the Flexibility Application. I hope that it is not too late.

Thanks

Diagne

From: Bessler, Robin (OSSE) [mailto:robin.bessler@dc.gov]
Sent: Wednesday, February 08, 2012 9:07 AM
To: N'Deye Diagne
Subject:

I came into work today and I was handed a New Year's card from WMST that you sent before Christmas. Apparently someone felt the need to hold onto it for a while....LOL

Anyway, thanks for the card!

Robin Bessler
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Comment and Question Sheet for the ESEA Flexibility Request Application

Departments: Interdisciplinary (Humanities)/Foreign Language

Principle Number : 2

Section: D

Comments:

Although there is a six year program, there are no criteria for passing in the 5th year if the other years are failures. The process could be endless!

Questions:

1. What type of curriculum is acceptable? Who will approve it for standards and content? Osse?
2. If a low performing school gets most or all of the help and high performing schools get nothing, what is the incentive to maintain a high level of performance?
3. What type of curriculum is acceptable and who will approve it for its standards and content?
4. How does this new initiative affect the implementation of the new standards?

Section E

1. Where is this going?
2. Does the school have any real input in this plan, or is this just an exercise?

Comment and Question Sheet for the ESEA Flexibility Request Application

Department: Science/Health Department

Principle Nuber: 2

Section 2B, 2C

Comment 1: The growth achievable annual measurable objective seems to be the most reasonable AMO as a basis of measuring achievement because it takes into account the fact that every student does not matriculate at the same academic level. With the current system, a student can make great strides in learning without being recognized for the progress. If growth becomes a more scrutinized factor, then we feel that schools will be seen in a better light by a more just assessment system than under the current criteria set forth by NCLB.

Comment 2: Because there is a disparity between schools with respect to the levels of proficiency of students, there seems to be a need to have a point of delineation between those schools that have significantly different percentages of proficient students. In other words, in a school where students have more room for growth (i.e. schools with higher percentages of students performing below grade level), growth would seem a more achievable goal than for a school where a high percentage of students are achieving at or above grade level.

Question 1: If the above statement is true, then should there be different weights applied to the same AMO for schools that differ in percentages of proficient and advanced students?

Question 2: With the proficiency AMO, if a disparity among the subgroups is found, then what will be the course of action for/against that school and how will that disparity affect the school's performance rating?

Walker, Valida (OSSE)

From: Irizarry, Kayleen (OSSE)
Sent: Wednesday, February 15, 2012 9:06 AM
To: Evans, Renee M. (OSSE); Noel, Jeffrey (OSSE); Lomax, Erika (OSSE); Hamilton, Sheryl (OSSE); Chait, Robin (OSSE); Reavis, Tamara (OSSE); Randolph, Khalid (OSSE)
Subject: FW: DCPS WaiverFeedback2.13.12.docx
Attachments: WaiverFeedback2.13.12.docx

Kayleen Irizarry, PhD
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From: Swinburn, Cate (DCPS) [mailto:cate.swinburn@dc.gov]
Sent: Monday, February 13, 2012 9:23 PM
To: Irizarry, Kayleen (OSSE)
Cc: Lesak, Kasel (DCPS); Watson, Naomi M. (DCPS-OOC)
Subject: DCPS WaiverFeedback2.13.12.docx

Hi Kayleen,

Attached please find DCPS' written feedback to the 1/18/12 version of the OSSE ESEA Waiver application. Looking forward to nailing down the Accountability Index and AMOs so as to polish this and other sections! Phew!

Please let me know if you have questions.

Thanks,
Cate

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Learn more at <http://onecityonehire.org>

| Pg # #(s) | Area of Concern | Rationale | Proposed Change |
|--------------|--|--|---|
| 20, 23 | Phased in Math approach | DCPS has already messaged, planned for, and believes in a full K-12 transition to CCSS in math for SY 12-13. | Full transition to CCSS mathematics for SY12-13. This requires a newly aligned 2013 math CAS. <i>*Per previous conversations with the OSSE, DCPS believes this has already been removed.</i> |
| 21 | Although the waiver addresses ELLs and the WIDA Consortia, it does not address how difficult it might be for Level 1 and 2 ELLs at the secondary level to move at a yearly rate with their peers that are non-English language learners. This will create a cohort of students on a 5 year graduation track as they are not ready to take English 1 or their first year. | DCPS has a number of students that are newly arrived with limited or interrupted schooling in their own country attending our HS. This creates a cohort of HS students that by default are on a 5 year graduation track regardless of age as they are not ready to take English 1. | Policy about these students needs to be developed by OSSE and special considerations should be made for the inclusion of this population in school reports. To be considered as part of the Accountability Index |
| 22, 26 | Modification of SEDS to include drop down menus so that Common Core Standards can be incorporated into IEPs | IEP goals should be tailored to individual students. Alignment with the Common Core will be initiated by LEAs and through training. The preference is that SEDS is not the driver of that effort. | Remove from waiver application |
| 30 | Table display should include relevant year. | N/A | Include 2011 as part of title or in the footnote. |

| | | | |
|--------|---|---|--|
| 34 | Need a more detailed description of DCPS Scorecard. | Provide more information about how DCPS will be holding our schools accountable | See appendix to this document. If OSSE wishes to keep the abbreviated version, please change "Across the District" to "across DCPS" in the context of this document. |
| 33-36 | Many of the data elements described in this section already exist on the DCPS Scorecard and PCSB PMF. | The SEA should stay focused on the metrics that wrap into the AMOs. | Remove Parent-based accountability from waiver based on current conversations around the state-wide accountability model being created for the AMOs. |
| 38, 43 | Inclusion of science results in 2013 | Informative data has never been provided to schools related to the science assessment and the science assessment itself may not be aligned to common core standards by 2013. | Remove or delay until one year after the first year of implementing a redesigned science assessment (2014 if first administration is 2013) |
| 39, 43 | Inclusion of composition results in 2012 | Typo (confirmed on page 43) | Change to 2013 (since 2012 is first administration of newly aligned assessment) |
| 43 | School readiness | Statement in text that "school readiness assessments for lower grade students" could be added is too vague and not something we should sign off on without more specifics-- which students? Who develops? across the range of domains or simply cognitive measures? | Remove from waiver application |
| 44 | AMOs will include race/ethnicity groups that are outdated | The 5 original categories do not align to current ED requirements for data collection | Change to seven categories |

| | | | |
|-----------------|--|---|--|
| 44 | A new growth model will be developed that is not zero-sum and implemented with the rest of the AMOs, but there is not a vertically scaled assessment | Unclear when this will be implemented and how much time will be required to develop it considering it would require a vertically scaled assessment | Can we use the existing model and anchor changes to the prior year's distribution? |
| 44 | The growth AMO will be based on reducing by half the percent of students not growing in 2010-11, but the 2010-11 estimates are not reliable at the student level | How can we adopt a new model when targets are based on an old model? | To be considered when determining the Accountability Index |
| 46-57 | School related interventions | Ensuring that the LEA is held accountable to implementing interventions | See appendix |
| Varied, e.g. 57 | Ambiguity about role, training, oversight role of school review teams for early childhood programming. | It is unclear whether OSSE school review teams would also monitor ECE. Given that ECE is not included, it is suggested that it be clarified that this is relevant for K-12. | Suggest waiver specify that changes are K-12 throughout. |
| 66 | "To allow maximum LEA flexibility for non Race to the Top participating LEAs" | Where possible the Waiver should allow flexibility to all LEAs given that the waiver will last longer than the RTTT requirements. | Remove from waiver application |
| 66 | "and to ensure alignment between teacher and leader evaluation systems and common core standards" | DCPS does not believe we need to explicitly assess the Common Core State Standards through our evaluation system. Clearly, we want to support the use of CCSS through all that we do, | Remove from waiver application |

| | | | |
|-------|--|---|---|
| | | but I would not want requirements around assessing use of CCSS explicitly. | |
| 66 | Ensuring validity of measures | Although DCPS agrees with ensuring that our measures are valid, we believe it is overly burdensome to ask each LEA to analyze whether their student achievement measures are positively related to other components of the evaluation system. Most LEA's will not have the capacity to do this on their own. | Remove from waiver application |
| 66-67 | "Student growth for all teachers. OSSE will require that LEAs include a measure of student growth as a significant component of all teacher and principal evaluations. OSSE will require that LEAs use standardized measures where they are available, but will otherwise grant LEAs flexibility to propose their own assessments" | The words "all" in the phrase student growth for teachers is too strong as there are some teachers who will not have a student growth measure. In addition, "significant" is arbitrary and the requirement to use standardized measures where they are available is a too restrictive given that sometimes more than one year of a pilot of an assessment may be required prior to adding it into a student growth model. | "Student growth for teachers. OSSE will require that LEAs include a measure of student growth as a component of all teacher and principal evaluations. OSSE will require that LEAs use standardized measures where they are available, but will otherwise grant LEAs flexibility to propose their own assessments" |
| 67 | "Alignment with common core. OSSE will encourage LEAs to consider how their evaluation systems ensure | DCPS does not believe we need to explicitly assess the Common Core State Standards through | Remove from waiver application |

| | | | |
|----|---|--|--------------------------------|
| | that the skills and content that are being taught meets or exceeds common core standards.” | our evaluation system. Clearly, we want to support the use of CCSS through all that we do, but I would not want requirements around assessing use of CCSS explicitly. | |
| 68 | “OSSE will also create two new advisory groups – a group of teachers and a group of leaders from both public charter and DC public schools – that will provide input on the evaluation requirements and development of Teacher, Leader, and Professional Development standards. These groups will meet to review drafts of these documents and provide feedback. They will reconvene any time major modifications to the documents are proposed.” | Given that LEAs are required to collect feedback from teachers and school leaders (p.67) , it will be confusing to have this function also exist at the SEA level and the LEA level. DCPS suggests that the process exist at the LEA level so that the feedback is more explicit and direct. | Remove from waiver application |
| 68 | “Finally, OSSE will require the submission of individual teacher and leader ratings from all LEAs through the Employed Educator Report. Individual ratings will not be published in any way, but will be used to track progress in improving teacher effectiveness and to respond to federal reporting requirements, Ratings will only be published in aggregate form. Moreover, OSSE will | In this section, OSSE reiterates that LEAs will need to turn over data, including individual teacher and principal data. Given that each LEA has a different evaluation system, the data is not comparable and should not be reported in an aggregate form. | Remove from waiver application |

| | | | |
|-------------|---|--|--|
| | disseminate a data policy this spring that indicates that OSSE will not report individual teacher data” | | |
| Through out | Student growth is defined as being 50% value-added for teachers who teach in the tested grades. | The waiver should make the requirements more broad, not limit us to the RTTT agreement. We want the freedom to change this metric and the weights in the future. | We should only keep this in the places where we are referencing what the RTTT application says. We should make clear that the waiver requirement is: A significant portion of a teacher’s evaluation will be student achievement. LEA’s will identify appropriate assessments and goals for this portion. |
| 69 | “The component must include the common teacher value added measure” | Reads as if there is a teacher value added measure that is different from the student growth measure previously mentioned | “The component must include the common student achievement measure” |

Appendix to DCPS Feedback

Overall DCPS is concerned that with the transition to PARCC that we are establishing targets on the DC CAS and will then be shifting to a new assessment. It is extremely important that OSSE commit to creating a transparent crosswalk of how DC CAS translates to the PARCC that can be understood across the district given the importance of the growth AMOs.

p 17

Principle 2a:

Language to ADD:

The Office of the State Superintendent of Education (OSSE) does not currently implement a state-level accountability system in addition to Adequate Yearly Progress Reports. Instead, the Public Charter School Board (PCSB), the chartering authority with oversight over 53 of the 54 Local Education Agencies by law, has created and implemented an accountability system for monitoring its schools. DC Public Schools has created a parallel accountability system for monitoring schools developed by the Office of School Turnaround (formerly the Office of School Performance and Restructuring). Therefore, OSSE will continue to partner with the PCSB and DCPS and will use the PCSB Performance Management Framework and the DCPS Scorecard as a component of its statewide accountability system for differentiated accountability and supports.

** Italics indicates that the original language came from the PCSB feedback.*

p.34

DC Public Schools Accountability

DC Public Schools plans to hold its' schools accountable using the newly released DCPS Scorecard. The purpose of the Scorecard is to give parents, students and community members in the District of Columbia a clear, objective picture of school performance. By incorporating multiple measures of school quality into one tool, the Scorecard presents a unique opportunity to compare schools' strengths and weaknesses across DC Public Schools. If DC receives the ESEA waiver, the Scorecards will also include the state level Accountability Index described in the waiver application. The metrics within the Scorecard are aligned to the DC Public Schools Effective Schools Framework and address five areas of school effectiveness: Student Performance, Student Progress, Safe and Effective Schools, Community Engagement and Satisfaction and Unique School Indicators. With a few exceptions, data are displayed for two prior school years so school performance can be tracked over time. District averages for similar schools are displayed when available. Below is a brief description of the key components of the DCPS Scorecard.

Student Performance

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This measure is also on the PCSB PMF (Student Achievement)

Results of annual, standardized assessments don't describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate students and faculty focused on improving performance through outstanding teaching and learning. The following measures are included as part of the DCPS Student Performance Measure:

- **Meeting or exceeding math/reading standards:** The percentage of students meeting or exceeding state standards by earning scores of Proficient or Advanced on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
- **Exceeding math/reading standards:** The percentage of students performing at the highest level, Advanced, on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
- **Median math/reading performance level:** The median student's performance on the continuum of Advanced, Proficient, Basic and Below Basic performance levels on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt). This performance level is for the median (or middle) student, meaning that among other students in the school, half score above and half score below this point. If the median is at the high end of Basic, for example, the school is closer to having all students meeting standards (Proficient) than if the median is at the low end of Basic.
- **Student engagement:** A score that signals students' level of effort and interest in their classes, as well as students' confidence in their own educational success. The scale is from 0 to 100, and the score is based on the results of a student survey given every two years.
- **Retention of Effective and Highly Effective Teachers:** The percentage of teachers rated Effective or Highly Effective by DC Public Schools' previous year IMPACT evaluation system who are returning to this school from the previous year.

Student Progress

This measure is also on the PCSB PMF.

Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up.

- **Student growth in math/reading:** The median student's growth on the District of Columbia's Comprehensive Assessment System (DC CAS). This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement. For example, a score of 70 means that this school's median student outperformed more than 70 percent of students in the District with the same level of prior achievement.

Safe and Effective Schools

This measure is also on the PMF (Leading Indicators).

DCPS believes that all schools must provide caring and supportive environments. School environments that are safe and welcoming better enable students and staff to learn and teach.

- **Student Attendance:** The average percentage of students a 2011 attending school daily.
- **School Safety:** A score that represents student, parent and staff perceptions of safety and order at this school. The scale is from 0 to 100, and the score is based on the results of a stakeholder survey given every two years.
- **Expulsions and Suspensions:** The percentage of students who were expelled or suspended for 11 days or more.
- **Student Re-enrollment:** The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.

Family and Community Engagement and Satisfaction

Families and community members play key roles in helping students and schools thrive. When parents, guardians and family members feel respected and informed about their student's life at school, they are more likely to be involved in helping their child learn.

- **Community Satisfaction:** A score that represents overall student, parent and staff satisfaction with this school. The scale is from 0 to 100, and the score is based on the results of a stakeholder survey given every two years.
- **Parent Engagement:** A score that represents how well and how often parents felt this school engaged and communicated with them. The scale is from 0 to 100, and the score is based on the results of a parent survey given every two years.

Principle 2b—AMOs

[To Come]

Principle 2.ci—Priority Schools

Monitoring DC Public Schools

IMPLEMENTATION: For schools identified as Priority under the state-level Accountability Index, DCPS will implement one of the following interventions for each of these schools:

- **Revise and Continue to Implement Cohort II Plans.** For schools previously in Focus status, the first phase of the intervention is to review and evaluate the intervention plan established in the previous phase. The plan should be updated to learn from the strategies that were not successful in the prior plan in order to create a more strategic approach to improving the schools performance. School must identify reasons for failing to meet AMOs and research based improvement.

OR

- **School Develops and Implements Turnaround-specific Action Plan.** School is required to develop a turnaround specific action plan. (May be one of the schools selected for Race to the Top Turnaround Leadership Model).

AND

- **Office of School Turnaround determines alternative governance structure.** DCPS would consider one of the following governance structures: charter school partnership, limited contract with an outside provider, hybrid structure of teacher, administrator, community and central office staff (MOU), replace all or most school staff relevant to AMO failure, state takeover or other major restructuring.

OR

- **Consider school closure.** DC Public Schools would consider school closure for a school that remains in priority status for an extended period of time without showing any growth.

AND

- **Professional Development.** Mandatory professional development around best practices in school turnaround for all staff.

Note: *Any intervention being required for Focus or Continuous Improvement Schools may also be applied to Priority Schools.*

PROGRESS MONITORING: The Office of School Turnaround would monitor the progress of Priority schools. For schools in priority status, the specialist assigned to the school from the Office of School Turnaround would work with the Instructional Superintendent and the principal to support the development of a plan, determine the appropriate mid year and end of year targets. Schools would be able to use the data on the School Performance Dashboard Initiative (SPDI) – online web tool to track their on going progress. Schools in priority status will have the least amount of flexibility in spending of any federal funds that the school is eligible to receive.

2.C.ii—Focus Schools

For schools in Focus status, DC Public Schools believes that it is important to tier these schools into two different categories: Cohort I

and Cohort II. The schools in Cohort II will be the schools that are in danger of entering priority status whereas the schools in Cohort I will have more flexibility.

IMPLEMENTATION: For schools identified as Focus the following interventions will be applied:

Cohort I

- **Maintain and Enhance Continuous Improvement School Activities** Develop and implement a plan to improve school's success in their Comprehensive School Plan. School must identify reasons for failing to meet AMOs and research based improvement.
- **Maximize Instructional Time.** Examine and reorganize school schedule to provide options for increased learning time during the school day.
- **Professional Development.** Mandatory professional development around best practices in school turnaround for all staff.

Cohort II

- **Cohort I Plan.** Revise and re-evaluate Cohort I plan (Comprehensive School Plan) to learn from successes and failures of prior implementation. Develop and implement a more strategic and aggressive implementation plan. School must identify reasons for failing to meet AMOs and research based improvement.
- **Funding.** Allocate local school funding for the implementation of extended day learning opportunities.
- **Staffing.** Consider replacing relevant school staff.
- **Autonomy.** Decrease school autonomy and increase district oversight, DCPS selects a turnaround model.
- **Professional Development.** Mandatory professional development around best practices in school turnaround for all staff.

Note: Any intervention being required for Continuous Improvement Schools may also be applied to Focus schools.

MONITORING: The Office of School Turnaround would monitor the progress of Focus schools. For schools in focus status, the specialist assigned to the school from the Office of School Turnaround would work with the Instructional Superintendent and the principal to support the development of the plan, determine the appropriate mid year and end of year targets. Schools would be able to use the data on the School Performance Dashboard Initiative (SPDI) to track their on going progress.

Continuous Improvement School (Good Standing Schools – PCSB)

*Note that as LEA, DCPS still requires prescriptive interventions for schools that have not yet reached Rewards Status.

IMPLEMENTATION: For schools identified as Continuous Improvement under the Accountability Index, DCPS will implement one of the following interventions for each of these schools:

- **Develop and Implement an Improvement Plan.** School must develop a two year improvement plan. School must identify reasons for failing to meet AMOs and research based improvement practices.
- **Professional Development and Collaboration.** School will be required to create more time for teacher collaboration and professional development.
- **School Leadership Requirements.** School leadership is required to attend mandatory professional development around data interpretation analysis, root cause analysis, and implications for instruction.

PROGRESS MONITORING: The Office of School Turnaround would monitor the progress of plans. For schools in continuous improvement status, the specialist assigned to the school from the Office of School Turnaround would work with the Instructional Superintendent and the principal to support the development of a plan, determine the appropriate mid year and end of year targets. Schools would be able to use the data on the School Performance Dashboard Initiative (SPDI) online dashboard to track their on going progress.

Principle 2.c.iii—Reward Schools

ATTACHMENT 3



Office of the



State Superintendent of Education

RETHINKING AND REDEFINING THE ELEMENTARY AND SECONDARY EDUCATION ACT (No Child Left Behind)

for District of Columbia Public and Public Charter Schools

Focus Group and Community Meeting Feedback

OVERVIEW: The Office of the State Superintendent of Education (OSSE) conducted extensive outreach in order to meaningfully engage and solicit input on its ESEA Flexibility Waiver application. OSSE sought to gather early input from critical and diverse education stakeholders in the District of Columbia by providing opportunities for stakeholders to readily access information on the ESEA flexibility option and by soliciting public input via a variety of media. The outreach plan centered on a commitment to keeping the District's education community informed of and involved in the consideration and development of the ESEA Flexibility waiver application in order to ensure that the needs and concerns of District's public education stakeholders were addressed. A parallel goal of outreach and consultation efforts was to create or fortify partnerships with individuals and groups that will implement, support, develop or be impacted by the educational strategies identified in the application.

STRATEGIES: In addition to inviting public comment via the agency's website and at town hall meetings, OSSE ensured that select stakeholders impacted by the District's education program had opportunities to participate in smaller focus groups where unique needs and perspectives were discussed. To meet these objectives, the SEA worked to identify and leverage existing opportunities for seeking input. Accordingly, OSSE consulted with existing advisory groups, such as the DC Council, the State Board of Education, the State Committee of Practitioners, the Youth Advisory Council, Advisory Neighborhood Commissions (ANC), DC Teachers Union, the Human Capitol Task Force, the Student Growth Measure Task Force, the Common Core Task Force and the District's accountability peer review team. Participants included experts or advocates representing specific wards (geographical regions) and unique groups inclusive of homeless families, charter schools, delinquent students, faith based organizations, parents, students, teachers, LEA administrators, community based organizations, institutes of higher learning, special education experts, local businesses, community liaisons, and English language learners.

While initial efforts to seek input for the waiver application from the larger community focused on town hall meetings, the SEA strategy was subsequently revised to ensure that appropriate forums and media were utilized for each critical stakeholder group. As a result, focus groups were scheduled in various settings across the District in order to eliminate geographical, economical or temporal barriers. OSSE worked collaboratively with elected bodies including the State Board of Education, the DC City Council, and neighborhood associations to solicit public input through stakeholder roundtables, online video



Office of the State Superintendent of Education

informational interviews, in-person meetings, and through our online public comment space.

Communications regarding the ESEA Flexibility Waiver application were disseminated to the public via a number of media including press releases, social media (i.e. Facebook, Twitter (600+ tweets)), email blasts, and extended Open House/Office Hours. Participants were able to participate by phone, written or electronic mail, webinar, teleconference, or in-person meetings. The following electronic materials were used to communicate information to the general public:

- Web – OSSE’s website provides up-to-date information on the application including a PowerPoint presentation, the draft application, and information regarding scheduled community and focus group meetings (accessed by 700+).
- E-newsletters – OSSE distributed newsletters via email to a growing list of more than 2200 contacts.
- Dedicated Email Account – OSSE established an email account to collect feedback from the public. More than 50 constituents or stakeholder groups have submitted comments by email. Respondents include community based organizations, the Archdiocese, the Public Charter School Board, Alternative Education Programs, LEA administrators, community based organizations and others.
- Print media – OSSE developed, published and distributed a FAQ document that was distributed to group participants and is published on the website.
- Video/Public Service Announcements- Informational videos have been posted on YouTube video and an informational English and Spanish message “ESEA: An Introduction” ran on Cable Access Channel 16. on the public access channel

In summary, more than 50 meetings, town halls or focus groups were held with stakeholders to discuss reforms related to the Flexibility request. Once a draft application was prepared, a 28 day open comment period began and comments were accepted until February 14, 2012.

The strategy of holding focus groups representing unique stakeholder communities produced critical feedback. Participants received an overview of the ESEA flexibility waiver option and were advised that focus group results would be used to inform the application process. To facilitate and guide discussion, open-ended questions that became increasingly specific were asked by SEA facilitators. Participants were encouraged to share opinions, concerns, priorities and perspectives relevant to the group and to the four principles of the ESEA waiver. Discussions addressed how proposed reforms might change the future of DC public education. Finally, information was given regarding additional opportunities for participants to provide further input. In addition to the critical input shared below, focus group outcomes include a shared understanding of ESEA flexibility options, timeline and process and of how the reform-like changes described in our application will change the future of DC public education.



Additional Outreach: OSSE efforts to engage and garner robust discussion regarding the proposed plan will continue in the coming week. Specifically, OSSE will seek added input at Advisory Neighborhood Commissions in various wards, provide regular Tweets© to update the public, and will continue to make ESEA waiver information readily available through press releases, media alerts, and OSSE web updates. OSSE has and will continue to provide ESEA Waiver resources to the public, including a Waiver Overview, Frequently Asked Questions, Focus Group Schedules, and the draft application. Outreach efforts will culminate with an open comment period which will close on February 7, 2012. Members of the Mayor's Transitions team suggested that the SEA partner with local universities to develop training programs that provided both subject area expertise and the skills needed to meet the needs of a high poverty urban student population

The following summary is not exhaustive but captures some of the most common input received across focus groups.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

There was support for this requirement across groups. Community advocates, Youth Advisory Council (YAC), the Committee of Practitioners (COP) and LEA participants emphasized the importance of including these expectations at the elementary level. Several participants requested reporting, resources and supports to address dropout, attendance, and college preparation from preschool through graduation. The importance of early identification and intervention for various learning disorders (i.e. undetected vision related learning disorders) was articulated.

Parents wanted information on the implementation of common core standards, particularly in early elementary programs and the state role will be in ensuring that schools are able to unpack and implement these new standards. Participants suggested that the SEA partner with local universities to develop training programs that provided both subject area expertise and the skills needed to meet the needs of a high poverty urban student population. Stakeholders expressed a desire for information that demonstrates the extent to which students will be nationally and internationally competitive. Special education advocates stressed the importance of building a coordinated outcome-based transition program to promote the successful transitions of special needs students to the community. Parents encouraged the SEA to empower parents by providing teaching and training from pre-kindergarten through graduation.

Several stakeholders stressed the importance of a well rounded education that includes universal music education, before and after school services in high need schools, equitable opportunities (i.e. gifted and talented programs) in all wards, and emphasis on physical



education and health.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

Resetting AMOs- Focus groups generally agreed that current AYP targets had become unreachable and were no longer meaningful for the majority of District schools given that more than 90% of tested schools are projected to be in improvement or restructuring by FY13 under the current accountability model. Informal polls showed a preference for setting annual targets to reduce achievement gaps by 50% in six years. Several groups indicated that provisions would need to be developed for unique groups such as students with special needs or who are English language learners.

Differentiated Recognition and Accountability: Groups generally agreed that that 1) an index rating system with multiple indicators would provide more meaningful data, 2) the present accountability model does not accurately document school effectiveness and 3) that growth measures need to be incorporated into the accountability system. Although there was general consensus that multiple indicators would more accurately assess school effectiveness, many stakeholders expressed concern that identifying data sets that were common across LEAs would be very challenging and overly burdensome for the District. Several charter school advocates expressly opposed State imposed measures that would create added burdens to for LEAs and encouraged the working groups to leverage work completed during the development of the Public Charter Schools Board' Performance Management Framework (PMF) and the DC Public Schools' Scorecard.

Stakeholders advocated the development of unique measures for special education and English Language Learners (ELLs) and asked that OSSE work towards developing growth models for these unique student groups.

Growth Measures: Some participants felt growth measures were appropriate but that LEAs should be provided with flexibility in defining student growth, given that LEAs have unique assessments and suggested that where possible, OSSE could define and require LEAs to use "standardized assessments." Conversely, several parents and community advocates asked that the plan address the need to provide stakeholders with transparent, meaningful and *comparable* data for all LEAs. Stakeholders discussed the need to consider if a single model would meet the needs of schools with specialized purposes (i.e. special education, alternative education, adult education etc.)

Other Measures: Although some charter school advocates preferred an accountability system that did not extend beyond federally mandated elements, other stakeholders felt that items that reflect the capacity of District students to be nationally and internationally competitive (i.e. composition, science, technology etc) should be included in the



Office of the State Superintendent of Education

accountability plan. Most groups agreed on the importance of setting reasonable, attainable goals but expressed strong concern about the implied message of setting differentiated goals for schools or subgroups of students. The Youth Advisory Council expressed concern that differentiated targets would be interpreted as an indication of inferiority and that students, teachers and administrators would not feel compelled to strive for achievement beyond that articulated in the accountability model.

Stakeholders also sought recognition of non-academic factors known to impact student achievement and advancement. Related discussions centered on phasing in indicators deemed critical but for which clear measurements are not available. The importance of parental and community involvement was discussed in several groups. YAC, community advocates and parent members of the Parental Information Resource Center (PIRC) training program requested school climate indicators that address issues of safety, truancy and appropriate student/staff behavior. YAC, community activists and teacher groups indicated that teacher retention should be incorporated as an important measure. There were concerns about developing these and other measures of non-academic indicators (i.e. suspensions, expulsions, re-enrollment) and the potential burden on LEAs to develop new data collection and reporting strategies.

COP members suggested that the accountability model include available measures such as SAT[®], PSAT[®] tests, ACT[®]; Advanced Placement[®] results, International Baccalaureate outcomes, etc. LEA and charter school participants strongly advocated leveraging work done by DCPS and the Public Charter School Board in developing LEA level scorecards and (???). There was general agreement that science should be included in the accountability model at some point but strong concern about the District's present current capacity to do so.

Parental Engagement: Parents and community advocates asked that the plan address the need to provide stakeholders with transparent, meaningful and comparable data for all LEAs. Several participants noted that the currently accountability model did not assess effectiveness of Prekindergarten through second grade and included only one high school grade. Concerns were expressed about implementing accountability measures that did not reflect inequities related to unique challenges, school level funding, school supports, and other resources at each public school.

Ward liaisons asked for increased transparency regarding the amount of local funding directly provided to each school. YAC members cited differences in resources such as mentoring and internship opportunities that were not currently reported in state level reports. In general, there was a call for high quality reporting that provides comparable and meaningful data to parents. Across the District, stakeholders asked that OSSE set high expectations for LEAs to actively engage parents and community members in the education process.



Support and Interventions: Parent and community representatives advocated the inclusion of information regarding the distribution and availability of support and resources for schools that would not be identified as priority or focus schools. Community advocates strongly expressed concern about how the District could ensure that resources reached neediest school once federal funds were disbursed to LEAs. Private school representatives expressed concern about the implication of continuing services for eligible students attending private schools.

Committee of Practitioners (COP) members expressed the importance of establishing a common understanding that all schools strive to meet common core standards. LEA administrators, COP members and Youth Advisory Council members (YAC) expressed concern regarding the absence of curricula aligned to common core standards. Charter school advocates stressed the importance of adhering to autonomy guidelines established by the DC Charter School Act as it relates to curricula.

YAC members and Ward community wanted performances measures that recognize inequities aligned to the unique challenges, funding levels, and school supports at the school level. Several groups identified the need for supports for professional development, classroom management and social challenges relevant to urban high poverty communities. COP members sought endorsement from the SEA for LEA to LEA mentorship, increased opportunities to share best practices, and support in preparing for assessment based on common core standards.

Wards 7 and 8 parents called for greater clarity regarding the role of OSSE in monitoring and enforcing the implementation of federal requirements at local schools. Parents called for clear statements about objectives, outcomes and timelines. This information was seen as a catalyst for the empowerment of parents and as a critical component of partnerships between the SEA and the community.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

There were multiple concerns about the development of this portion of the application. Teachers expressed concern about evaluations based on assessments that are not aligned to schools' curricula and that do not incorporate critical barriers such as chronic truancy. Some teachers suggested phasing in assessments as PARCC objectives are achieved. Advocacy groups felt that while there has been tremendous focus on hiring teachers with subject area expertise, there has been little attention given the unique needs of a high poverty urban district and the skills that effective teachers need to succeed.



Teachers expressed concerns that growth measures may not capture growth for students whose performance falls several grades below actual grade level. Teachers also expressed concern about including growth measures for all grades and subjects in teacher evaluations when there are no valid or objective means of assessing performance in these subjects and grades. Options such as end-of-year tests, a portfolio of several assessments and external assessments (ex: ACT/SAT for high school) were discussed as options. It was suggested that growth measures be very lightly weighted in teacher evaluations given that given that assessments for non-tested grades will be of questionable quality and validity. Teacher union representatives suggest that assistant principals and possibly lead teachers be included in the teacher and leader evaluation requirements as crucial members of the leadership team. New Leaders, Inc. emphasized the importance of leadership developed aligned to District education goals.

PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN

In considering differentiated measures of accountability, members asked for diligence in ensuring that duplicative and burdensome reporting requirements that have little or no impact on student outcomes be avoided. Some did not want to see additional measures added to the system for the purpose of having additional indicators. There were concerns about developing measures of non-academic indicators (i.e. suspensions, expulsions, re-enrollment) and the potential burden on LEAs to develop new data collection and reporting strategies. Stakeholders asked that the OSSE data system be used to reduce the administrative burden on LEAs in capturing information for students who did not complete the formal transfer process but have transferred to District, Maryland or Virginia schools.

As previously noted, although there was general consensus that multiple indicators would more accurately assess school effectiveness, many stakeholders expressed concern that identifying data sets that were common across LEAs would be very challenging and overly burdensome for the District. Several charter school advocates expressly opposed State imposed measures that would create added burdens to for LEAs and violate the autonomy granted to charter schools under local law.

General Comments: Parents and others expressed support for many of the proposed elements of the waiver application. Increased and regular communication coming directly from OSSE was identified as a critical step in building partnerships and in establishing trust with the community. Wards 7 and 8 parents called for greater clarity regarding the role of OSSE in monitoring and enforcing the implementation of federal requirements at local schools.



Office of the
State Superintendent of Education

Schedule of Focus Group and Community Meetings:

| Focus Group/Community Meeting | Date |
|---|------------|
| Public Charter School Board | 11/4/2011 |
| DC Public Charter School Board | 11/7/2011 |
| DC Council Chairman Kwame Brown | 11/8/2011 |
| DC Public Schools | 11/8/2011 |
| Race to the Top Student Growth Task Force | 11/8/2011 |
| DC CAS Technical Advisory Committee | 11/15/2011 |
| DC State Title I Committee of Practitioners | 11/17/2011 |
| Friends of Choice in Urban Schools (FOCUS) | 11/21/2011 |
| Workforce Investment Council (WIC) | 12/5/2011 |
| Race to the Top Student Growth Task Force | 12/6/2011 |
| DC State Board of Education | 12/7/2011 |
| DC State Title I Committee of Practitioners | 12/8/2011 |
| Mayor's Office of Community Relations and Services- Outreach Specialist (8 Wards) | 12/8/2011 |
| Parent Information Resource Center | 12/8/2011 |
| DC Public Charter School Board | 12/9/2011 |
| DC Association of Chartered Public Schools | 12/13/2011 |
| Youth Advisory Council | 12/13/2011 |
| Teacher Focus Group | 12/13/2011 |
| State Board of Education Public Meeting | 12/14/2011 |
| DC Council | 12/15/2011 |
| Race to the Top Human Capital Task Force | 12/15/2011 |
| Members of the Mayor's Transition Team - Education Committee | 12/19/2011 |
| Friends of Choice in Urban Schools (FOCUS) | 12/20/2011 |
| Public Charter School Board | 1/4/2012 |
| Washington Teachers Union and Council of School Officers (WTU/CSO) Meeting | 1/5/2012 |
| LEA Leaders | 1/5/2012 |
| Organizations for English Learners | 1/6/2012 |
| LFA Leaders | 1/9/2012 |
| Race to the Top Student Growth Task Force | 1/10/2012 |
| Miner PTA Meeting (Ward 6) | 1/11/2012 |



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| | |
|---|-----------|
| Institutes of Higher Learning | 1/12/2012 |
| Ward 8 Community Meeting | 1/13/2012 |
| Special Education Target Group (webinar) | 1/17/2012 |
| Ward 5 Council on Education | 1/17/2012 |
| CHIPPO | 1/17/2012 |
| Institutes of Higher Learning | 1/18/2012 |
| LEA Leaders | 1/18/2012 |
| ANC Leadership | 1/18/2012 |
| Ward 3 Democratic Committee | 1/19/2012 |
| 21st Century Community Learnings Centers Sub-Recipients (Community Based Organizations and LEAs) | 1/23/2012 |
| Community Based Organizations (non subrecipients) | 1/23/2012 |
| Community meeting at Hendley Elementary School in Ward 8 with State Board of Education Member (and Hendley alum) Trayon White | 1/31/2012 |
| 2F ANC | 2/1/2012 |
| Hearst PTA Meeting | 2/1/2012 |
| Palisades Citizen Association | 2/7/2012 |
| John Eaton Home & School Association (Ward 3) | 2/7/2012 |
| ANC 1A | 2/8/2012 |
| 4C ANC | 2/8/2012 |
| Science Education Specialists | 2/8/2012 |
| Special Education Practitioners and Specialists | 2/9/2012 |
| Civil Rights Organizations | 2/10/2012 |
| Ward 7 Parent/Community Meeting | 2/13/2012 |
| School Administrators | 2/13/2012 |
| State Board of Education - Application Update | 2/15/2012 |
| Private Schools Serving Eligible Students | 2/22/2012 |
| 4B ANC | 2/27/2012 |
| Wards 7 and 8 Parent/Community Meeting | 2/21/2012 |



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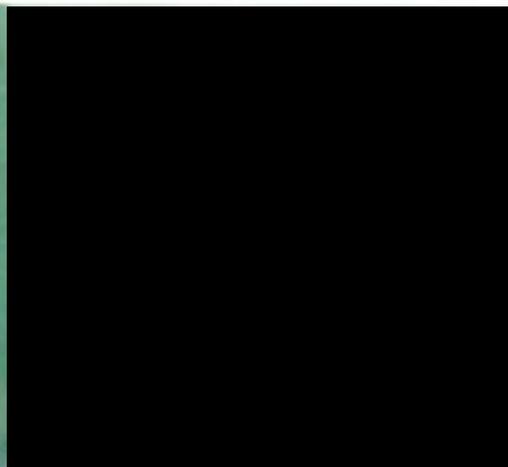
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Elementary & Secondary Education Act Flexibility Waiver (Draft) Application



ESEA Flexibility Waiver

In February 2012, the Office of the State Superintendent of Education (OSSE) will submit a flexibility request regarding the implementation of the Elementary and Secondary Education Act (ESEA)—commonly known as No Child Left Behind—to the US Department of Education.

[Learn More](#)

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- Assessment and Accountability
- Higher Education Financial Services
- Notice of Non-Discrimination
- Early Learning Challenge Application
- OSSE 2012 College Expo

Upcoming Events

- Feb 21** Ward 7 & 8 ESEA Waiver Application Meeting
- Feb 27** Community Presentation at 4B ANC Meeting: Elementary and Secondary Education Act
- Mar 10** 2012 Smart College Choice Expo



Office of the
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OSSE ESEA Flexibility Waiver Application: An Introduction

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Dr. Kayleen Irizarry, Asst. Superintendent
Elementary and Secondary Ed., OSSE

0:05 / 3:01

<http://www.youtube.com/watch?v=N3uJbBnE8xk>

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Ask the Superintendent
Agency Performance



State Superintendent Hosanna Waleley
State Superintendent of Education

ESEA Flexibility Waiver Application

Dear DC Education Community:

The Office of the State Superintendent of Education (OSSE) remains committed to setting high standards of achievement so that District students can succeed within and beyond the classroom.

Today marks a monumental step toward reaching that goal, as our agency makes final preparations for submitting an official waiver request to the US Department of Education for flexibility regarding the implementation of the Elementary and Secondary Education Act (ESEA) – most commonly known as No Child Left Behind.

Over the past several months, OSSE leadership has worked collaboratively with numerous area stakeholders including Local Education Agencies, Schools, Parents, Teachers, Community Members and other District residents committed to education. Because of their vital input, we have developed a waiver application that is meaningful, comprehensive and progressive in moving education forward in the District of Columbia.

The benefits of the ESEA flexibility waiver will revitalize our current accountability system and set higher standards and expectations for teaching and learning. The improved accountability system will allow OSSE, LEAs, and other education partners to target rewards and supports based on academic achievement and needs. And the flexibility in the use of federal funds will ensure greater success in student outcomes and teacher and leader effectiveness.

Our month-long public comment period begins today through February 14, 2012. Comments may be submitted by email to osse_comments@dc.gov. Available below for download is a draft copy of OSSE's ESEA Application and a FAQs brochure. I look forward to your continued input.

Sincerely,

Hosanna Waleley, State Superintendent of Education

Attachments

| Attachment | Size |
|--|-----------|
| OSSE ESEA Flexibility Application (Draft) | 2.1 MB |
| Community Meeting Schedule: OSSE ESEA Flexibility Application | 191.84 KB |
| District Schools Seek to Leave Behind No Child Left Behind Law.pdf | 172.90 KB |
| SBDE 01-05-12.pdf | 1.01 MB |
| ESEA FAQs.pdf | 384.88 KB |



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Kiddo Will Academy Gym: In-Kind funding acquired through OSSE. Learn more

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OSSE Review/January 2012

A Monthly Update from the Desk of State Superintendent Hosanna Mahaley

ESEA FLEXIBILITY WAIVER

Since January 2012, the Office of the State Superintendent of Education has made 8 community presentations regarding the Elementary and Secondary Education Act (ESEA), disseminating information to almost 300 District Residents and engaging thousands more online. Additional presentations are scheduled in the month of February, during which OSSE staff will provide information on the Elementary and Secondary Education Act and present information on flexibility requirements.

February meetings are listed below.

| MEETING | LOCATION |
|--|--|
| February 7 th , 2012 – 6:30PM John Eaton Home & School Association Meeting | John Eaton Elementary School – Library 3301 Lowell St, NW |
| February 7 th , 2012 – 7:30PM Palisades Citizen Association | Palisades Recreation Center 5200 Sherrier Place, NW |
| February 8 th , 2012 – 7:00PM 1A ANC Meeting | Harriet Tubman Elementary School 3101 13 th St, NW |
| February 8 th , 2012 – 7:00PM 4C ANC Meeting | Peiworth Library 4200 Kansas Ave, NW |
| February 13 th , 2012 – 6:00PM Presentation at IDEA PCS | IDEA Public Charter School 1027 45 th St, NE |
| February 13 th , 2012 – 7:30PM 3-4G ANC Meeting | Chevy Chase Community Center 5601 Connecticut Ave, NW |

SPECIAL MESSAGE FROM STATE SUPERINTENDENT MAHALEY ON THE ESEA FLEXIBILITY WAIVER

The Office of the State Superintendent of Education (OSSE) remains committed to setting high standards of achievement so that District students can succeed within and beyond the classroom.

Over the past several months, OSSE leadership has worked collaboratively with numerous area stakeholders including Local Education Agencies, Schools, Parents, Teachers, Community Members and other District residents committed to education. Because of their vital input, we have developed an ESEA waiver application that is meaningful, comprehensive and progressive in moving education forward in the District of Columbia.

The benefits of the ESEA flexibility waiver will revitalize our current accountability system and set higher standards and expectations for teaching and learning. The improved accountability system will allow OSSE, LEAs,

Continued on page 2

DIVISION OF SPECIAL EDUCATION (DSE)

- DSE is pleased to announce the launch of its special education quality review project with American Institutes for Research (AIR). The project will include a review of local, national, and international best practices in special education and the development of quality program indicators that can be used in the District. Stakeholder focus groups will begin in February and DSE will be hosting an OSSE stakeholder "brown bag lunch" session on February 7, from 1-3 pm.
- OSSE submitted its FFY 2010 IDEA Part B and Part C Annual Performance Reports (APRs) as required by the US Department of Education's Office of Special Education Programs by February 1, 2012. These reports will be reviewed by OSEP and finalized by April, 2012.
- On January 25, 2012, DSE conducted a well-attended webinar on 504 compliance that will be posted for reference on its web site. OSSE will be developing a 504 FAQ and 504 toolkit with LEA stakeholders to support effective implementation of 504 requirements.



OSSE Review/January 2012

THE MEANING OF ESEA FLEXIBILITY

Flexibility under the Elementary and Secondary Education Act (ESEA) is provided by the U.S. Department of Education in exchange for DC leading efforts to raise standards so they focus on college and careers, help teachers and principals focus on teaching and learning and improve all schools.

For Students – flexibility means a system that measures student growth and critical thinking to inspire better teaching and greater student engagement across a well-rounded curriculum

For Parents – flexibility means accurate descriptive information about their child's progress and honest accountability that recognizes and rewards success and – where schools fall short – targeted and focused strategies for the students most at risk

For Teachers – flexibility means a collaborative learning culture where teachers can target instruction toward the needs of students and offer a well-rounded curriculum. It also means fair and responsible evaluations that are based on peer review, principal observations, and classroom work.

For Principals – the request means greater flexibility to tailor solutions to the unique educational challenges of their students and recognition for progress and performance.

ESEA Public Comment Period

As a reminder, the public comment period for feedback on OSSE's ESEA Flexibility Waiver will close on February 14, 2012. Comments can be submitted at OSSE.comments@dc.gov or submitted in person at 810 1st St, NE. For more information on the District's ESEA Flexibility Waiver Application, please contact: Dr. Kayleen Irizarry, Kayleen.irizarry@dc.gov, 202.741.0258

OSSE Announcements:

February 21st, 2012 – 9 AM. The OSSE Division of Wellness and Nutrition Services will attend a "Breakfast at Council" hosted by the D.C. City Council and served by the Kimball Elementary School Breakfast Team. During the event the D.C. Council will issue a resolution recognizing the D.C. Healthy Schools Act, which allowed the District of Columbia to lead the nation in school breakfast participation during the 2010-2011 school year.

One City Summit

Mayor Vincent C. Gray invites District Residents to join him on Saturday, February 11th for a crucial community conversation about improving the future of the District of Columbia. Residents who attend the "One City Summit" will have an opportunity to provide their input on important decisions that will impact the city for years to come. The One City Summit will be held on Saturday, February 11th, 2012 from 9:30AM-4:00PM at the Walter E. Washington Convention Center. Mayor Gray will be present all day to listen to resident's concerns and hear their ideas. Register for the summit at: http://org2.democracynaction.org/o/5874/p/salsa/event/common/public/?event_KEY=46349 or call (202) 709-5132.

Continued from Page 1

and other education partners to target rewards and supports based on academic achievement and needs. The flexibility in the use of federal funds will ensure greater success in student outcomes and teacher and leader effectiveness. And the proposed changes will redefine how educational success is evaluated in D.C. Public and Charter Schools.

A list of Frequently Asked Questions is available online at osse.dc.gov and our month-long public comment period begins today through February 14, 2012. Comments may be submitted by email to osse.comments@dc.gov

With your support, no child in the District will be left behind again. Instead, our flexibility application will pull District students forward.

Sincerely,

Hosanna Mahaley,

State Superintendent of Education

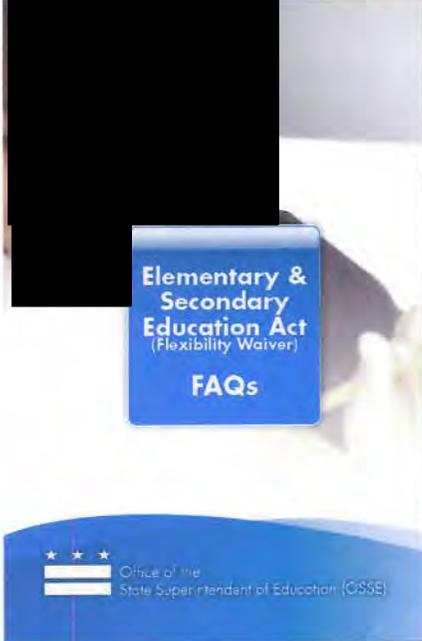
For more information on the District's ESEA Flexibility Waiver application, please contact:

Dr. Kayleen Irizarry
kayleen.irizarry@dc.gov
202.741.0258

Questions? Please contact China Terrell, Director of Intergovernmental Affairs, at china.terrell@dc.gov or 202.435.7916



Office of the State Superintendent of Education



Elementary & Secondary Education Act (Flexibility Waiver)
FAQs

Office of the State Superintendent of Education (OSSE)

ESEA FLEXIBILITY

1. What is ESEA Flexibility?
Schools in the District of Columbia have the opportunity to be released from some of the federal government's requirements under the 2001 No Child Left Behind law if DC develops a comprehensive plan that covers four topics. These four topics are: college- and career-ready standards, accountability and support systems, teacher and principal effectiveness, and decreasing paperwork burdens on schools. While No Child Left Behind law ensures that schools focus on the success of all students, many people agree that certain pieces of the law are not working.

2. What does this flexibility mean for me?
This flexibility is provided by the U.S. Department of Education in exchange for DC leading efforts to raise standards and focus on college and careers, help teachers and principals focus on teaching and learning, and improve all schools, especially the lowest-performing schools and schools with the largest achievement gaps. The benefits include:

- **For Students** – A system that measures student growth and critical thinking to inspire better teaching and greater student engagement across a well-rounded curriculum.
- **For Parents** – Accurate and descriptive information about their children's progress and talent accountability that recognizes and rewards success and – where schools fall short – targeted and focused strategies for the students most at risk.
- **For Teachers** – A collaborative learning culture where teachers can target instruction toward the needs of students and offer a well-rounded curriculum. Fair and responsible evaluations that are based on multiple measures including peer review, principal observation, and classroom work.
- **For Principals** – Greater flexibility to tailor solutions to the unique educational challenges of their students and recognition for progress and performance.

3. What is the Office of the State Superintendent of Education's role related to ESEA Flexibility?
The Office of the State Superintendent of Education (OSSE) has the primary responsibility for developing a flexibility plan for DC that serves our students, will be approved by the U.S. Department of Education, and is supported widely enough to ensure we'll be able to implement the plan well. The next deadline for submitting this plan is Tuesday, February 21, 2012. Once the plan is approved – hopefully before the summer – OSSE has to make sure school districts and schools in DC fulfill their responsibilities within the plan so all students in all schools have the opportunity to succeed.

4. Which federal requirements will be waived in exchange for the District of Columbia's plan?
In exchange for a comprehensive plan from DC, the U.S. Department of Education will release DC schools from several specific requirements, including:

- The requirement for 100% of students to achieve proficiency by 2013-14;
- Current identification of schools as "schools in need of improvement," and
- One-size-fits-all interventions in all schools in need of improvement.

5. How will schools be held accountable for raising performance and closing achievement gaps?
ESEA flexibility will not give schools a pass on accountability, but instead will continue to require schools to raise the bar for performance for all students and to hold schools accountable for the academic growth of all students. This flexibility will let DC move forward with a better system that considers student growth and school progress, provides recognition and support, and focuses the most dramatic interventions where they are most needed. Instead of schools being forced to implement one-size-fits-all interventions, DC's plan will reaffirm the responsibility of individual schools to constantly adjust strategies to ensure that all students become ready for college or careers, with the most attention on the schools needing the most improvement.

6. How will DC's plan ensure that the lowest-performing schools improve?
One specific place where the requirements of No Child Left Behind failed to help DC students succeed is within the schools that have been doing the worst. However, under a new School Improvement Grant program and with extra one-time funding under the American Recovery and Reinvestment Act, including for Race to the Top, the persistently lowest-performing schools in DC have started intensive school turnaround interventions. The flexibility plan will expand upon this good start, requiring the "bottom 5%" of schools to use their federal funds to support whole-school turnaround so that these sites of continued failure live up to their responsibilities.

7. How does this plan fit within broader initiatives here in DC and beyond?
This plan reaffirms that schools and school districts in DC are responsible for their students' achievement, providing them with flexibility from current requirements so they can implement the plans that they believe will lead to the greatest improvements. It also highlights the special role in leading education reform in DC of both the District of Columbia Public Schools and the District of Columbia Public Charter School Board, which has oversight over all public charter schools in its role as the sole authorizer of these schools. Third, this plan clearly outlines the role OSSE plays in holding all schools to the same standards, providing additional support to schools, and making sure that low-performing schools create and implement plans to improve. The plan links directly to work already underway, including through Race to the Top, and over 40 states are working on their own plans, reflecting consensus that change is needed.

8. How is OSSE gathering and using community input and feedback to create a comprehensive plan?
Since November of last year, OSSE has talked with all different individuals and community groups of people to gather ideas, input, and feedback to create the best plan possible for District students. Over 50 meetings on ESEA Flexibility have been held, with more to come. In January, OSSE will release a full draft of its plan to specifically ask DC local educational agencies (or school districts) to comment on the draft so that OSSE and State Superintendent Hosanna Mahaley can make final revisions and submit the plan to the U.S. Department of Education by Tuesday, February 21st.

9. How can I get more involved?
Between now and February 21st, you can still provide input and feedback by attending community meetings and providing comments on the full draft that OSSE will soon publish. You could also attend the public State Board of Education meeting scheduled for Wednesday, January 25, 2012 at 441 4th Street NW. Now and after the plan is submitted and approved, you can work with your school and district on implementing effective learning plans that help students become college and career ready.

OSSE



Office of the State Superintendent of Education

Office of the
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SAMPLE

ESEA FLEXIBILITY FOCUS GROUP SUMMARY REPORT

| | |
|---|--|
| OSSE Facilitator(s): | Sheryl Hamilton, Vairie Brown, Jeffrey Noel and Valida Walker |
| Group Description: | Special Education Community Based Org. |
| Participants: | Advocates, teachers and others for Special Education |
| Date: | 2/9/12 |
| Time: | 1:00 PM – 3:00 PM |
| Location: | 810 First Street NE, OSSE Headquarters 9 th Floor |
| Overview of Feedback: | Accountability system does not address needs of special education students. Multiple assessments and growth measures for the alternate assessment are critical additions that need to be made to the proposed plan. If there are flaws in the assessment system for special education students, the application should acknowledge this. |
| FEEDBACK REGARDING ESEA FLEXIBILITY PRINCIPLES | |
| <ul style="list-style-type: none"> College- and Career-Ready Expectations for All Students | Participants emphasized the importance of early testing and early intervention. Moreover, there was expressed concern about the absence of clearly articulated goals for students who have the potential to be active contributors to the DC community but are unable to demonstrate proficiency on the CAS. There needs to be more focus on transition programs. Many special education students are leaving public school to sit at home when they could be contributing to the community. Internships should be available for all students. |
| <ul style="list-style-type: none"> State-Developed Differentiated Recognition, Accountability, and Support | <p>The current assessment lacks validity for many special needs students. An emotionally disturbed (ED) student may do well on Monday and poorly on Tuesday- the test may be no more than a demonstration of how an ED child feels on a given day. Some LD students are pre-symbolic but are taking reading assessments. These scores will not reflect learning. Moreover, for many special education students the rigid and lengthy testing schedule works against many students with certain challenges. Look at Maryland MSA system which reduces 5 pages of testing to one.</p> <p>What research is there to show that the CAS is a meaningful test for these students? How can a cookie cutter assessment work for students with unique individualized education plans? Discuss the scientifically based research that indicates that this assessment can capture meaningful information about students who are many grades below level. Is it meaningful to test a child in 5th grade reading when the child is just learning the alphabet? If federal law requires OSSE to test some students with the CAS although it may not be meaningful- talk about that. DC CAS is a disincentive for schools to keep SPED students (NWF rule) (graduation requirements). Option: Tie the Median Growth Percentile to SPED level or number of hours on the IEP.</p> <p>There is concern that the proposed assessments will not reflect growth for kids who are currently reading three or more levels below current grade level. Ensure that significant growth is reported even when the child continues to fall significantly below grade level. A</p> |

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Office of the
State Superintendent of Education

| | |
|--|---|
| | <p>child who is reading at four levels below grade that shows improvement should not be considered a failure. There should be acknowledgement of the growth despite the fact that the child is still reading below grade level. Special education teachers feel discouraged and children feel bad about an accountability system that will not report growth and accomplishments for students who are significantly below grade level and for their teachers.</p> <p>The lack of appropriate assessments for special education students in the accountability system has made them unwelcome in the local schools although research shows inclusion is the best model for many special education students. Inclusion is but there is a disincentive to be inclusive because of unattainable goals, and a lack of resources and training. The funding generated by SPED kids does not always get used for SPED purposes. Multiple assessments are critical. There is the need to show that students who do not do well on standardized test do show growth in other areas.</p> <p>OSSE should find a way to measure growth on the alternate assessment and address this in the application. Addition of the growth measure is an opportunity to use other measures such as the DCCAS scores (or Connors Scale) or that show growth but normally will not be captured/used when using the DCCAS or alt CAS. Failure to do so will not be reported growth and this pulls down results for schools that might actually be doing well. If alternative assessment is not included, kids who do not test well will continue to be excluded and are asked to stay home during testing (some are SPED students and some are not) - this upset some parents. Participants wondered if converting results to <u>normed</u> scores would allow growth to be more easily documented.</p> <p>How will the system account for the mobility/transiency of this population and for dramatic changes in enrolled students in one subgroup in a short period of time? This should be explained?</p> |
| <ul style="list-style-type: none"> Supporting Effective Instruction and Leadership | OSSE should provide PD to general education teachers to equip them for inclusive environments. Evaluation systems should include the entire special education team (i.e. therapists, counselors etc). |
| <ul style="list-style-type: none"> Reducing Duplication and Unnecessary Burden | None |
| OTHER DISCUSSION | |
| <p>Additional questions?</p> <ul style="list-style-type: none"> Growth: Should growth be weighted more heavily for special education students? Why are zero scores included in calculations? Will the growth percentage be based on target (subgroups) populations? What other growth measures is OSSE looking at for those kids who do not test well? How will alternative assessments be incorporated in the application? There is no evidence that there is any plan in place to help kids who are not doing well to get out of failing neighborhood schools. Most schools are not making AYP, why use the same accountability measures? What is the rationale for supporting Median Growth Percentile? | |

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Monday, October 24, 2011

OSSE Plans to Request a Waiver Related to FFY09 Annual and ARRA Funds

Invites Comments from Sub-recipients by October 28th

The Office of the State Superintendent of Education (OSSE) is proposing to request a waiver from the U.S. Department of Education to extend the state and local-level period of availability of Federal Fiscal Year (FFY) 2009 funds, including ARRA funds, for one additional year. This waiver will affect sub-recipients that received one or more FFY 2009 grants but did not obligate all funds by the normal September 30, 2011 obligation deadline, along with the schools/campuses the sub-recipients serve with those funds. OSSE plans to apply for these waivers on behalf of all such sub-recipients in the District. If this waiver is granted, sub-recipients may then obligate funds that otherwise would have lapsed and, in exchange, will need to estimate the number of jobs created or retained with all FFY 2009 funds obligated after September 30, 2011, in a manner and format consistent with the quarterly reports required under Section 1512 of the American Recovery and Reinvestment Act of 2009.

See the full text of the proposed request below.

Conference Call

OSSE will host a 30-minute conference call on Tuesday, October 25, 2011, at 2:00 P.M. to discuss this waiver request. You may join the meeting by calling 202-724-2000. You will be asked to enter a conference number and conference PIN. The conference number is 2039 and the Conference PIN is 58693.

Comments

Sub-recipients wishing to comment on this proposed waiver request should submit comments in writing to osse.comments@dc.gov by 5:00 PM on Friday, October 28, 2011. Any comments submitted will be included, without identifying information, in OSSE's waiver request to the U.S. Department of Education. Comments submitted at or after 5:01 P.M. on Friday, October 28, 2011 will not be considered or included.

For additional information on this planned waiver request, please contact one of OSSE's [Elementary and Secondary Education staff](#).

Full Text of Proposed Waiver

Dear Acting Assistant Secretary Yudin:

I am writing to request a waiver of section 421(b) of the General Education Provisions Act (GEPA) (the "Tydings Amendment") as it affects the authority of the District of Columbia Office of the State Superintendent of Education and its sub-recipients to obligate fiscal year (FY) 2009 regular and ARRA funds after September 30, 2011. Specifically, I am requesting that the authority to obligate funds for the State-administered Elementary and Secondary Education Act (ESEA) programs listed in the chart included below be extended to September 30, 2012.

The extended authority to obligate these funds would enable the Office of the State Superintendent of Education and its sub-recipients to increase the quality of instruction for students, improve their academic achievement, and continue to assist the same populations served by the programs for which this waiver is being requested in accordance with applicable program requirements.

The Office of the State Superintendent of Education assures that it has:

- Provided all sub-recipients of the programs affected by the waiver with notice and a reasonable opportunity to comment on this request. The Office of the State Superintendent of Education provided such notice by sending an email to all LEAs on Monday, October 24th, 2011. (See copy of notice of attached).
- Attached copies of comments the Office of the State Superintendent of Education received.
- Provided notice and information regarding this waiver request to the public in the manner that the District of Columbia customarily provides such notice and information to the public by posting information regarding the waiver request on its website (see osse.dc.gov/newsroom/advisories).

The Office of the State Superintendent of Education further assures that, if it receives the requested waiver, it will:

- Ensure that sub-recipients within the State will use FY 2009 funds carried over as a result of the waiver to carry out activities in accordance with program requirements;
- Hold local educational agencies and schools accountable based on the State's annual measurable objectives; and
- Estimate the number of jobs created or retained with regular Federal FY 2009 funds after September 30, 2011, in a manner and format consistent with the quarterly reports required under Section 1512 of the American Recovery and Reinvestment Act of 2009 and make such estimates available to the U.S. Department of Education upon request.

District of Columbia

| CFDA Number | Name of Program | Grant Award Number | Estimate of the Amount of FY 2009 Funds that Remain Unobligated |
|-------------|--|--------------------|---|
| 84.010A | Title I, Part A Grants to Local Educational Agencies | S010A090051A | \$650,000 |
| 84.389A | Title I, Part A Grants to Local Educational Agencies (Recovery Act) | S389A090051A | \$500,000 |
| 84.013A | Title I, Part D State Agency Neglected and Delinquent Program | S013A090051 | \$350,000 |
| 84.367A | Title II, Part A Improving Teacher Quality State Grants | S367B090009A | \$350,000 |
| 84.366B | Math Science Partnerships | S366B090009 | \$600,000 |
| 84.318X | Title II, Part D Enhancing Education Through Technology (Ed-Tech) State Program | S318X090051 | \$500,000 |
| 84.386A | Title II, Part D Enhancing Education Through Technology (Ed-Tech) State Program (Recovery Act) | S386A090051 | \$2,700,000 |
| 84.365A | Title III, Part A English Language State Grants | S365A090051A | \$50,000 |
| 84.186A | Title IV, Part A Safe and Drug Free Schools and Community Grants | Q186A090009 | \$500,000 |
| 84.287C | Title IV, Part B 21st Century Community Learning Centers | S287C090008A | \$650,000 |
| 84.369A | State Assessment Grants | S369A09009 | \$6,000 |



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Tuesday, November 29, 2011

OSSE Community Outreach Plan for ESEA Flexibility

Input Requested for ESEA Flexibility Request and Alternatives to No Child Left Behind

In February 2012, the Office of the State Superintendent of Education (OSSE) will submit an application to the US Department of Education requesting flexibility in the implementation of the Elementary and Secondary Education Act (ESEA) – commonly known as No Child Left Behind.



We consider the community to be an integral partner in this mission, and while the agency possesses a legal requirement to nominally solicit public comment, since October OSSE has initiated a comprehensive outreach strategy exceeding legal engagement requirements to solicit opinions, ideas, and insights from key constituents including parents, students, teachers, elected officials, and all DC residents concerned or involved in the provision of quality education.

Attached is an early engagement plan providing a chronology of our outreach in the effort to maximize public input and submit the strongest possible ESEA flexibility application. The requested modifications will allow the District to adjust and redefine its Annual Yearly Progress (AYP) goals to better serve and measure student success.

OSSE seeks to proactively involve key stakeholders in the application process and facilitate an early and robust community dialogue. Be assured that we value your input, encourage your feedback and are committed to providing a platform to address your concerns.

With the goal of engaging as many DC residents as possible, OSSE remains hard at work to ensure that all community members have the opportunity to make their voice heard on this important policy change.

Attachment(s):

Active Early Engagement.pdf

355.13 KB



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Wednesday, January 18, 2012

OSSE Releases ESEA Draft Application for Public Comment

No Child Left Behind Flexibility Waiver available for download, review on OSSE website

Washington, DC -- To solicit public comment, opinion and insights from key constituents including Local Education Agencies, Schools, Parents, Teachers, Community Members, Elected officials and District stakeholders committed to education, today the Office of the State Superintendent of Education released its initial draft of The District's federal waiver request to the US Department of Education for flexibility regarding the implementation of the Elementary and Secondary Education Act (ESEA) – most commonly known as No Child Left Behind.

"No child Left Behind was conceived with the best intentions, but systemic change is needed in order to best serve District students, teachers and parents," said State Superintendent Hosanna Mahaley. "We need an accountability system that recognizes more than test scores, and the flexibility offered under this federal waiver will allow us to take into account a student's growth among other factors that better represent the actual progress happening in schools throughout our city."

"OSSE aims to set broader standards of assessment for D.C. schools; our flexibility application will allow us to do just that."

OSSE worked collaboratively with several groups including the State Board of Education, D.C. Public Schools, neighborhood associations and the Public Charter School Board to conduct focus groups, research the advantages of ESEA flexibility and build a consensus of the best practices needed to submit the strongest possible ESEA flexibility application. "It was important that all perspectives of education were reflected, and having such a diverse set of industry partners and education stakeholders at the table was crucial in developing and drafting an application reflecting the needs of all District schools," added Mahaley, noting that under current NCLB accountability requirements, only 25 schools out of 187 in the District of Columbia met Adequate Yearly Progress (AYP) in both reading and math in 2011. "Ten years of ineffective results clearly show that NCLB in its current incarnation is not working, and we believe this waiver is an important next step toward improving education strategy and presenting an inclusive view of what successful student growth in the District can look like."

####

Editor Note: The full District of Columbia ESEA Waiver application and *Frequently Asked Questions* document are available online at www.osse.dc.gov. OSSE is also allowing comments to be submitted at osse.comments@dc.gov, and during public meetings where OSSE staff will presenting the waiver application and take questions from the public.

Attachment(s):

| | |
|--|-----------|
| OSSE_ESEA Flexibility Application Draft_01-18 12.pdf | 2.1 MB |
| ESEA FAQs f.pdf | 384.58 KB |
| ESEA Community Meeting Schedule .pdf | 191.84 KB |



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Monday, February 13, 2012

OSSE, District of Columbia Poised to Submit NCLB Waiver Application

OSSE hosts ward final meetings before closing public comments, will submit flexibility request by month's end

FOR IMMEDIATE RELEASE

OSSE Contact: Marc Caposino, 202-727-7207

Washington, DC -- The Office of the State Superintendent of Education (OSSE) will hold two separate public meetings today as part of final preparations to submit the District of Columbia's federal waiver request to the US Department of Education for flexibility regarding the implementation of No Child Left Behind (NCLB).

"As a whole, No Child Left Behind has not worked for District students, teachers and parents," said State Superintendent Hosanna Mahaley, who was part of a select group of State Superintendents invited to attend a news conference at the White House last Thursday as the Obama administration announced the first 10 states awarded NCLB flexibility. "We look forward to submitting a waiver application that rewards factors beyond test scores, flexibly measures student growth and supports District schools based on academic achievement and needs."

Since January, a series of ten presentations were conducted among all 8 District Wards to solicit feedback and answer questions about the city's application from residents and area stakeholders. Today's final two meetings will be held at the Chevy Chase Community Center (5601 Connecticut Ave, NW, 7:30 PM) and IDEA Public Charter School (1027 45th St, NE, 6PM)

The open public comment period ends Tuesday, February 14th

"The benefits of a waiver allow us to set broader standards of assessment for D.C. schools and higher expectations for teaching and learning," Added Mahaley, noting that only 25 schools out of 187 in the District of Columbia met Adequate Yearly Progress in both reading and math in 2011 when measured under current NCLB accountability requirements. "The time has arrived for multiple means of evaluation, and the flexibility in our application will ensure accountability decisions are measured comprehensively and not by a single-day test score assessed against an arbitrary proficiency level."

"Our agency remains committed to preparing District students for success within and beyond the classroom, and we have developed a waiver application that is meaningful, comprehensive and progressive in moving education forward in the District of Columbia."

####

Editor Note: A full draft of the District of Columbia NCLB Waiver application and list of *Frequently Asked Questions* are available online at www.osse-dc.gov. OSSE is also allowing comments to be submitted at osse.comments@dc.gov before closing the public comment period on Tuesday, February 14th.

Attachment(s):

FINAL_ESEA Submission Release.pdf

268.96 KB



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Thursday, February 16, 2012

NCLB Waiver Application Deadline Extended to February 28th

OSSE, District of Columbia preparing to submit flexibility request by month's end

Washington, DC -- To leverage public engagement, feedback and lessons learned from key stakeholders during its public comment period, the Office of the State Superintendent of Education (OSSE) today launched its extended outreach plan in preparation for submitting the District's federal waiver request to the U.S. Department of Education for flexibility regarding the implementation of the Elementary and Secondary Education Act – also known as No Child Left Behind (NCLB).

The announcement comes on the heels of the Obama Administration's recent selection of 11 states receiving NCLB flexibility and this week's U.S. Department of Education announcement that the national application deadline has been extended one week, to February 28th, presenting OSSE the opportunity to schedule additional public and electronic meetings to present the scope of the District's application and examine potential changes based on public recommendations.

Since announcing its intention to apply for NCLB flexibility, OSSE has held 55 public events and communicated with over 600 D.C. residents around the waiver, including focus groups, community meetings and panels with Advisory Neighborhood Commissions across all 8 Wards and with several groups including the State Board of Education, D.C. Public Schools, neighborhood associations and the Public Charter School Board. OSSE also established a dedicated email account to collect public feedback, published and distributed an FAQ document and produced video presentations in both English and Spanish for broadcast on the District's DKN Television station and online.

####

Editor Note: A full draft of the District of Columbia NCLB Waiver application and list of *Frequently Asked Questions* are available online at www.osse.dc.gov, and OSSE Video Presentations on NCLB Flexibility can be viewed at <http://youtu.be/N3uJbBnE8xk> and <http://youtu.be/XYPKFfxOG3k>.



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ESEA Flexibility Waiver Application

Dear DC Education Community,

The Office of the State Superintendent of Education (OSSE) remains committed to setting high standards of achievement so that District students can succeed within and beyond the classroom.

Today marks a monumental step toward reaching that goal, as our agency makes final preparations for submitting an official waiver request to the US Department of Education for flexibility regarding the implementation of the Elementary and Secondary Education Act (ESEA) – most commonly known as No Child Left Behind.

Over the past several months, OSSE leadership has worked collaboratively with numerous area stakeholders including Local Education Agencies, Schools, Parents, Teachers, Community Members and other District residents committed to education. Because of their vital input, we have developed a waiver application that is meaningful, comprehensive and progressive in moving education forward in the District of Columbia.

The benefits of the ESEA flexibility waiver will revitalize our current accountability system and set higher standards and expectations for teaching and learning. The improved accountability system will allow OSSE, LEAs, and other education partners to target rewards and supports based on academic achievement and needs. And the flexibility in the use of federal funds will ensure greater success in student outcomes and teacher and leader effectiveness.

Available below for download is a final version of OSSE's ESEA Application, informational presentation and a FAQs brochure. I look forward to your continued input.

Sincerely,

Hosanna Mahaley, State Superintendent of Education

Attachment(s):

| | |
|--|-----------|
| OSSE ESEA Flexibility Application (Final) | 2.45 MB |
| ESEA FAQs f.pdf | 384.58 KB |
| ESEA PowerPoint Presentation for Feb. 27th Webinar | 579.95 KB |
| Community Meeting Schedule: OSSE ESEA Flexibility Application | 191.84 KB |
| District Schools Seek to Leave Behind No Child Left Behind Law.pdf | 172.98 KB |
| SBOE 01-25-12.ppt | 1.01 MB |

Related Content:

- [OSSE ESEA Flexibility Waiver VIDEO : A Introduction](#)
- [NCLB Waiver Application Deadline Extended to February 28th](#)
- [OSSE, District of Columbia Poised to Submit NCLB Waiver Application](#)



Office of the State Superintendent of Education

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Friday, February 24, 2012

Final ESEA Flexibility Waiver Now Available

Final ESEA Flexibility Waiver Application

After months of public meetings and extensive work with education stakeholders, OSSE has posted the District's final ESEA Flexibility Waiver application.

Attachment(s):

| | |
|---|-----------|
| DC ESEA Flexibility Waiver Final v2.pdf | 2.46 MB |
| ESEA_Waiver_Presentation_for_Public_Webinar_Feb_27.pptx | 542.99 KB |

Related Content:

- [ESEA Flexibility Waiver Application](#)
- [NCLB Waiver Application Deadline Extended to February 28th](#)
- [OSSE ESEA Flexibility Waiver VIDEO : A Introduction](#)
- [Online Webinar, District of Columbia Federal ESEA Application](#)
- [District of Columbia, OSSE to Host Webinar, Submit Final ESEA Application February 28th](#)
- [OSSE, District of Columbia Poised to Submit NCLB Waiver Application](#)

From: [Irizarry, Kayleen \(OSSE\)](#)
To: [Noel, Jeffrey \(OSSE\)](#); [Grant-Skinner, Jeremy \(OSSE\)](#)
Subject: Fw: FOCUS Comments on ESEA Waiver Draft
Date: Wednesday, January 04, 2012 5:53:34 PM
Attachments: [OSSE ESEA Flexibility Request Draft 1 of 12 FOCUS Comments.docx](#)

FYI

Join Mayor Gray's One City • One Hire - 10,000 Jobs Campaign

"Putting District Residents Back to Work – One Hire at a Time"

Learn more at <http://onecityonehire.org>

From: Robert Cane <rcane@focusdc.org>
To: Irizarry, Kayleen (OSSE)
Cc: Mahaley, Hosanna (OSSE)
Sent: Wed Jan 04 17:23:17 2012
Subject: FOCUS Comments on ESEA Waiver Draft

Kayleen --

Thank you for giving us an opportunity to review the draft waiver request, which we have carefully done. Although it's evident that you and your staff have put a tremendous amount of work into the various elements of the request, as we explain below what you propose is fundamentally flawed and can be corrected only by a major rethinking and complete reworking of the draft.

The flaw to which I refer is the failure to acknowledge--and to craft the waiver accordingly--that the structure of public education in D.C. is entirely different than in the 50 states. Unlike anywhere else in the country that I'm aware of, here we have only one school-district LEA, controlled and overseen by the government, and 53 charter school LEAs, each an individual corporate entity separate from the government and overseen by the D.C. Public Charter School Board. As you know, the D.C. School Reform Act of 1995 ("SRA") gave the PCSB, not the government, full responsibility for charter school accountability, including charter school compliance with applicable laws, among which is the No Child Left Behind Act ("NCLB"). As you also know, NCLB explicitly states that "the accountability provisions under this Act shall be overseen for charter schools in accordance with State charter school law"--in D.C. the SRA [NCLB Part A, Subpart I, Sec. 1111(b)(2)(K)]. Department of Education NCLB guidance [July 2004] confirms that "the charter authorizer is primarily responsible for holding charter schools accountable under [NCLB] unless State law specifically gives the State educational agency (SEA) direct responsibility for charter school accountability."

It is impossible to read the waiver draft as consistent with the SRA grant of authority to the PCSB or with NCLB and the DOE guidance. For example, the draft would have OSSE taking over the PCSB's authority to: set accountability standards and measures for the public charter schools (and add to them in the future); evaluate whether the public charter schools meet the standards and measures; and implement plans of improvement for the charters and include in those plans curriculum and teacher evaluation requirements. The draft also would have OSSE, not the PCSB, distributing funds to public charter schools based on a reward system that does not reflect the PCSB's way of determining school success or failure. OSSE also would have the authority to require the charters to spend these funds in certain ways, even though the SRA gives the charter schools "exclusive control" over their expenditures--authority that not even the PCSB has.

The draft must be rewritten to specifically acknowledge (up front) the charter school autonomy and PCSB authority granted by the SRA and the NCLB requirement that the PCSB have primary authority to ensure charter school compliance with NCLB. It goes without saying that the remainder of the draft must be consistent with these acknowledgements.

We'd be happy to meet with you to discuss these comments and others we make in the attachment to this email.

Thanks, Robert

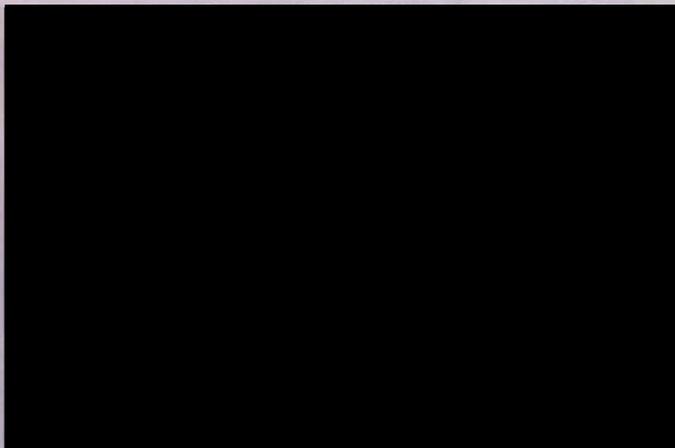
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Robert Cane
Executive Director
Friends of Choice in Urban Schools (FOCUS)
1436 U St. N.W. #204, Washington DC 20009
[202/387-0405](tel:2023870405)
www.focusdc.org

FEBRUARY 21, 2012

PROPOSED

A PROPOSAL TO: Office of the State Superintendent of Education, OSSE
**NCLB FLEXIBILITY WAIVER
APPLICATION (2012)**



FEBRUARY 21, 2012

**CONCERNED PARENTS FOR
ACTION COALITION COMMITTEE,
CP4AC**

2012 NCLB FLEXIBILITY WAIVER APP

PROPOSED RECOMMENDATIONS FROM CITYWIDE PARENT GROUPS

PURSUANT TO THE RECENT REQUEST FOR OSSE TO INCLUDE PARENTS, EDUCATION STAKEHOLDERS/ADVOCATES AND COMMUNITY MEMBERS IN SUGGESTING, SUBMITTING AND DEVELOPING PLANS FOR THE 2012 NCLB FLEXIBILITY WAIVER APPLICATION, A GROUP OF SELECT PARENTS STRONGLY BELIEVE THAT THE INITIAL APPLICATION SHOULD INCLUDE CLEAR STATEMENTS, OBJECTIVES AND EXPECTED OUTCOMES THAT MUST FALL WITHIN A SPECIFIC TIMELINE; AN ACCOMODATING PLAN/BUDGET FOR TECHNICAL ASSISTANCE (FROM OSSE), PROFESSIONAL DEVELOPMENT TO PARENTS/TEACHERS, GOVERNMENT CONSORTIUM AGENCY AGREEMENTS AND COMMUNITY/NEIGHBORHOOD SUPPORTS/ADVISORY GROUPS ESPECIALLY WHEN CONSIDERING, OFFERING, IMPLEMENTING, CONTRACTING AND/OR MONITORING DIRECT ADMINISTRATIVE OVERSIGHT, SERVICES, PROGRAMS AND ACCOUNTABILITY MEASURES THAT DERIVE FROM THE OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION AGENCY, OSSE, DC PUBLIC SCHOOL/CHARTER LEA'S, OTHER NON-PROFIT/PRIVATE ORGANIZATIONS THAT PROVIDE CONTRACTUAL/GRANT FUNDED PROGRAMS/SERVICES FOR STUDENT AND ADULT LEARNERS IN THE DISTRICT OF COLUMBIA. RIGHT NOW THERE IS NO OVERSIGHT.

IN 2011, WE WOULD LIKE TO HAVE THE FOLLOWING IMPLEMENTED BY JULY/AUGUST 1, 2011:

- i. PARENT DRIVEN/COMMUNITY (ELECTED) BOARD/COUNCIL THAT IS COMPRISED OF LOCAL RESIDENTS FROM EACH WARD WHICH MUST HAVE A MAJORITY OF THE REPRESENTATIVES CONSISTING OF PARENTS/COMMUNITY LEADERS THAT HAVE THE MOST SCHOOL-AGED STUDENTS LIVING IN THEIR WARDS. THIS CRITERIA SHALL INCLUDE PARENTS/COMMUNITY LEADERS HOLDING AT LEAST TWO SEATS SPECIFICALLY FROM WARDS SEVEN/EIGHT THAT HAVE THE HIGHEST POPULATION OF STUDENTS ATTENDING DC PUBLIC SCHOOLS/CHARTERS. THIS IS AN IMPORTANT STEP TOWARDS TRANSPARENCY AND FOR ACCOUNTABILITY OVER ALL EDUCATION AGENCIES.
- ii. AN OMBUDSMAN OFFICE THAT IS ESTABLISHED AS A QUASI-INDEPENDENT AGENCY THAT HAS A PARENT COUNCIL AND A COMMUNITY BOARD WITH REPRESENTATIVES FROM EACH WARD, MATCHING THE SAME CRITERIA AS LISTED IN THE ABOVE SECTION (i.). THIS AGENCY WOULD TRACK THE PROGRESS AND ASSESS THE PROBLEMS WITH THE 1) MASTER EDUCATION, FACILITIES PLANS AND 2) RELATED TEACHING/LEARNING MANDATES/INITIATIVES OF AND/OR RELATED TO COMMON CORE STANDARDS, RACE TO THE TOP, NCLB FLEXIBILITY WAIVERS AND NCLB/STATE EDUCATION AND CITY COUNCIL LAWS AND LEA POLICIES SCHOOL IMPROVEMENT PLANS IMPLEMENTED TO IMPROVE LOW PERFORMING AND TURNAROUND SCHOOLS IN THE DISTRICT OF COLUMBIA IN ADDITION TO OTHER LEA MONITORING THAT CURRENTLY IS NOT HAPPENING WITH ANY AGENCY AS PROMISED / MANDATED IN 2007 WHEN THE MAYOR (THEN FENTY) TOOK CONTROL OF SCHOOLS IN WASHINGTON, D.C. .

FEBRUARY 21, 2012

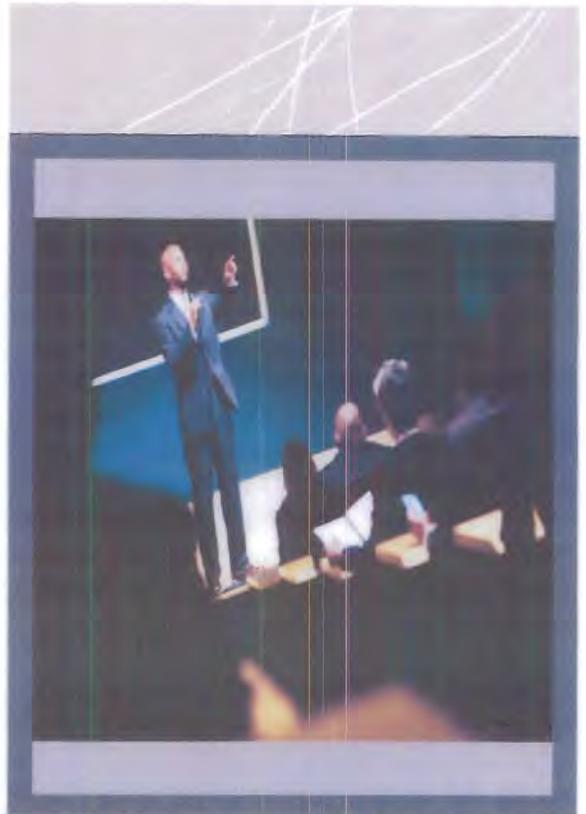
REFLECTIVE ASSESSMENT AND ANALYSIS ON NCLB AND EDUCATION REFORMS IN WASHINGTON, D.C.

PROPOSED RECOMMENDATIONS FROM CITYWIDE PARENT GROUPS Cont.

- iii. PARENT/COMMUNITY OFFICES MANAGED BY D.C. PARENTS/RESIDENTS SHOULD BE ESTABLISHED/LOCATED AT D.C. PUBLIC SCHOOLS CENTRAL OFFICES/CHARTER LEA'S, OSSE AND THE D.C. DEPARTMENT OF EDUCATION.

SEVERAL DISTRICT OF COLUMBIA PARENTS AND FAMILIES RECOMMEND THAT OSSE AND THE DEPUTY MAYOR OF EDUCATION, (DME) SHOULD PROVIDE FUNDS FOR THE OMBUDSMAN OFFICE THAT IS A QUASI-INDEPENDENT AGENCY THAT HAS AN OVERSIGHT ARM CONSISTING OF A PARENT/COMMUNITY COUNCIL THAT DOES NOT FALL UNDER MAYORAL/GOVERNMENT CONTROL AND WHERE THE DME/OSSE ALSO GIVES PARENTS/COMMUNITY LEADERS TECHNICAL ASSISTANCE OFFERED IN CONJUNCTION WITH A FEDERALLY CONSTRUCTED CONSORTIUM OF AGENCIES AND LOCAL COMMUNITY-BASED SERVICE ORGANIZATIONS LIKE THE FAR SE AND EAST OF THE RIVER FAMILY STRENGTHENING COLLABORATIVES AND/OR THE UNITED PLANNING ORGANIZATION.

2011-12 PARENT ADVOCACY TRAINING AND COMMON CORE STANDARD TRAINING SESSIONS NEED TO BE OFFERED TO BOARD/COUNCIL MEMBERS AS WELL AS PARENT TEACHER ASSOCIATIONS/ORGANIZATIONS AND COMMUNITY LEADERS.

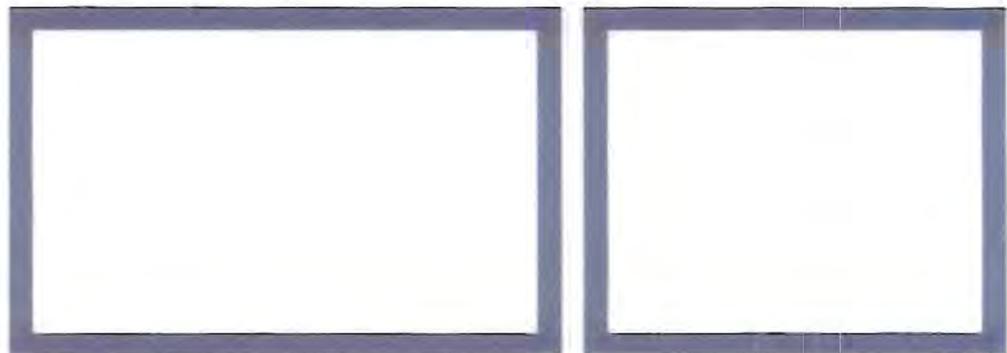


NCLB FLEXIBILITY WAIVER QUESTIONS/CONCERNS:

CONCERNS ABOUT ACCOUNTABILITY AND EQUITABLE RESOURCES FOR STUDENTS (LOW-INCOME/HOMELESS, ETC.)

2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEA



5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools.

**(NOTE: THIS REMAINING SECTION WILL BE SUBMITTED TO
OSSE AFTER 2/21/12 NCLB FLEXIBILITY WAIVER 6:30P.M.
MEETING AT IDEA PUBLIC CHARTER SCHOOL.)**

PLAN

- * College or career ready by graduation?
- * Accountability → differentiated science & competition } gives credit for Growth (not different from legal)
- * Built in supports:
 - * leadership
 - * Professional development
- * Information to parents
- *



To:

From:

Office of the
State Superintendent of Education

COMMENTS & FEEDBACK FORM

@ipchoo.com

Please feel free to submit General Comments on the flexibility request to the Elementary and Secondary Education Act (ESEA).

① Who controls the purse strings?

② 12:1 student teacher ratio
for all schools

③ Universal testing for undetected vision
related learning disorders

④ Universal music education
- fund DCPS students enrolled in DC Youth Orchestra @ EASTPRA

⑤ All children must learn
to swim prior to graduation

@ DCPS traditional public or
publicly funded charter schools

⑥ Stipends for engaged parents
who are getting results

⑦ I want to SEE TAG programs
in Ward 7 & 8, pilot @ Houston ES
HIS Woodson, Phelps

Before/After Care
Universal



Office of the



State Superintendent of Education

COMMENTS & FEEDBACK FORM

Please feel free to submit General Comments on the flexibility request to the Elementary and Secondary Education Act (ESEA).

- ① How many ^(K-2) schools have initiated Common Core State Standards? What mechanism does OSSE have in place?
- ② How many schools and how much (%) of the professional development \$ were used in 5/9-10, 10-11? Per school (DCPS)
- ③ How many schools and what percent of parent involvement \$ were used by the school in 5/9-10, 10-11 (DCPS)
- ④ What is the % of administrative ^(FTE) ~~(FTE)~~ are \$ in each DCPS school?

Suggestion:

Concentrate on elementary schools
Engage ^{teachers from} parents from Pre K and kindergarten



February 22, 2012

Hosanna Mahaley, Superintendent
Office of the State Superintendent of Education
District of Columbia
810 1st Street NE, 9th Floor,
Washington, DC 20002

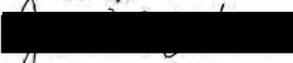
Dear Superintendent Mahaley,

On behalf of the Multicultural Community Service (MCS), please accept this letter in support of the District of Columbia's request for flexibility in implementing the Elementary and Secondary Education Act (ESEA). The MCS supports the Office of the State Superintendent of Education's thoughtful approach to implementing college- and career-ready expectations for all students; expanding current Race to the Top initiatives to support effective instruction and school leadership; building on current school performance matrices to construct a single differentiated recognition, accountability, and support system; and committing to the reduction of reporting duplication and unnecessary burden.

MCS operates the D.C. Parent Information Resource Center (DC PIRC) and provides direct and indirect services to parents, schools and other entities to support parental engagement as a tool to improve student academic achievement. Since 2006, MCS has provided direct services relating to parental engagement for Pre-K and K-12 parents in more than 50 public and public charter schools. These efforts have positively impacted more than 3,000 D.C. parents. Additionally, for more than ten years, MCS has provided language services in community, academic and other settings to reduce language barriers for D.C. parents and other residents with Limited English Proficiency (LEP). With its extensive experience serving D.C. parents, MCS believes that the flexibility OSSE seeks will benefit D.C. students. We are pleased to support this request for flexibility in implementing ESEA.

We believe that the District of Columbia's waiver request builds upon the most positive elements of the No Child Left Behind Act while minimizing barriers and providing the necessary support to maximize student learning. The request will allow higher standards, diversify accountability measures, target interventions and OSSE supports based on needs, and provide greater flexibility in the use of federal funds. We appreciate that this waiver is the result of significant public, stakeholder, expert and official input and feedback, and that our organization had the opportunity to provide feedback during a session with other stakeholders on January 23, 2012. In conclusion, the Multicultural Community Service fully supports the Office of the State Superintendent of Education in its waiver request to the U.S. Department of Education.

Sincerely,


Jared D. Cohen, MBA
Executive Director

2437 15TH STREET, NW, WASHINGTON, DC 20009
PHONE: 202.238.9355
WWW.MCSDC.ORG INFO@MCSDC.ORG

January 30, 2012

Re: The Budget Cut for
KID POWER, INC
[REDACTED]
Washington, D.C. 20001

To Who It May Concern,

I am a grandparent at the [REDACTED] School.

I am writing this letter expressing my concerns in reference to the upcoming budget cuts for the "KID POWER" program. On Thursday, January 26, 2012, it was brought to my attention that the KID POWER program may be cut for the Children with Special Needs that attend the Prospect Learning Center School.

When I pick up my grandson from school he is so delighted with the KID POWER program. He has been learning how to cook, gardening, self-respect, and self-behavior and given more exposure to become self-sufficient and this program is helping to enhance his life skills. My grandson has Attention Deficit Hyperactivity Disorder (ADHA) and other health situations. When he is happy, so am I.

This is why I am disappointed to learn that Office of the State Superintendent of Education (OSSE) is trying to pass a flexibility waiver that would allow schools to take the money used for after-school programs and use it for other purposes.

This isn't fair to our Special and precious children for they are mentally and physically challenged by the day. Please continue to help our children to benefit from the KID POWER after-school programs.

Sincerely,

[REDACTED]
[REDACTED] (wk)
[REDACTED] (hm)
[REDACTED] (cell)

**Alternatives for Equitable Accountability Systems for Special
Education Centers/Students in the District of Columbia Public
Schools**

Submitted By:

Prospect Learning Center

Keesha Blythe, Principal

Larry M. Norman, Instructional Leader

January 30, 2012

SUMMARY

The Prospect Learning Center is a learning community solely dedicated to servicing the needs of special education students. Of the school's 109 students, approximately 75% are classified, as learning disabled and the remaining 25% are students who are emotionally disabled. The school vehemently supports rigorous instruction models while simultaneously facilitating the related services necessary for students' holistic development; however, the school continues to fall below AYP expectations. In comparison to other special education students throughout the DC Public Schools, Prospect students consistently fall in the top performance group. The growth that Prospect students continue to achieve is remarkable; nevertheless, this growth is currently not reflected in the District's determination of the school's effectiveness via AYP standards.

In an effort to present a more equitable platform to increase opportunities for success at Prospect and amongst DCPS special education students in general, it is recommended that a modified version of the Comprehensive Assessment System (Mod-CAS) be utilized. It is also suggested that a value table growth model be incorporated in order to formally recognize the growth achieved by these students – even if they continue to perform below grade-level proficiency.

Modified CAS (Mod-CAS)

Maryland is currently developing the Modified Maryland School Assessment (Mod-MSA), an alternate assessment to the Maryland School Assessment Program (MSA) for students with disabilities having academic difficulties. These are students who are unable to participate in the MSA with accommodations as indicated in their IEP and whose access to the general education curriculum will be based on participation in modified academic content and achievement standards. Beginning not earlier than the 2007-2008 school year, the Mod-MSA will assess and report student attainment of modified indicators and objectives from the reading and/or mathematics content standards. The test will be administered concurrently with the MSA, and students will participate in the Mod-MSA in grades 3 through 8.

The modified Comprehensive Assessment System would be an alternate assessment (different from the Alt-CAS) based on grade-level content and modified achievement standards designed for students receiving special education services and who also meet specific participation requirements. These are students who are unable to participate in the DC-CAS with accommodations as indicated in their IEP and whose access to the general education curriculum would be based on participation in modified academic content and achievement standards. Students taking the Mod-CAS would be assessed in reading and mathematics and students' eligibility would be determined based on his/her individual evaluation information and instructional and service information contained on the student's IEP.

This model is a most recent strategy utilized by several state education entities (including Maryland and Pennsylvania) to facilitate intensified school improvement efforts. Implementation of this program will allow the District to continue in its position as a leader in education reform initiatives as it further attempts to mitigate the issues associated with special education students and rigid AYP requirements.

Modified Academic Standards

Standards are measures of performance against which yearly results are compared and provide assistance in the following areas: 1) help to examine critical aspects of instructional programs; 2) help to ensure that all students receive quality instruction; 3) hold educators accountable for quality instruction; and 4) help to guide efforts toward school improvement. Modified academic standards would be based on the same Common Core content standards as described in the District's curriculum and assessment limits on the Comprehensive Assessment System. The Mod-CAS would differ in format to provide students access to the grade level content standards that incorporates variation in test delivery to meet the specific learning characteristics of the students. Examples include test items with fewer and shorter reading passages, shorter or less complex questions, and test items with fewer answer choices. The Mod-CAS would cover the same content as the CAS. In addition, the modified version would be based on grade-level academic content standards to ensure that students who participate in the Mod-CAS receive instruction in grade-level content so they can make progress towards meeting grade-level proficiency.

Mod-CAS Reading and Mathematics Performance Level Descriptors

Concurrent with the DC-CAS, the Mod-CAS would be a standards-based assessment. Students' performance would continue to be classified as performing at one of four performance levels: advanced, proficient, basic, or below basic. The links below provide detailed specifics of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student is able to demonstrate at each performance level.

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

It is suggested, however, that the following considerations be included in the classification of Mod-CAS participants' performance:

Mod-CAS Reading

Advanced Students at this level can regularly read above grade-level text and demonstrate the ability to comprehend complex literature and informational passages. Students were provided supports, which included test items having fewer answer choices, test items with language (other than required Reading terminology), which was simplified, stimulus material, which was shorter, and test items which had information not essential to the content removed.

Proficient Students at this level can read grade appropriate text and demonstrate the ability to comprehend literature and informational passages. The goal for all students is to reach the proficient or advanced level. Students were provided supports, which included test items having fewer answer choices, test items with language (other than required Reading terminology), which was simplified, stimulus material, which was shorter, and test items which had information not essential to the content removed.

Basic Students at this level are unable to adequately read and comprehend grade appropriate literature and informational passages. Students were provided supports, which included test

items having fewer answer choices, test items with language (other than required Reading terminology), which was simplified, stimulus material, which was shorter, and test items which had information not essential to the content removed.

Below Basic Students at this level demonstrate no mastery of the skills and concepts defined in the DCPS Reading Content Standards. Students were provided supports, which included test items having fewer answer choices, test items with language (other than required Mathematics terminology), which was simplified, stimulus material, which was shorter, and test items which had information not essential to the content removed.

Mod-CAS Mathematics

Advanced. Students at this level can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically. Students were provided supports, which included test items having fewer answer choices, test items with language (other than required Mathematics terminology), which was simplified, stimulus material, which was shorter, and test items which had information not essential to the content removed.

Proficient. Students at this level demonstrate an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics. Students were provided supports, which included test items having fewer answer choices, test items with language (other than required Mathematics terminology), which was simplified, stimulus material, which was shorter, and test items which had information not essential to the content removed.

Basic Students at this level demonstrate only partial mastery of the skills and concepts defined in the DCPS Mathematics Content Standards. Students were provided supports, which included test items having fewer answer choices, test items with language (other than required Mathematics terminology), which was simplified, stimulus material, which was shorter, and test items which had information not essential to the content removed.

Below Basic Students at this level demonstrate no mastery of the skills and concepts defined in the DCPS Mathematics Content Standards. Students were provided supports, which included test items having fewer answer choices, test items with language (other than required Mathematics terminology), which was simplified, stimulus material, which was shorter, and test items which had information not essential to the content removed.

A student who is deemed eligible for the Mod-CAS would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student would be identified as appropriate for instruction and assessment using modified academic achievement standards aligned with the student's grade-level academic content standards. Students pursuing the Mod-CAS are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting each of the following criteria:

- The student is learning based on the District's approved grade-level academic content standards for a grade for which the student is enrolled. There must be sufficient objective

evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.

- The student requires and receives modified academic achievement standards aligned with the Common Core Standards for the student's grade-level during assessments and instruction. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.
- The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not yet making progress at grade level.
- The student must demonstrate that he/she cannot attain proficiency on the actual grade level DC CAS, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

Growth Modeling

In 2005, the U.S. Secretary of Education announced a pilot program allowing states to implement a growth model in addition to the required status model to make accountability decisions. Since that time, growth models have been implemented in 14 states. With the promise of increased support for data-driven decision-making, growth modeling is a statistical technique that analyzes the amount of change in a student's performance over time.

It is proposed that a growth model be used for the District's school accreditation program and adaptation of this model for use in determining whether schools are making adequate yearly progress under No Child Left Behind. If adopted, the growth model would add to the current status and safe harbor system that is used under Section 1111 of the Elementary and Secondary Education Act, as amended by NCLB.

Many DC Public School educators (particularly those serving learning disabled students) have expressed frustration with the assessment information that forms the foundation of the AYP decision because the current AYP decision is based on assessment data that classifies a student as proficient or not proficient at a single point in time (i.e. classification based on status). Teachers, especially special educators, often work with low-functioning students and make improvements in the achievement of individual students, but despite considerable gains, those students may not make it all the way to proficient. Unfortunately, status models alone do not allow student improvement, which may be attributable to teacher intervention, to be tracked in the current system. Implementation of a growth model would give credit in the AYP decision for growth from year-to-year by demonstrating that improvement in the student's achievement is on a trajectory such that the student is expected to attain proficiency within the next three years.

Value Table Growth Model

It is prescribed that a value-table approach to measuring student growth within DCPS be implemented. This model awards a series of points to individuals based on their growth from a low performance category to a higher performance category based on how much that change is valued. Larger growth is valued more than smaller growth; hence, larger growth would receive more points. At present, the following states use this type of model:

- Delaware
- Michigan
- Minnesota

Delaware tests students in reading and mathematics in grades 2 – 10, writing in grade 2, and science and social studies in four grades each (grades 4, 6, 8, and 11). In Delaware, levels below proficiency (Basic and Below Basic) are further subdivided into multiple performance levels to make more granular growth estimates. The Basic category is subdivided into Level 2A and Level 2B. The Below Basic category is subdivided into Level 1A and 1B. This allows for a student to move from the lower end of Basic (Level 2A) to the higher end of Basic (Level 2B) and still allow the school to receive some credit for that growth even though the growth occurs within the same performance category and the student is not yet Proficient.

In the Delaware value-table (see below), points are only awarded to schools when students move across a performance category (or performance category subdivision) that moves them closer to proficiency than they were in year 1. For instance, 175 points are awarded to students that move from Level 1B in year 1 to Level 2A in year 2. However, 0 points are awarded to students that move from Level 2B in year 1 to Level 2A in year 2.

| Year 1 Level | Year 2 Level | | | | |
|--------------|--------------|----------|----------|----------|------------|
| | Level 1A | Level 1B | Level 2A | Level 2B | Proficient |
| Level 1A | 0 | 150 | 225 | 250 | 300 |
| Level 1B | 0 | 0 | 175 | 225 | 300 |
| Level 2A | 0 | 0 | 0 | 200 | 300 |
| Level 2B | 0 | 0 | 0 | 0 | 300 |
| Proficient | 0 | 0 | 0 | 0 | 300 |

A school or subgroup meets AYP if that school or subgroup meets three conditions:

1. Proficiency targets in ELA and mathematics or meets growth targets
2. Meets participation rates
3. Meets other academic indicator requirements.

The growth target for a school or subgroup in any one year is calculated as the proficiency target times 300. For example, if the proficiency target for ELA is 68%, the growth target is then calculated as 68% of 300 or 204. A school or subgroup would need to have an average growth value of at least 204 to meet growth expectations.

For this model, all that is required are performance categories for each grade and a set of value points for each cell in the value table. The table, however, does assume some articulation of the standards from one grade to the next. In other words, it is assumed that students with scores in higher

performance categories in year 2 have improved in their knowledge and skills when compared to the prior year performance.

Technical Considerations for Value-Table Model

There are at least three technical issues for consideration with the value-table approach. The first is how to derive the points assigned for student transitions. Test scores or current test development procedures do not carry any information that can be used to derive these scores empirically. As such, states have used human judgment to determine the value scores. This is considered as a favorable practice since a public discussion of the implications for moving students from Below Basic to Basic or from Basic to Proficient can be an important matter with resource implications. One possible outcome is that a school could be rewarded for moving students from Proficient to Advanced.

Second, if performance categories are to be subdivided into multiple categories, how can these subdivisions be made in a reasonable and defensible manner? It has been proposed that subdivisions can be made on the basis of the standard error of measurement on the test scale such that changes from one level to the next level must be larger than what would be observed from measurement error alone. Judgment may also be used.

Lastly, using these scores to make AYP decisions can be somewhat of a challenge. In Delaware, the average number of points earned by a school is compared to an annual measurable objective (AMO). A school makes AYP if their average points earned from the value-table are equal to or greater than the AMO.

Conclusion

As the District of Columbia continues to progress towards being one of the nation's top urban school districts, implementation of the aforementioned initiatives could prove invaluable. The objective of moving all students towards proficiency is not compromised as well as the challenges that prevent special needs students from performing well are lessened. The modified CAS would prove highly effective, as the majority of our special needs students require read-aloud accommodations per their IEP; however, read-aloud accommodations are not permitted for these students during the ELA portion of the exam. Implementation of the modified CAS initiative would not compromise the integrity of the District's accountability system, but instead, it strengthens the argument for equitable opportunities for success amongst all students. Conjoined with the value-table growth model, students and schools will be able to receive credit for all growth experienced from year-to-year. This practice is only fair as many students' baseline levels are significantly below their respective grade levels. In this regard, to expect a student who is four levels below their grade level to attain grade-level proficiency in one year is highly unrealistic. Implementation of these initiatives would facilitate a more attainable (while still maintaining rigorous instruction) assessment and accountability system for the District of Columbia Public Schools.



January 31, 2012

Hosanna Mahaley
State Superintendent of Education
810 1st Street NE, 9th Floor
Washington, DC 20002

Dear Superintendent Mahaley:

On behalf of Workforce Investment Council (WIC), please accept this letter in support of the District of Columbia's request for flexibility in implementing the Elementary and Secondary Education Act (ESEA). The WIC, which is responsible for advising the Mayor, Council, and District government on the development, implementation, and continuous improvement of an integrated and effective workforce investment system, supports the Office of the State Superintendent of Education's thoughtful approach to ensuring that all students in the District are college- and career-ready; expanding current Race to the Top initiatives to support effective instruction and school leadership; building on current school performance metrics to construct a single differentiated recognition, accountability, and support system; and committing to the reduction of duplication in reporting.

The WIC commends the Office of the State Superintendent for Education for making strides in setting higher standards and expectations for teaching and learning for all students. Adding flexibility to No Child Left Behind (NCLB) enables students to meet the proficiency standards and allows educators to more adequately prepare students for college and careers. The WIC sees the desire of the District to have the flexibility to help students meet the proficiency standards as an advantage to the business community as it has the potential to help strengthen the existing education network and, in turn, help the future workforce meet the employer's needs more successfully.

We believe that the District of Columbia's waiver request builds upon the most positive elements of the No Child Left Behind Act, while minimizing barriers and providing the necessary support to maximize student learning. The request will allow higher standards, diversify accountability measures, target interventions and OSSE supports based on needs, and provide greater flexibility in the use of federal funds. We appreciate that this waiver is the result of significant public, stakeholder, expert and official input and feedback.

Sincerely,

Allison Gerber
Executive Director, Workforce Investment Council

Walker, Valida (OSSE)

From: Kristin Walega <kwalega@CityYear.org>
Sent: Friday, February 03, 2012 4:07 PM
To: OSSE Comments (OSSE)
Subject: City Year DC's thoughts on DC's ESEA Flexibility Waiver
Attachments: City Year Washington DC_Comments on OSSE Draft_1.30.2012.docx

Hi,

Please find attached City Year DC's thoughts on the ESEA Flexibility Waiver Application. I have also shared this in person and via email with Kayleen Irizarry, however I wanted to submit it through the formal system as well just to ensure that we are following the process in place.

We appreciate all the hard work and time that has gone into the waiver application. We have a few thoughts on the application which are attached. I believe some of our thoughts have already made it into the draft application but there are still a few areas we would like to highlight. One is adding behavior as one of the required elements in the accountability report. The second is that it still is not entirely clear how you plan to use the freed funds – SES, etc. We think adding more specificity would make the application stronger and would help non-profits better understand OSSE's plan.

Thanks again for all your help and for the ability for local non-profits to share their thoughts, please let me know if you have any questions. I am happy to further discuss via phone or email the attached thoughts.

Thanks, Kristin

kristin walega
deputy director, city year washington, dc

city year washington, dc
1875 connecticut avenue nw, 11th floor, suite 1130 | washington, dc 20009
t: 202.742.7398 | c: 202.631.8844 | f: 202.776.7788
kwalega@cityyear.org | www.cityyear.org

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City Year's Comments on OSSE's ESEA Flexibility Draft

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

Performance Index Overview

Questions:

1. For academic growth, did you consider on time promotion from grade to grade?
2. For school climate, did you consider including the percentage of students with two or more minor or more serious behavior infractions as a required element of the reports as opposed to an optional one?

Reason for Question: The 2011 "On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a GradNation" and the 2010 "Building a GradNation" Report by Johns Hopkins University and Civic Enterprises demonstrate that on time grade promotion and minor or more serious behavior infractions are key indicators of whether or not a student is on track or off track to timely secondary school graduation. Our work in DC Public Schools supports this research. At Browne Education Campus, a decrease in behavioral infractions was associated with improved academic outcomes for students. This may be attributed to the additional learning time students enjoy as a result of not being out of class for behavioral challenges or to the fact that teachers can better differentiate instruction when they are not struggling to address behavioral issues.

Implementation of Interventions in Focus and Priority Schools

Research from the American Association of School Administrators, the Center for American Progress, and Mass Insight indicates that schools and districts require additional capacity, which nonprofits can provide, to effectively implement proven school reform strategies.^[1] Prior to ESEA Flexibility, states and districts struggled to find funds to support these essential partnerships. However, ESEA Flexibility provides freedom around SES funds, which could be re-directed to support these strategic partnerships. Researchers attribute the minimal effectiveness of the current SES program to its structure.^[2] One way to ensure that supplemental instruction is effective is to have the school select partner organizations that can be strategically integrated into the school community and provide students with additional learning opportunities that are aligned with classroom learning.

Below are suggested changes that we believe will enhance DC's ESEA Flexibility Request by showing reviewers that DC has thought about how strategic partnerships can be leveraged to ensure the effective implementation of school reforms.

2.D.iii: Intensive Intervention

Suggested Change: One way to do this would be to alter the text (new text is highlighted) in the fourth bullet on page 21 so that the text reads:

- "Use the reports from the quality school reviews to select the most appropriate intervention model, plan for its implementation, develop strategic partnerships with nonprofit organizations equipped to help with implementation, and make adjustments during the course of implementation, subject to OSSE approval;"

2.D.v: Detailed Criteria for Determinations of Sufficient Progress

Suggested Change highlighted:

- ☐ School-level progress of intervention implementation

“Each LEA with one or more priority schools will submit a report at the end of each school year it has one or more priority schools for each school on the progress of the school improvement intervention implementation, including how the school is using its strategic partnerships with nonprofit organizations to help with implementation.”

2.E.iii: Targeted Intervention

Suggested Change Highlighted:

- Use the reports from the quality school reviews to inform continuous school improvement, including
 - (1) the assessment of indicators of effective practice,
 - (2) the selection of priority objectives aligned to those indicators,
 - (3) the planning of action steps to address deficiencies related to those objectives,
 - (4) the development of strategic partnerships to ensure the implementation of the aforementioned action steps,
 - (5) the implementation of those action steps, and
 - (6) the evaluation of progress;

Suggested Change Highlighted:

- Specifically implement activities, documented through the action steps referred to above, to address deficiencies in school-based practices, which may include:
 - supplemental, research-based, job-embedded professional development,
 - supplemental instruction to school-selected students through school-selected providers, which may include “SES” providers, nonprofit organizations, schools, or local educational agencies, that have a demonstrated record of providing supplemental education that is aligned with and shown to enhance classroom learning,
 - any activity that is required within one of the SIG intervention models for priority schools, and/or
 - any other activity that is specifically required by an action step included in the CapStar plan in support of an objective included by the leadership team;

2.F: Guided Intervention

Suggested Change Highlighted:

- Specifically implement activities, documented through the action steps referred to above, to address deficiencies in school-based practices, which may include:
 - supplemental, research-based, job-embedded professional development,
 - supplemental instruction to school-selected students through school-selected providers, which may include “SES” providers, nonprofit organizations, schools, or local educational agencies, that have a demonstrated record of providing supplemental education that is aligned with and shown to enhance classroom learning,
 - any activity that is required within one of the SIG intervention models for priority schools, and/or
 - any other activity that is specifically required by an action step included in the CapStar plan in support of an objective included by the leadership team.

²⁴ American Association of School Administrators. 2010. —Response to Intervention Adoption Survey. Web. <http://rti.pearsoned.com/docs/RTIsite/2010RTIAdoptionSurveyReport.pdf>.

Mass Insight. (2007). “The Turnaround Challenge: Why America’s best opportunity to dramatically improve student achievement lies in our worst-performing schools.”

Quillin, J. (2011). "Snapshot of SIG: A Look at Four States' Approaches to School Turnaround." Center for American Progress.
Heinrich, Meyer, and Whitten 2009; Rickles and Barnhart 2007
Burch, P. 2007. "Supplemental Educational Services under NCLB: Emerging Evidence and Policy Issues." Boulder: Educational Policy Research Unit, University of Colorado.
Jacobson, Joan. (2011). "Sending Out An S.O.S. For SES (Supplemental Educational Services): No Child Left Behind's "free" tutoring program for poor children costs the public millions, but is it working in Baltimore City and Maryland schools?" The Abell Report.

Walker, Valida (OSSE)

From: patrick@kidpowerdc.org
Sent: Thursday, February 09, 2012 11:52 AM
To: OSSE Comments (OSSE)
Subject: OSSE Flexibility Waiver

Hello, my name is Patrick DiSalvo. I'm a site director for Kid Power, Inc - a non-profit that runs afterschool programs for under-served youth in the District of Columbia. Kid Power is a subgrantee of DCPS, which is a subgrantee for the 21st Century funds.

The site I run is Prospect Learning Center, which is a special needs school in Northeast DC. I'm extremely disheartened to hear that there is a possibility that the funds that support our program could be used by the school to do whatever they decide.

My students, of which I have 40 enrolled and an average daily attendance of 25, love staying for the after-school program. This is four hours of safe, engaging and academically stimulating time that they are getting after their school day. As an outside program, we can provide these students, many of whom learn in different ways, with differentiated instruction that utilizes a variety of approaches.

We have hands on science and math lessons through gardening and cooking. We have physical learning activities through timing our splits during track and measuring things such as our pulses while learning about our bodies. Youth learn life skills such as baking, shopping, ironing and washing clothes. Students have been learning how to make smart decisions through a Kid Power partner - Metro Teen Aids. Students learn self confidence and also how to improve their communities through service learning activities. Kid Power brings a different energy and approach to the school, which enables the kids to get a fresh experience of learning after-school.

I was a special education classroom teacher in East Harlem in New York for 2 years before I moved into this position. I know that during the school day, there are ways to modify your instruction to engage your students. But the possibilities are much broader in after-school hours. As a former teacher, I also know that by the end of the day, you are extremely taxed from pouring all of your energy into pushing your students to achieve.

Utilizing an after-school program's new energy to modify instruction and give students the ability to review yet also learn new skills is an integral asset to a child's education. In addition, Kid Power employs college students to help tutor the children. This is less of an age gap, and allows not only for instant connections, but also gives the students a valuable frame of reference for becoming a college student.

Kid Power allows serves as an asset to supplement the school day, yet also allows for a holistic approach in helping the youth of DC. It allows students to connect with their communities, explore new activities and learn in an experiential way.

If funds were simply pushed towards the school day, it would be more of the same approach to learning that students are getting during the school day. Who knows where the money would be placed? This is not to say their school day time is valuable. It is just that for additional hours after the final bell, it is important for students to get out of the classroom and experience a different energy and environment. This is why CBOs like Kid Power are so integral to the education of our youth. To see funds pushed towards just the schools would be limiting the education of the whole child in DC.

Thank you very much for your time and consideration.

Best,
Patrick

Patrick DiSalvo
Site Director - Prospect LC
Kid Power, Inc.
[REDACTED]



Reading Partners DC
600 New Hampshire Ave.
Washington, DC 20037

February 10, 2012

Dear Superintendent Mahaley,

Reading Partners (RP) is a national literacy nonprofit in its second academic year in Washington, DC. We currently serve as a partner to eight elementary schools in the city and provide one-on-one tutoring to serve 350 low-income students with plans to grow our impact in the coming years.

Reading Partners' mission is to help children become lifelong readers by empowering communities to provide individualized instruction with measurable results. A 501(c)(3) not-for-profit corporation founded in 2001, Reading Partners recruits and trains volunteers to provide weekly one-on-one literacy tutoring to struggling readers in Title I elementary schools. Full-time AmeriCorps members staff each school site on a full-time basis, working closely with principals and overseeing the tutoring process to ensure quality. Fueled by a Social Innovation Fund investment through the Edna McConnell Clark Foundation, RP will continue to reach more students and communities, and will serve 8,000 students a year by 2015.

RP is supportive of the DC Office of the State Superintendent of Education (OSSE)'s application to the U.S. Department of Education for the ESEA waiver package. We believe that the turnaround principles laid out by the Secretary are strong and well aligned with the RP program model. We welcome the opportunity to continue working with you to provide critical language and literacy skills to struggling students.

Our comments are focused on the *Interventions for Focus Schools and Continuous Improvement Schools*. Reading Partners strongly supports the requirement that designated schools undertake activities to support deficiencies in school-based practices, as described in Section 2.E.iii and Section 2.F. We further support the facilitation of supplemental instruction through providers, including SES providers.

The sound review required in identifying these objectives will ensure that areas are a priority for students.

With respect to identifying providers to support schools in these efforts, we further encourage that the SEA and LEA require or encourage:

- Direct and school-based partnership with external partners that:
 - Are high quality, results oriented partners and have track records of reaching demonstrable academic outcomes for students.
 - Maintain a high level of accountability to the school and LEA.
 - Engage community members and organizations in solutions for students.
- Robust and transparent processes for selecting outside providers, whether or not the providers of services are associated with the current SES system.

Thank you for the opportunity to comment and we look forward to collaborating to increase educational opportunities for DC youth.

Sincerely,

Jason Lody
Regional Executive Director, Reading Partners DC

Contacts

Laura Grossman, Director of Policy

- lgrossman@readingpartners.org [REDACTED]

Jason Lody, Regional Executive Director (DC and Baltimore)

Walker, Valida (OSSE)

From: [REDACTED] <[REDACTED]@student.american.edu>
Sent: Friday, February 10, 2012 1:28 PM
To: OSSE Comments (OSSE)
Subject: OSSE flexibility waiver-CBO support

Follow Up Flag: Follow up
Flag Status: Completed

I am a staff member for Kid Power Inc. writing on behalf of Elizabeth Serrano.

Sincerely,

[REDACTED]

"To Whom It May Concern:

I am writing to inform you what a tremendous difference Kid Power Inc. makes in the life of my son and the other children whom attend the Afterschool Program at Prospect Learning Center. This is my son's first year attending Prospect Learning Center, a school solely dedicated to children with variety of learning disabilities and with special needs. I can honestly say that this school year has been a good transition for my son and also having a great supportive afterschool program like Kid Power Inc. has made a world of difference in both our lives.

Kid Power Inc. has provided sense of normality for my son. He is not focused on his multiple disabilities, but more concerned on being just a regular kid going to aftercare and knowing that he feels accepted for just being himself. Has a single working parent rising a child with disabilities is much more difficult and can be very challenging; because it requires taking extra time off from work to be more present at the school. Kid Power Inc. afterschool program has given men peace of mind knowing that my son enjoys going to aftercare everyday and gives me no hassle about going to aftercare. My son is learning life skills, improving his social skills and self-esteem.

Children with disabilities thrive on consistency in their schedules and to take the funding away from Kid Power Inc. afterschool program would devastate these children which help to improve the children's grades, keeping them safe, helping working families like myself and positive effect on the entire community. The children should not be held responsible and penalized for the actions of these adults whom are unfairly impacting the lives and future of these children. Please support much need funding for Kid Power Inc. afterschool program at Prospect Learning Center and other aftercare programs provided by Kid Power Inc.

I look forward to hearing from you soon and confident a resolution will be made to support afterschool program and I can be contacted at [REDACTED]

Sincerely,

[REDACTED]

Walker, Valida (OSSE)

From: [REDACTED] <[REDACTED]@student.american.edu>
Sent: Friday, February 10, 2012 1:40 PM
To: OSSE Comments (OSSE)
Subject: OSSE flexibility waiver-CBO support

Follow Up Flag: Follow up
Flag Status: Completed

I am a staff member at Kid Power Inc. writing on behalf of [REDACTED]

Thank you,

[REDACTED]

"To whom it may Concern:

My name is [REDACTED] and my daughter [REDACTED] attend [REDACTED] and she also attends Kid Power Inc. Kid Power Inc. after school and summer program is very valuable for my daughter education and life skills as well as the other student that's in the program, my daughter learns how to study & complete her home work, she has been taught how to behavior away from home and has a great attitude towards her fellow class mates.

Kid Power taught my daughter [REDACTED] how to wash her clothes, bake cookies and plant tree so we can have a safer & cleaner environment. She loves to show her work of Art and to brag on the wonderful things she's learning through Kid Power Inc.

So as a parent I'm asking no I'm begging that the funding provide by 21st Century Grant not be re-allocated. The Community Based Organizations are able to provide a different energy to youth during after school than programs run by just teachers who have already worked a tiring day; also CBOs provide engaging hands on creative curriculum. Finally last but not least my daughter enjoys Kid Power Inc. and so do I.

Thanks you,

[REDACTED]

Walker, Valida (OSSE)

From: [REDACTED] <[REDACTED]@student.american.edu>
Sent: Friday, February 10, 2012 1:33 PM
To: OSSE Comments (OSSE)
Subject: OSSE flexibility waiver-CBO support

Follow Up Flag: Follow up
Flag Status: Completed

I am a staff member at Kid Power Inc. writing on behalf of [REDACTED]

Sincerely,

[REDACTED]

"To whom it may concern,

I am a concerned parent of one of the students in the after school program, 'Kid Power' and I just learned that the program is under threat of being eliminated indefinitely. That is devastating! This program is what the students look forward to, it gives them a lot to do, it stands in the gap and intercedes in them staying out of trouble, it gives them a lot of strength towards their academics and helps them strive in their own personal development. This is a very valuable after-school and summer program! Unfortunately, we have a lot of missing children in the system that could have benefited from a program such as this one. These kids are exposed to all kinds of different fun events and experiences that they really enjoy. I urge 21st Century to REINVEST in our city's youth and that the Grant not be re-allocated. This is very imperative to our kids because they are our future.

Very Sincerely yours,

[REDACTED]

[REDACTED]

Walker, Valida (OSSE)

From: Michael Leon <leon@layc-dc.org>
Sent: Monday, February 13, 2012 2:00 PM
To: OSSE Comments (OSSE); Mahaley, Hosanna (OSSE)
Cc: Lori Kaplan; Nicole Hanrahan; Sandy Gutierrez
Subject: LAYC's Request for ACTION on ESEA Optional 11th waiver

To Whom it May Concern,

The Latin American Youth Center recognizes the intent behind the decision to apply for the ESEA Optional 11th Waiver. However we remain significantly concerned that lack of specificity or clarity inherent to the 11th Waiver will result in the divestment of systems and services provided via the 21st CCLC model (which are critical to closing the achievement gap and meeting the holistic needs of District youth) and instead be used as a loosely monitored 'slush fund' to meet non-academic needs in individual LEAs. DCAYA and member organizations first asks that OSSE NOT apply for the Optional 11th Waiver.

The Latin American Youth Center's runs a very successful 21st CCLC program at Powell ES and MacFarland MS. These programs have been critical in maintaining engagement by youth and families in these schools. These schools experienced several leadership changes each within the last 4 years. The 21st CCLC program by LAYC was the only program which stayed constant. The families were able to rely on the after school program when it came to feeling part of the school. The new faculty was also able to rely on the program as a liaison to working with existing families.

If however, OSSE should check the box for the 11th Waiver, we would advocate for the inclusion of the following language to provide clarity, guidance and oversight on the use of these funds.

LANGUAGE FOR WAIVER:

A Priority School that is currently receiving or is awarded a 21st CCLC grant may submit an amendment to their original grant application to use a limited percentage of their 21st CCLC funds (10%) during the school day. The remaining 90% of 21st CCLC funds must be applied to extended learning time in accordance with the guidance provided by the SEA and based on a comprehensive needs assessment. This amendment must be approved by the SEA. The extended learning time model must include a competitive granting process that priorities school-community partnerships, engaged/hands on learning strategies, family engagement, prepared staff, intentional programming, student participation and access, and ongoing assessment and improvement.

Sincerely,

Mike R. Leon
Deputy Director, Education Department
Latin American Youth Center

1419 Columbia Rd., NW
Washington, DC 20009
202-319-2246 (direct line)
[REDACTED] (cellular)
202-462-5696 (fax)
leon@layc-dc.org

Latin American Youth Center (LAYC) is an award winning, nationally recognized multi-service agency serving all low-income youth in the District of Columbia and Maryland's Prince George's and Montgomery Counties.

LAYC programs support academic achievement, promote healthy behaviors, and guide youth toward successful adulthood. LAYC also conducts advocacy and public policy work to broaden opportunities for youth.

LAYC Career Academy, a public charter school offering GED preparation and career training to youth who have not succeeded in traditional high schools, will open in September 2012

www.layc-dc.org. United Way #8489; CFC #55027



Walker, Valida (OSSE)

From: [REDACTED] (SHS) <[REDACTED]@dc.gov>
Sent: Monday, February 13, 2012 6:57 PM
To: OSSE Comments (OSSE); Lord, Mary (OSSE)
Subject: Science DCCAS

Schools are having difficulty meeting the standards for math and English already. Why add another impossible hurdle. If No Child Left Behind changes from the expectation of 100% pass rate with no financial support I would re-evaluate the situation. Thank you for asking for my opinion.

Sent from my iPad

Join Mayor Gray's One City * One Hire - 10,000 Jobs Campaign "Putting District Residents Back to Work - One Hire at a Time"

Learn more at <http://onecityonehire.org>

Walker, Valida (OSSE)

From: [REDACTED]@comcast.net
Sent: Monday, February 13, 2012 9:14 PM
To: OSSE Comments (OSSE)
Subject: ESEA

OSSE

I support improved education for the children of District of Columbia school system. An strongly recommend tutorial services continue to be offer as a link towards higher educational gains for the students.

Sincerely,

[REDACTED]
Club Z! In HomeTutoring Services

Walker, Valida (OSSE)

From: Erich Martel <ehmartel@starpower.net>
Sent: Monday, February 13, 2012 10:43 PM
To: OSSE Comments (OSSE)
Cc: hosana.mahaley@dc.gov; Warren-Jones, Monica (OSSE); White, Trayon (OSSE); ATD OSSE; Trabue, Ted (OSSE); lmcgslover@aol.com; Mary Lord W2; Douglas, Dorothy (OSSE); Slover, Laura (OSSE); Briscoe-Kendrick, Jamikka (OSSE); Anderson, Kamili (OSSE); Jones, Mark A. (OSSE); Mara, Patrick (OSSE)
Subject: Comments on the ESEA Waiver Request
Attachments: 090230_WOODROW WILSON SENIOR HS.pdf

DC OSSE NCLB WAIVER APPLICATION
Testimony Submitted on February 13, 2012
DC OSSE Hearing, Chevy Chase Community Center

Testimony by Erich Martel ehmartel@starpower.net
Ward 3
Retired DCPS Social Studies Teacher
(1969-2011: Cardozo HS, Wilson HS, Phelps ACE HS)

State Superintendent Mahaley
State Board of Education Members
DC OSSE Staff

Good Evening,

I am making several recommendations to the draft ESEA Waiver Application, which I will identify by section subtitle and page number(s).

MORE ROBUST SCHOOL LEVEL REPORTING FOR ALL SCHOOLS, pp. 35-37

1. Please add the following under “**Academic Growth**”:
DC OSSE will require each DCPS and each DCPCB high school whose students take the PSAT, the SAT and Advanced Placement examinations to post on their websites and submit to DC OSSE for posting on its website the performance results that are provided annually by the College Board in a format called the “**School Integrated Summary**.” This 37 page document is available in late August or early September. It provides detailed information that shows school scores, ethnic/racial disaggregations and comparisons to the state, i.e. DCPS, and national performance. Since this report contains no student or teacher names, there is no issue of confidentiality. (see attachment, “Wilson HS School Integrated Summary, 2007-08”)

In contrast to the DC CAS, which does not align to any other state’s tests, this document provides real comparative information that shows student performance relative to their city-wide, public school peers and to their national, public school peers.

2. Please add the following under “**Student Achievement Total**” (p. 35):
DC OSSE will require all DC Public Charter Schools to take the same DC CAS or other examinations that the DC Public Schools are required to administer.

DC OSSE will align itself with all other states that are under ESEA testing guidelines by ending the practice of posting early in the school year the DC CAS Technical Blueprints, which announce which standards will be selected for testing in each subject area and grade level.

Explanation: The practice of announcing the standards that will be tested and, therefore, which ones do not have to be taught, is a form of curriculum narrowing, that artificially inflates student performance results. No other state engages in this practice.

3. Please add the following under “**College and Career Readiness**” (pp. 35-36)

DC OSSE will require each DCPS and each DCPCB high school to post the official list of June graduates on the school or LEA website and will submit this list to DC OSSE for posting on its website. Graduates means students who have met all mandatory requirements for graduation and who will be eligible to receive the high school diploma during the graduation ceremony.

4. Please add the following under “**College and Career Readiness**” (pp. 35-36)

DC OSSE will require each DCPS and each DCPCB high school to issue separately identified diplomas to each student whose eligibility for graduation was satisfied by taking one or more summer school or “Credit Recovery” courses or other course completion arrangements that were based on courses that met for too short a time to satisfactorily complete course standards.

Explanation:

DC Summer School and after-school Credit Recovery Courses meet for only 82 to 92 hours, compared to 125 -135 hours for classes meeting during the school day.
(see Martel)

5. Please add the following under “**College and Career Readiness**” (pp. 35-36)

DC OSSE will draft separate graduation requirements for students who wish to pursue a traditional trade in a certified program that leads to an apprenticeship or equivalent career or trade certificate.

Explanation:

The current, single-path requirement for a high school diploma requires students wishing to learn a trade or non-college career to take the same college-prep graduation requirements, in addition to the courses in the trade or career area. This causes students to drop out from lack of interest.

Erich Martel

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Opinion: “A” for effort shouldn’t count

By *Erich Martel* for the Fordham Institute’s “Education Gadfly” newsletter

www.edexcellence.net/gadfly/index.cfm?issue=599&edition=N#a6419

In the District of Columbia Public Schools, where I teach social studies, “credit recovery” (CR) is a program of after-school courses for high school students who have failed the same classes during the regular school day. CR enables these pupils to receive credit towards graduation; but the “recovery” courses have distinctly lower standards than the standard kind. As a result, any increase in graduation numbers achieved through this means may well yield a false impression of improved student learning.

The ideas behind credit recovery are nothing new; for decades school systems have offered summer and night programs where students can pass courses while—often—doing less work. Credit recovery is simply the latest incarnation of this approach. And it’s not just taking hold in the nation’s capital; CR programs are being launched all around the country and enrollment is booming. But these efforts haven’t been scrutinized for evidence that students are actually meeting the same standards that “regular” courses would demand of them.

In many public school systems, including DCPS, students who fail key high-school courses such as Algebra I or English 2 are scheduled into double periods to give them additional time to master challenging subject matter. Credit recovery does the opposite; it creates separate credit bearing courses, but with 25 to 40 percent fewer scheduled classroom hours. A typical two-semester course (1.0 Carnegie unit) offered during the regular school day in most DCPS high schools is scheduled for 120 to 135 seat hours. In credit recovery, meanwhile, the total number of teacher-student contact hours is eighty-two to ninety-two hours. (Contact hours are important, especially given that most of the students enrolled in CR courses had deficiencies in prerequisite knowledge from the get-go. For these students, expanded—not constricted—classroom time is critical for success.) Plus, CR courses come with the additional restriction that “*there will be no traditional 'homework' assigned in Credit Recovery. All assignments will be completed during class time.*” (Emphasis mine.)

In her October 28, 2008 “Chancellors’ Notes,” DCPS Chancellor Michelle Rhee described the expansion of CR from the previous year’s trial run of 200 students in seven high schools to “over 1,400 students...[in] all 16 high schools.” Enrollment was open to all students, grades 9 through 12, including many with no lost credits requiring “recovery.” By the end of that school year, easily more than twice the chancellor’s original estimate of 1,400 students had enrolled in CR. (The actual number of students who received credits under these conditions has not been reported and is difficult to estimate, since many CR teachers reported drop-out rates of more than 50 percent.)

Moreover, many CR class teachers were assigned courses they were not certified to teach. During the past two school years, students enrolled in different subjects were assigned to one teacher and grouped in a single classroom. In some cases, non-instructional staff members, such as counselors, were assigned to “teach” CR classes. The clear expectation of school officials responsible for these assignments was that students would spend most of their time completing work sheets with little active teacher instruction.

Many students were simultaneously enrolled in two courses, even though one is the pre-requisite for the other, as in math, Spanish, and French. Some students, mainly ELL/ESOL, were enrolled in as many as three English courses at the same time. CR teachers reported a range of direct and indirect pressure by administrators to pass students enrolled in these courses despite failing grades, extensive absences, and late enrollment.

In my experience, CR as practiced in DCPS leads to a decline in actual student learning, teacher morale, and institutional integrity. It certainly mitigates against high standards. When some of our most academically challenged students are offered shortcuts that allow them to receive course credits for only partial content mastery, knowledge and the work ethic on which it is founded are devalued. Like ancient gilded lead coins, each recipient of CR credits is deceived with an inflated sense of achievement, which will burst the moment he or she learns that full college acceptance is conditional upon completion of remedial, non-credit courses. This is, of course, completely consistent with the lamentable pattern of giving kids diplomas that purport to attest to achievement and readiness but actually do nothing of the sort—which is arguably the origin of standards-based reform and external accountability in U.S. education going back to the flurry of high school graduation tests that started in the 1970s.

Simply put, credit recovery, in Washington, D.C. and elsewhere, makes a mockery of local and national efforts to improve our country’s knowledge base.

Erich Martel is a social studies teacher in the District of Columbia Public Schools and activist in the Washington Teachers’ Union. He can be reached at ehmartel@starpower.net

Walker, Valida (OSSE)

From: Rene Wallis <rene@peopleanimalslove.org>
Sent: Tuesday, February 14, 2012 1:16 PM
To: OSSE Comments (OSSE)
Cc: Maggie Riden; Moss-Lurry, Agnes (OSSE); Andrew Stein; Ed Davies; Grigioni, Daniela (DCPS-OOC); Hosanna Mahaley; Noel, Jeffrey (OSSE); Grant-Skinner, Jeremy (OSSE); 'Kamil. Anderson@dc.gov'; Irizarry, Kayleen (OSSE); Slover, Laura (OSSE); Lora King; Lord, Mary (OSSE); Warren-Jones, Monica (OSSE); Mara, Patrick (OSSE); Soumya Bhat; Trabue, Ted (OSSE); White, Trayon (OSSE)
Subject: Waiver: Don't check the box, Redirect SES
Attachments: PAL Waiver Request Comments.docx; PAL Club Mid Year Progress Report 2011.2012.pdf

To the OSSE ESEA Waiver Team:

Please find PAL's thoughtful comments on the ESEA waiver attached, as well as our Mid-Year Progress Report. You will see that we take our work at Stanton Elementary very seriously, and we know that our colleagues in the afterschool community are equally dedicated to results for children in the District.

I urge OSSE to take the following actions:

1. Don't check the box on redirecting 21st CCLC funding because it is an effective use of funds.
 - o CCLC programs result in academic and social gains.
 - o CCLC solve problems for children, school principals and their staff and families.
 - o CCLC programs maximize the use of other DC funds being invested in schools
2. Redirect SES money to more effective uses. It's funding structure is flawed.
 - o Constraints make this funding require rapid staffing and funds only short term programming.
 - o Children need sustained programs to make gains.

Thank you for this opportunity to contribute to the discussion.

Sincerely,

Rene Wallis
Executive Director
People Animals Love
731 8th Street SE # 301
Washington DC 20003

www.peopleanimalslove.org



Comments on the ESEA Waiver Request

State Board Members

Office of the State Superintendent of Schools

441 4th St, NW - Old Council Chambers

By
Rene Wallis
Executive Director
People Animals Love

Thank you for this opportunity to provide community insight into how the waiver could be used to improve what is happening for children in DC.

People Animals Love has an afterschool program at Stanton Elementary School, one of DC Public Schools lowest performing elementary schools. There a tremendous amount of work to be done at Stanton. In the spring of 2011, 70% of Stanton's students tested below basic, 20% tested at basic and 10% were proficient. PAL combines academics, structure and an animal studies program to help the children of Stanton achieve and to help DCPS create a thriving community institution, a high performing school.

The work at Stanton is funded by a 21st Community Learning Center grant, which is administered by OSSE. Afterschool and summer programming can and should be a key tool for the District as it works to improve education for our children. Out of school time can help children make academic gains both by direct remedial and supportive instruction and through exposure to amazing experiences that motivate children to learn. High quality afterschool can take a burden from overworked principals and teachers, it can give families comfort to know their children are busy and productive, it can support working families, and it can create important part time jobs for our older youth and community members who want to support children.

The District has too few high quality providers.

PAL has been working at Stanton for three years. We are the only nonprofit afterschool program in the school, and we work with more than 150 children annually. PAL works in partnership with DCPS Out-of School-Time Programs, City Year, which is funded by DCPS, and Scholar Academies, a nonprofit turnaround management team.

Measuring progress:

1. Keep reading and math as the measures. While it would be good to add additional subjects in the long term, we aren't able to help the children learn to read and do basic math. Those are core skills.
2. The waiver should include a way to measure gains based on a student's baseline. Students who make reading and math improvements will test out at basic or below and they know they are "failing" even though they may have made significant progress. This is a brutal for children to experience. Every year, they will take a test that documents their deficiencies.

Extended learning time:

1. **Redirect the approximately \$6 million in Supplemental Education Services into comprehensive afterschool and summer programming.**
 - A. SES funding by its nature, short bursts of large sums of money, limits the effectiveness of the program.
 - a. Short term programs make hiring high quality staff extremely difficult
 - b. Due to the short tenure of the program and the annual staff turnover, there is a lack of relationship with the students, parents and schools reducing impact.
 - B. SES diminishes the ability of DC funded afterschool programs to maximize attendance, a core principal of afterschool.
 - a. Afterschool begins three to four months prior to SES. Children are attending programs. SES is forced to recruit children from afterschool programs funded by the District, for example, 21st Century and/or the Children's Youth Investment Trust. Then, when SES ends, and the children are sent back to the afterschool program to complete the year.
 - C. Use the Children's Youth Investment Trust fund to distribute funding through a competitive process, as they are competent to distribute money quickly.
 - D. Ensure these funds support effective programs in high need areas that add value to the principal, teachers and parents.
 - a. Fund programs at schools in high need areas to support DCPS and charter schools working with high percentages of educationally at-risk students.
 - b. Fund programs that serve 100 or more children at each location so the program can impact the school culture and be worthwhile for the principal and teachers. Smaller programs could subcontract with the lead to provide specialized services.
 - c. Use the federal best practice outlined on the Department of Education's Doing What Works website for school turnaround to guide funding. Programs should have five elements: **1.) Align instruction with the school day; 2.) Maximize attendance; 3.) Organize instruction (small group instruction based on student need relying heavily on games 4.) Structured time and 5.) Process and Outcome Evaluation**
 - E. Build capacity within the community to offer high quality program
 - a. Fund the Trust to provide trainings
 - b. Create program guidelines that are realistic to guide program growth; high quality services are complex
 - c. Renew funding based on outcome success

- F. Ensure funding is used in alignment with citywide goals for education;
 - a. Have DCPS Office of School Turnaround and Out of School Time Programs work with CYTF board to assure alignment
 - b. Align with 21st Century and CYTF so afterschool and summer programs are funded enough to result in quality
 - c. Consult with charter school board for charters.
 - G. Fund the trust to create a youth development training course with DC high schools to provide trained staff for afterschool and the Summer Youth Employment Program
2. **Adjust 21st CCLC guidelines so they fund comprehensive programs that meet the five federal best practice standards proven to help turnaround schools**
- A. Identify schools with supportive principals because successful afterschool requires **alignment with the school day**. Principals who do not engage with afterschool dramatically decrease its effectiveness.
 - B. Currently there is a financial disincentive to meet guidelines for **maximized attendance**. Grantees receive the same funding whether a student comes 30 days for 1 hour per day or 200 days for 495 hours (150 days afterschool/2.5 hours a day + 20 summer days, 6 hours per day). Change from counting a child who attends 30 days or more as “one attendee” to a child who comes a set number of hour, for example, 200 hours) as one attendee.
 - C. Provide free training, through the Trust, so staff so organizations can **organized instruction** which means meet the needs of children where they are now in small groups, and use games to promote academics
 - D. Provide funding to the Trust to increase community capacity for **process and outcome evaluations** to build on their current work for tracking attendance and outcomes. Programs common data gathering and evaluation capacity for outcomes and support to ensure process evaluation is occurring.

Walker, Valida (OSSE)

From: [REDACTED] <[REDACTED]@aol.com>
Sent: Tuesday, February 14, 2012 2:36 PM
To: OSSE Comments (OSSE)
Cc: [REDACTED]@hotmail.com; Mara, Patrick (OSSE); Evans, Jack (COUNCIL); Kimbel, Sherri (COUNCIL); [REDACTED]@gmail.com; [REDACTED]@gmail.com; Cave, Jeralyn (OSSE); Grant-Skinner, Jeremy (OSSE)
Subject: ESEA Waiver Request – Comments

State Superintendent Hosanna Mahaley,

Thank you for this opportunity to submit comments on the OSSE ESEA Waiver Request. I am a parent of a 5 year old kindergartner at [REDACTED] Elementary and a 3 year old pre-schooler at my in-boundary school [REDACTED] Elementary. The following comments are respectfully submitted for your consideration. I am copying my Ward 2 representative Mary Lord and Ward 1 Representative Patrick Mara because Garrison straddles wards 1 and 2 and we are in touch regarding school-related issues. I am also copying my ANC2F Chair Mike Bernardo, Councilman Jack Evan and Sherri Kimbel, his education staffer. It was my pleasure to work with Mary Lord and Mike Benardo to assist OSSE in receiving public comments on the waiver request by getting time scheduled at an ANC2F monthly meeting and by helping to arrange for a Ward 2 meeting at Garrison Elementary School.

Parents Want High Standards

While I can appreciate that NCLB is not perfect and that the goal of 100% proficiency by 2014 will not be met, parents want high standards maintained. For all its flaws, the beauty of NCLB is that it sets the right goal of high achievement for everyone. Parents with whom I have spoken are not so much fazed by their school being labeled "failing" and they are more concerned that the definition of "failing" will be adjusted to allow schools to wriggle out from under accountability. Parents want schools to continue to be judged by how children in each of the sub-categories are doing. Continuing to collect the data is a start but schools should continue to be judged by how well they are meeting the needs of all subgroups. If the current thinking is to step away from a narrow focus on testing and scores, an equal amount of rigor should be devoted to demonstrating HOW non-academic school assets and programs contribute to preparing our children for college and life. There needs to be an affirmative definition and objective measures of a "Good School" – perhaps one with well-running administrative systems, an excellent leader, a great team of teachers, engaged parents and community, organized tutors, wrap around services that really work, etc. OSSE should set up accountability around specifics in lieu of an exclusive focus on testing. None of it matters, however, if our children are still unable to read and write at a level that keeps them on track for success.

Mine, Share and Implement Successful School Strategies Across Charter and DCPS

I understand the need for flexibility from the overly prescriptive and narrow interventions. However, I would like to see more work done around what interventions DO work and a system in place for sharing those. Various interventions should be researched and customized for each school that is experiencing challenges. Information on innovations, systems, programs, etc. should be systematically gleaned from high performing charters AND DCPS schools. What works should be shared across central office staff, principals, teachers, parents, students and communities, resulting in a wide range of options for addressing specific school challenges. Those few schools that did make AYP must know something. There should be a system in place that allows that knowledge to be disseminated and utilized.

Make Parent Choice a Reality

Parent Choice is an absolute non-starter in DCPS as, in my understanding, there are no post-lottery seats available at schools that make AYP by the Parent Choice deadline. Expanding the Parent Choice offerings to schools that are higher performing might help – provided the school parents want to leave has not been re-defined out of qualifying to be left. The situation for families with more than one child becomes an order of magnitude more complicated when trying to get siblings into the same high performing school. With seats at high performing schools in short supply whether through the lottery or Parent Choice and with transformation stymied at many neighborhood schools, parents are left very little choice but to leave the district. Stronger DCPS schools has to be the answer.

OSSE Should Manage It's Own Data on Schools

As a taxpayer and as a parent, I strongly urge OSSE to take back control of its charter school and DCPS data from FOCUS.org. We are financing multiple school systems and no one would deny that DCPS and charters are in a direct, head-to-head competition for students and, therefore, dollars. Any motivated parent who wants a certain breadth of data on DCPS schools not available on the DCPS profile pages goes to the FOCUS.org website to get customized reports. That means traffic is driven to FOCUS.org which artificially elevates its number of "hits" and most importantly, everyone who is simply seeking information is subjected to what amounts to advertising for charter schools.

I am not against charters in principle, per se. However, I am absolutely FOR strong neighborhood schools where ever they can possibly be achieved. These key comparative data should be held and offered by OSSE and OSSE only. They should be made available in a neutral internet environment – not on the website of the advocacy organization for the competitor to DCPS.

Thanks again for this opportunity to comment. Please feel free to contact me with any questions.

████████████████████
Member, Headstart Parent Policy Council
Chair, ANC2F Education Committee
VP, Garrison PTA
████████████████████

NEW LEADERS PUBLIC COMMENTS
OSSE ESEA FLEXIBILITY APPLICATION DRAFT
February 14, 2012

New Leaders would like to thank the District of Columbia Office of the State Superintendent (OSSE) for the opportunity to provide comments on OSSE’s ESEA Flexibility application to the U.S. Department of Education (ED).

ED’s offer of flexibility under the Elementary and Secondary Education Act (ESEA) provides the chance to align critical systems – standards, assessments, school accountability, and educator evaluation – with raised expectations for all students. And, by implementing good processes of engagement in the design of new systems, you can bring in critical expertise and build confidence in a new way of measuring and supporting student growth.

New Leaders’ goal is to provide recommendations that will strengthen your request, focused primarily on Principle 3. Please note that these recommendations are not intended to be comprehensive. Instead, they focus on the principalship as part of a broader coherent and aligned system of accountability and support that improves teacher and principal effectiveness and increases student success.

Recommendations always come from a particular set of beliefs. We have three:

1. **Principals matter.** A large body of research backs up the idea that improving principal effectiveness is central to improving student achievement. The principal’s impact is significant because of the leadership actions principals take to create the school-wide conditions that support student learning – especially those that directly influence teacher effectiveness, including hiring, professional development, evaluation, and retention or dismissal. As you develop a theory of action and a set of strategies that flow from it, we believe it is critical to include principal effectiveness policy in your thinking. This will necessarily include actions to change expectations for principals and the standards and expected outcomes of principal preparation programs.
2. **Alignment matters.** Academic standards, school accountability, teacher effectiveness policy, and principal effectiveness policy can work in tandem or at cross-purposes. As you develop your plan, we encourage you to look at these systems together. Having a sound theory of action connecting strategies to expected outcomes is essential to ensuring that they are mutually reinforcing. The flexibility application should be written through a collaboration across offices.
3. **Implementation matters.** As you pay close attention to the design of your systems for educator effectiveness, make sure to focus on creating guidelines and state investments that will support high-quality implementation across districts. Given the amount of time available, make sure to include sufficient time for implementation and build in mechanisms for continuous improvement as you learn from implementation.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

New Leaders applauds OSSE’s proposed work to support teachers. We would recommend that similar support systems be provided to principals. For example, among other things, we suggest that you communicate (1) how you will prepare and support principals to provide strong, supportive instructional leadership focused on career and college readiness; and (2) how you will work with principal preparation

programs to ensure that they prepare principals to provide strong, supportive instructional leadership based on rigorous academic standards.

Strong instructional leadership is essential to helping schools transition to new standards. With respect to #1 above, make clear and consistent connections between “strong, supportive instructional leadership” as described here and the “instructional leadership” standard that is part of your principal evaluation system. Specifically, we suggest including the following:

- A description of instructional leadership that includes principals’ being effective at conducting rigorous teacher evaluations, giving frequent and high-quality feedback, using data to inform instruction, creating robust professional learning structures at the school level, and supporting backwards planning of units and lessons based on rigorous academic standards.
- A description of the high-quality training you will provide for principal managers¹ to ensure their deep knowledge of the state’s adopted academic standards and to ensure that they have a shared understanding of its connection to the instructional leadership practices expected in principal performance standards.
- A description of how new standards for teacher effectiveness will incorporate the rigor and expectations of high academic standards, and how principals will receive training on observing for and providing feedback around this new level of rigor.
- Any progress the state has made or is planning to make on actions that will support instructional leadership such as: new interventions to support the lowest performing students, data systems that can support data-driven instruction, professional development to help school leaders and principal managers understand the implications of new standards for classroom practice, trainings on new assessments, support for curriculum realignment, development of instructional modules, opportunities for vertical alignment of curriculum, and professional learning opportunities for school leaders and their managers focused on understanding what college and career readiness means.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

New Leaders supports OSSE’s proposal of an AMO that includes attainment and growth and would recommend including another assessment measure – gap closing – as part of the AMO in addition to the non-assessment measures already specified in the application. To achieve the ultimate goal of raising achievement for all students and specifically accelerating the learning growth of historically high-need subgroups, AMOs need three kinds of student outcome measures (none of which is solely sufficient):

1. Attainment, or reaching a designated goal: As part of a broader set of measures, attainment is critical to setting a high expectation of what is possible for students. But, as with the current federal accountability system, attainment can create perverse incentives for principals (e.g., encouraging them to focus on students closest to the target at the expense of lower-performing students; or encouraging them to leave very low-performing schools for fear of sanctions).
2. Growth for individual students, or making progress toward a goal: Value-added growth models in particular put the focus on improving the performance of all students in a school from their starting point toward an ambitious goal. This includes students who have already reached proficiency and should be challenged to attain even higher standards of excellence.
3. Gap closing, or making faster progress toward a goal for lower-performing students: Gap closing is at the core of our work and, we believe, reflects the core mission of public education to provide opportunity for all students. A system could address this by, as one example,

¹ Throughout this document we use the term “principal managers” to refer to the individuals who supervise principals. They are traditionally Superintendents and Assistant Superintendents, but their titles vary from place to place.

awarding points to schools for moving low-performing subgroups by certain percentages and subtracting points if the scores of all students decrease.

Given that among the nation's major urban school systems, D.C. has the largest achievement gap between black and white students as well as the largest achievement gap between white and Hispanic students, we view the inclusion of gap closing as a particularly critical component of AMO for OSSE.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

We applaud OSSE for using the full flexibility timeline to ensure proper implementation of its evaluation systems. Well-designed evaluation systems will require changes in other systems of support for principals, including but not limited to the job description and caseload for principal managers, professional development and coaching systems, and placement and compensation systems; and it provides for an adequate amount of time for system learning and improvements based on that learning.

OSSE's flexibility application shows its clear desire to ensure effective implementation of teacher and principal evaluation systems by dedicating staff and discretionary grant funding to providing necessary guidance and technical assistance to LEAs. Given the importance of investing in implementation, we urge OSSE to review the capacity needed both at the state and local levels to implement the evaluation systems effectively and recommend OSSE propose dedicating more resources—both staff and funding—to providing the technical assistance necessary for successful evaluation system implementation.

Similarly, we would recommend OSSE show even deeper investment in specific areas of implementation such as training for evaluators. There are substantial training needs associated with developing a strong principal evaluation system. These should include norming activities, designing robust examples of evidence, and providing guidance and skills on student outcomes goal setting. We also recommend that OSSE identify funding for professional development as well.

Finally, we recommend that OSSE put in place a monitoring and learning plan for its evaluation systems as a basis for continuous improvement. Two of our recommendations for the design of the principal evaluation system are to require a long-range evaluation of the system and to include stakeholders in the process of learning from implementation. We specifically recommend that the monitoring and learning plan include the following:

- Requiring LEAs to report on principal evaluation ratings (overall and broken down by components), so that you can compare ratings to other available data.
- Auditing LEAs whose systems produce principal evaluation results that do not match student outcome results. Audit teams should include current practitioners in order to maintain a focus on results rather than compliance.
- Creating opportunities (e.g., conferences, webinars) for *all* LEAs to share promising practices and implementation challenges, particularly while they are in the pilot phase.

New Leaders appreciates the opportunity to provide comments on OSSE's ESEA Flexibility Request. Should you have any questions or want more information, please feel free to contact Jackie Gran, Chief Policy and Partnerships Officer, by email at jgran@newleaders.org or by phone at 646-792-1070. For all of New Leaders' recommendations for preparing ESEA Flexibility requests, please see our paper, *Driving Alignment and Implementation: The Role of the Principalship in ESEA Flexibility (Version 1.0)* (<http://www.newleaders.org/wp-content/uploads/2011/12/2011.12.21.ESEA-Guidance.v2.pdf>).



February 15, 2012

Dear Superintendent Mahaley and the Office of the State Superintendent of Education:

On behalf of New Community for Children (NCFC), a non-profit organization located in Ward 6 (previously Ward 2) that receives 21st Century Learning Center funding, we urge you to not apply for the ESEA Optional 11th Waiver.

Founded in 1988, New Community for Children provides children and youth with learning experiences that build up their academic, social, and creative skills. We believe that excellent educational opportunities are the key to helping families break out of the poverty cycle. We offer creative hands-on learning in our after school and summer programs, and advocate for healthy families and challenging schools to support that goal. NCFC's parents, staff, and board members are grateful for all the 21st Century Learning Center funding has enabled us to accomplish.

Our organization is in agreement with DCAYA's position against OSSE's decision to apply for ESEA Optional 11th Waiver:

DCAYA recognizes the intent behind the decision to apply for the ESEA Optional 11th Waiver. However we remain significantly concerned that lack of specificity or clarity inherent to the 11th Waiver will result in the divestment of systems and services provided via the 21st CCLC model (which are critical to closing the achievement gap and meeting the holistic needs of District youth) and instead be used as a loosely monitored 'slush fund' to meet non-academic needs in individual LEAs. DCAYA and member organizations first asks that OSSE NOT apply for the Optional 11th Waiver. If however, OSSE should check the box for the 11th Waiver, we would advocate for the inclusion of the following language to provide clarity, guidance and oversight on the use of these funds.

LANGUAGE FOR WAIVER: A Priority School that is currently receiving or is awarded a 21st CCLC grant may submit an amendment to their original grant application to use a limited percentage of their 21st CCLC funds (10%) during the school day. The remaining 90% of 21st CCLC funds must be applied to extended learning time in accordance with the guidance provided by the SEA and based on a comprehensive needs assessment. This amendment must be approved by the SEA. The extended learning time model must include a competitive granting process that priorities school-community partnerships, engaged/hands on learning strategies, family engagement, prepared staff, intentional programming, student participation and access, and ongoing assessment and improvement.

The 21st Century Learning Center funding is vital as it serves as a resource for after school funding and provides a lifeline to our NCFC community in the Shaw/Howard area.

Sincerely,

Board of Directors

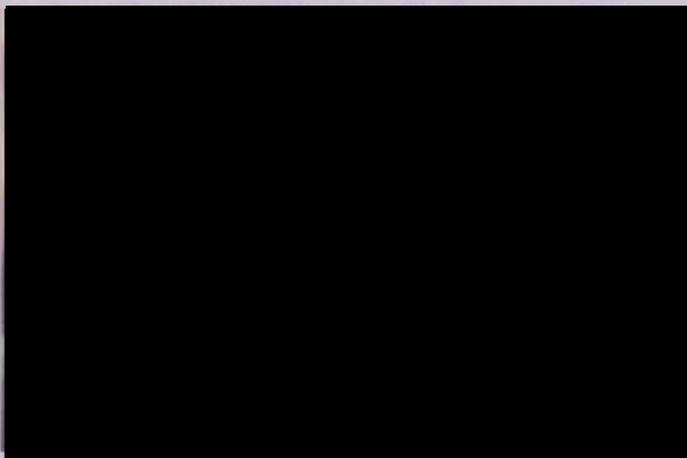
Advocacy Committee: Reverend Jim Dickerson (Ward 1), Nadine Duplessy Kearns –NCFC Executive Director (Ward 4), Shiv Newaldass (Ward 6), Margarita Ortiz – Committee Chair (Ward 6), and Nicole Pierre (Ward 4)

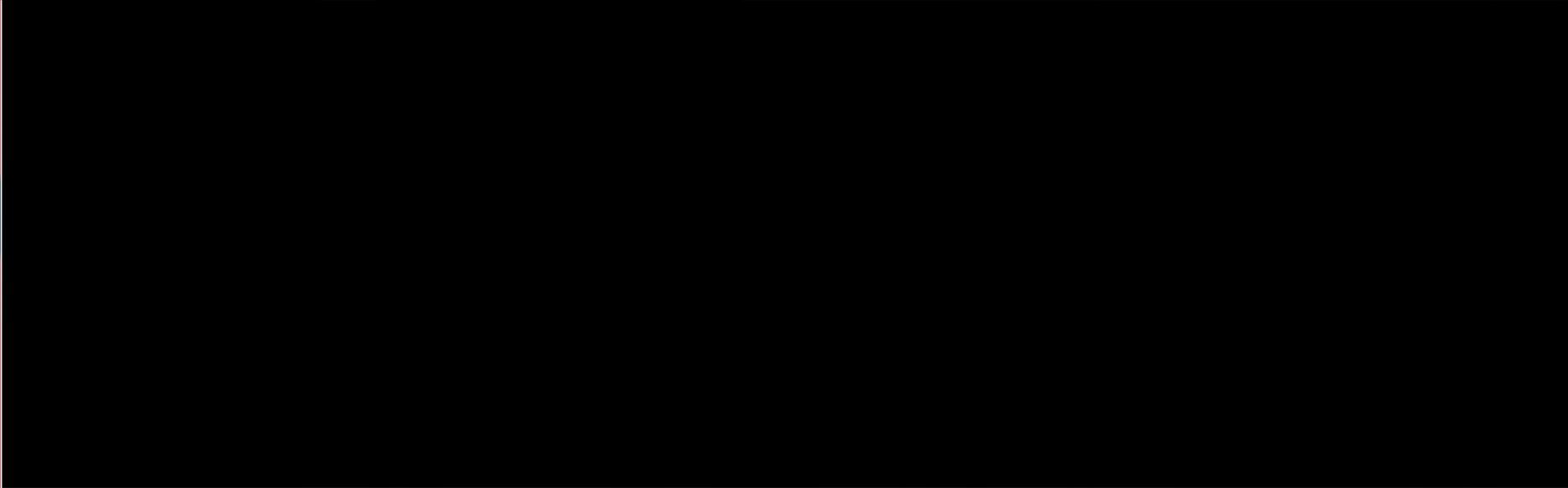
Parent Committee: Chair Arayna Randall (Parent of child attending NCFC)

FEBRUARY 21, 2012

PROPOSED

A PROPOSAL TO: Office of the State Superintendent of Education, OSSE
**NCLB FLEXIBILITY WAIVER
APPLICATION (2012)**





ESEA Flexibility Request



Progress is being made...

- **National leader in education**
 - Pre-K enrollment of 3 and 4 year olds
 - School breakfast participation
 - Alignment of DC CAS with common core state standards
- **Moving toward release from High Risk status**
 - Addressed 349 findings, “0” open items
- **Improvements in compliance with IDEA**
 - Released from Blackman of Blackman-Jones consent decree
 - Improved timeliness on key compliance indicators
 - Met 100% of the 34 court ordered transportation metrics

... There is still room for improvement

- **78,469 students in 54 LEAs**
 - 41% attend Public Charter Schools
 - 77% African American, 15% Hispanic
 - 72% low-income
- **Proficiency based on 2011 DC CAS**
 - 45% in English/Language Arts
 - 47% in Math
- **NAEP Science results**
 - 8% of students proficient
- **Graduation Rate**
 - 58% of students graduate in 4 years

Under NCLB the District faces the following challenges:

- In 2012, state level targets increase to 83% proficient and will increase the number of schools identified as “failing”
- By 2014, almost all schools taking DC CAS will be identified as “failing”
- Science and composition are not included in accountability, thus stifling college-and-career readiness
- Continuation of “one size fits all” interventions
- Limited support for “failing” schools
- Schools not rewarded for growth
- Lack of flexibility in the use of Title I funds

3 Principles

1. Transition students, teachers, and schools to a system aligned to college and career ready standards for all students
2. Develop differentiated accountability systems
3. Undertake reforms to support effective classroom instruction and school leadership

Principle 1

Transitioning to College-and Career-Ready Standards and Assessment

- In June 2010, DC SBOE adopted Common Core State Standards (CCSS)
- By 2013, DC CAS will be fully aligned to CCSS
- Expand PD for educators to support transition
- Race to the Top (RTTT) participation adds resources for schools
 - Example: Professional learning communities and exemplar teaching lessons

Principle 2

Developing Systems of Differentiated Recognition, Accountability and Support

- New State and school targets
- School effectiveness based on performance, student growth, and other indicators
- 5 school classifications
- Differentiated interventions and supports by school
- DC OSSE cross-functional team to coordinate state level services

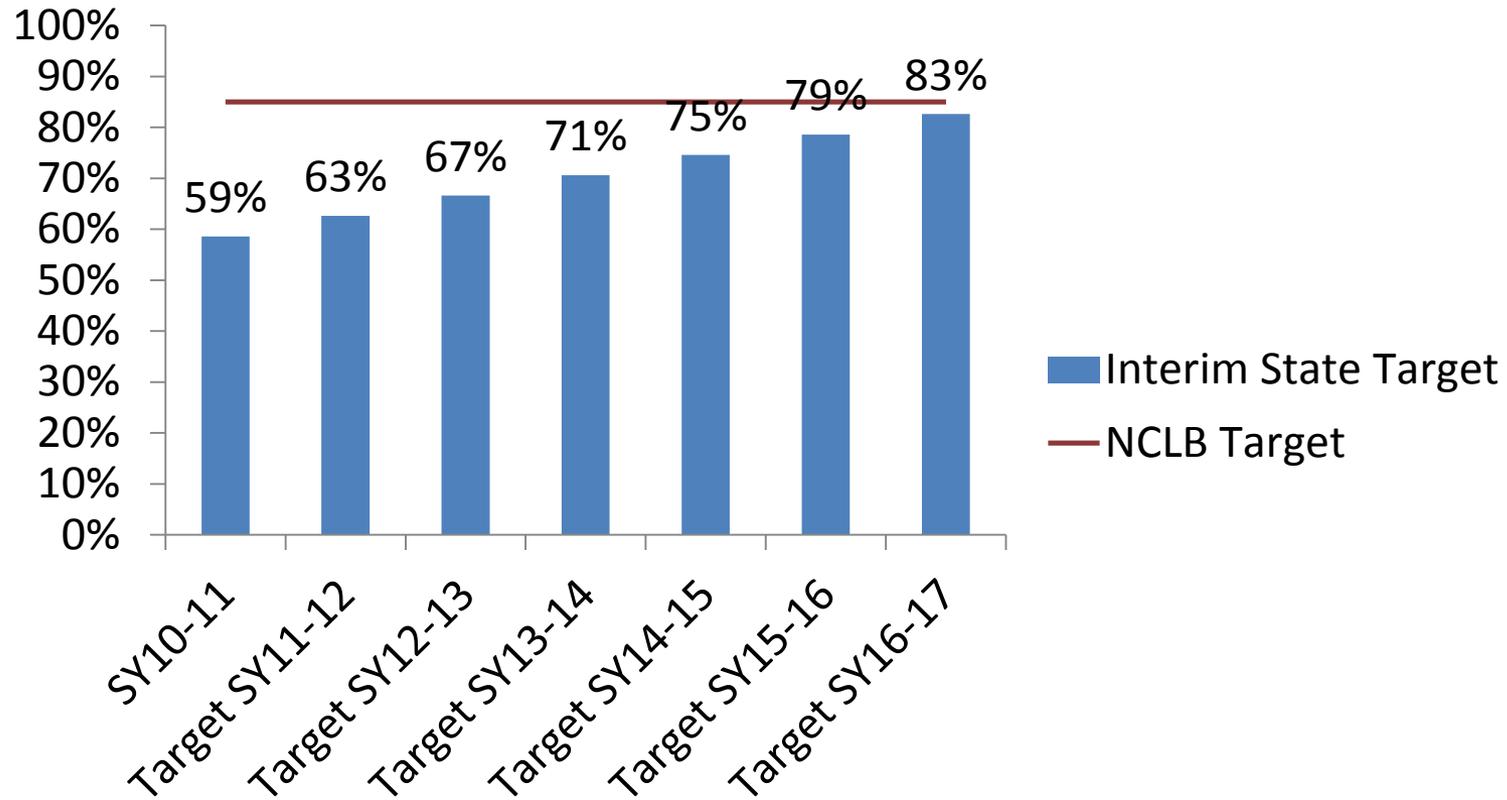
New State and School Targets

- State targets increase each year 4.5%
- By 2017, students proficient statewide
 - 73% proficient in English/Language Arts
 - 74% proficient in Mathematics
- School level targets are individualized with each school expected to reduce by half the number of non-proficient students by 2017

Principle 2: Accountability



Graduation State Target



4% Annual Growth

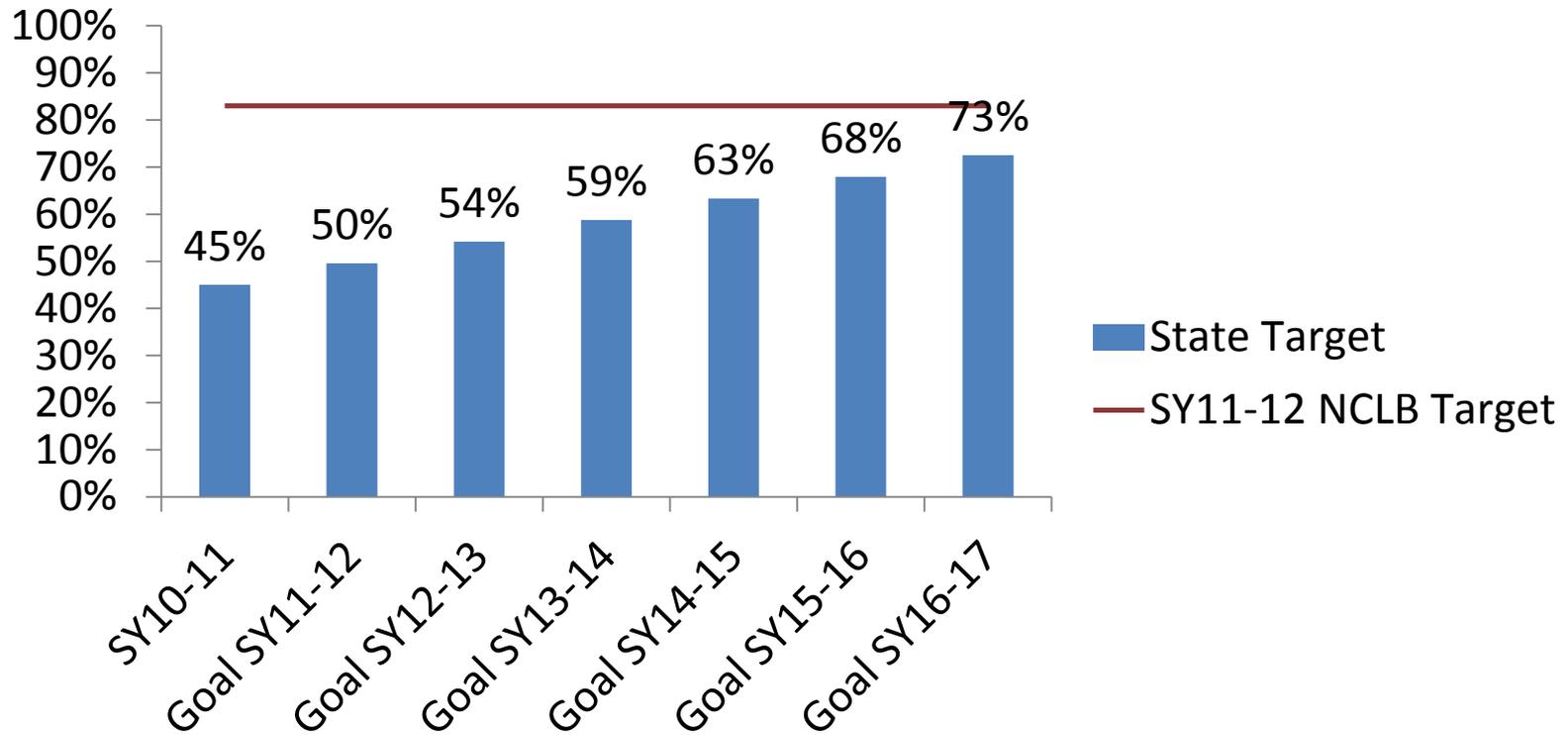
At least 202 additional students statewide graduates a year

At least 8 additional students graduating per year per high school

Principle 2: Accountability



English/Language Arts State Target



4.5% Annual Growth

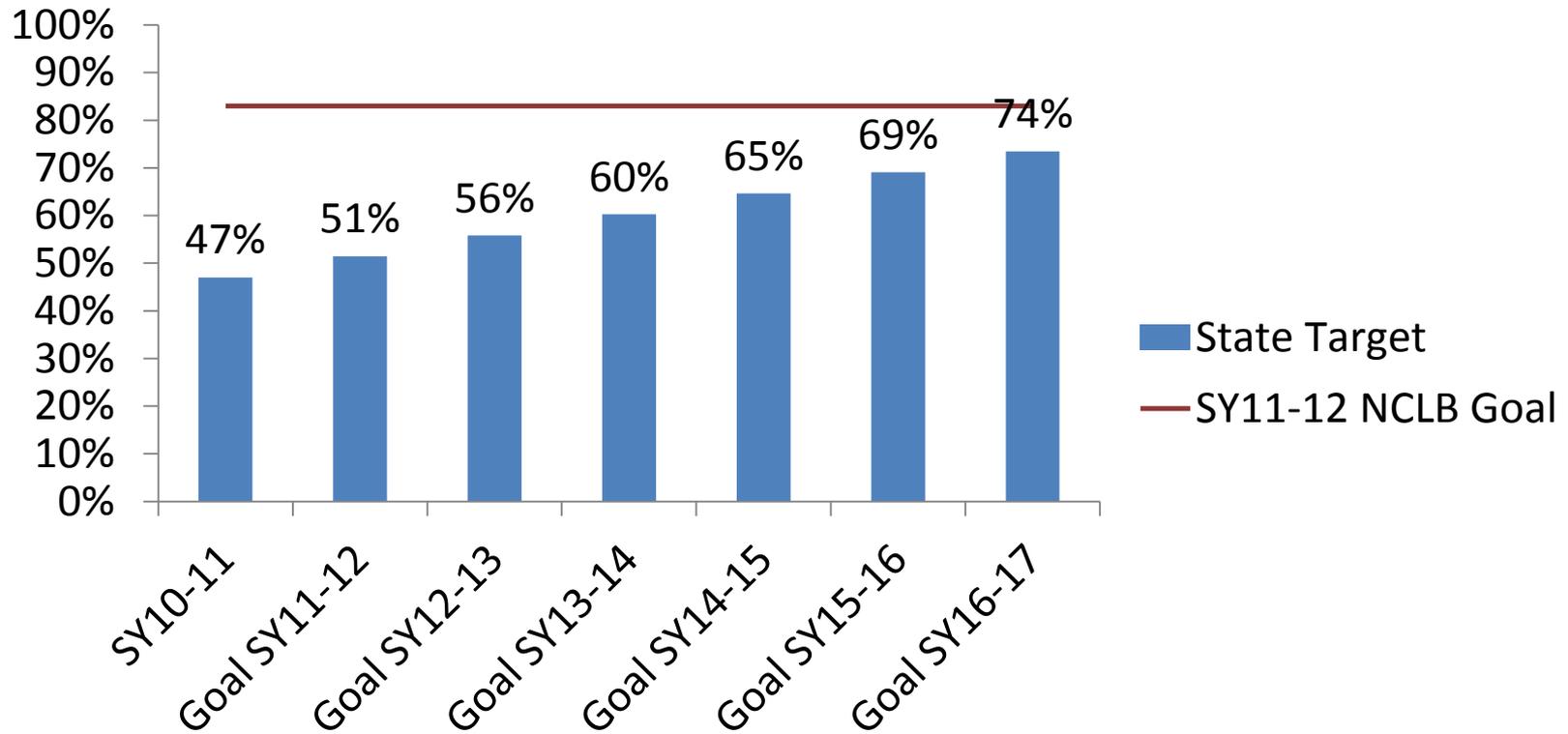
At least 1450 additional students proficient statewide per year

At least 8 additional students proficient per year per School

Principle 2: Accountability



Mathematics State Target



4.5% Annual Growth

At least 1450 additional students proficient statewide per year

At least 8 additional students proficient per year per school

Sample School Target

Goal: Reduce by half the number of non-proficient students

| | 2010-11 | 2016-17 | Expected Change (Annual Change) |
|-------------------------|---------|---------|------------------------------------|
| Asian/Pacific Islanders | 72% | 86% | 14 % (3%) |
| Black/Non-Hispanic | 41% | 71% | 29 % (6%) |
| Hispanic | 47% | 73% | 29% (5%) |
| White | 88% | 94% | 6% (1%) |
| Special Education | 16% | 58% | 42% (8%) |
| Lep/Nep | 25% | 62% | 37% (7%) |
| Econ. Disadvantaged | 38% | 69% | 31% (6%) |
| All Students | 45% | 73% | 28% (5%) |

Accountability Index

- Use of multiple measures to determine school effectiveness
 - Proficiency
 - Growth
 - Graduation Rates
 - DC CAS Participation

School Classifications: 5 Distinct Categories

- Index Score on 100 point scale
- Incentivize performance based on proficiency, growth, and subgroups

| Category | From | To |
|---|------|------|
| Reward (federal requirement – high performing, high progress) | 80 | 100+ |
| Rising | 45 | 79 |
| Developing | 26 | 44 |
| Priority (federal requirement – lowest performing) | 0 | 25 |
| Focus (federal requirement - schools with substantial achievement gaps) | 0 | 100+ |

Snapshot of School Classifications

| Category | From | To | # of Schools | # of Title I Schools | % of All Schools | % of Title I Schools |
|------------|------|------|--------------|----------------------|------------------|----------------------|
| Reward | 80 | 100+ | 17 | 7 | 9% | 4% |
| Rising | 45 | 79 | 67 | 56 | 36% | 35% |
| Developing | 26 | 44 | 49 | 48 | 26% | 30% |
| Priority | 0 | 25 | 25 | 23 | 13% | 14% |
| Focus | 0 | 100+ | 30 | 26 | 16% | 16% |
| Total | | | 188 | 170 | 100% | 100% |

Reward School Identification

- **Highest-performing schools**
 - Schools will be ranked based on their overall school index.
- **High-progress schools**
 - Schools will be ranked based on improvement in overall school index from year to year, beginning in June 2012 when DC CAS results are available. These will be based on individual school target index scores.
- **Incentives**
 - Red Ribbon School of Excellence
 - Financial Rewards if a Title I school

Meet At Least 1 = Focus School

- **Statewide Achievement Gaps:** Has a subgroup that performs substantially lower than the state average on any subject or
- **Within-School Achievement Gaps:** Has a subgroup that performs substantially lower than the highest-performing subgroup within the school on any subject or
- **Participation Rate** for subgroup is lower than 95 percent for two consecutive years

All 3 for 2 consecutive years = Exit Focus School

- **State-wide Achievement Gap** – Reduces the achievement gap for all subgroups to below 20 for one or more years and
- **Within-school Achievement Gap** – Reduces the within-school achievement gap for all subgroups to below 1.5 for two or more years and
- **Participation Rate** – Exceeds 95 percent participation for the subgroup leading to the initial identification

Meet At Least 1 = Priority School

- **Graduation Rate** of 60 percent or less for two consecutive years or more or
- **Index Score** is 25 or less for the all students subgroup or
- **Participation Rate** lower than 95 percent in the “all students” group for two consecutive years or
- **Receiving Federal SIG funds for school turnaround**

All 3 for 3 out of 5 Years = Exit Priority School

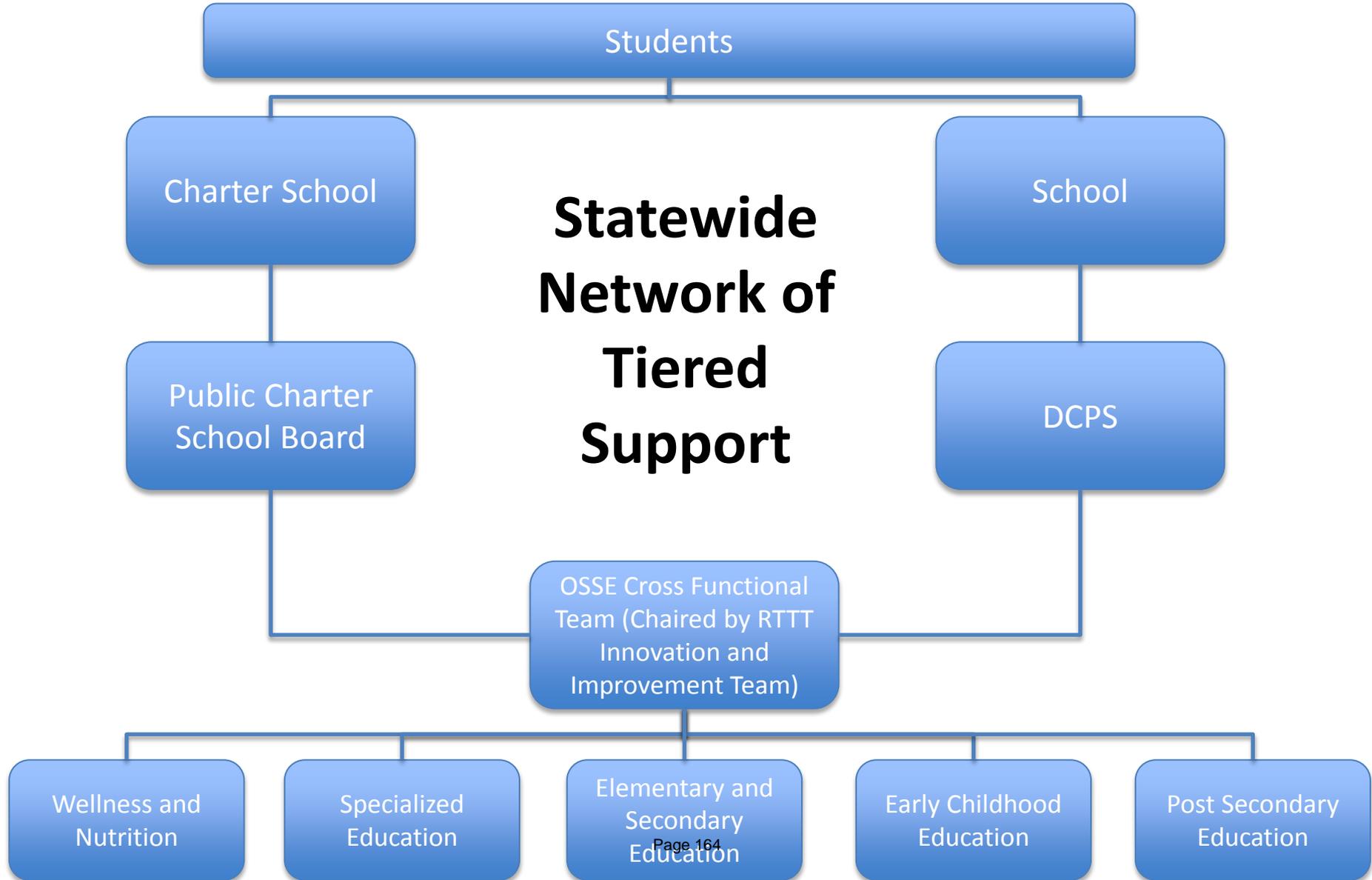
- Index Score is greater than 25 for the all students subgroup and
- Graduation Rate is greater than 60 percent and
- Participation Rate exceeds 95 percent for the “all students” subgroup

Statewide Network of Tiered Support

OSSE, DCPS, PCSB will work in partnership to reward and support schools

- ✓ Maximize resources
- ✓ Minimize burden

Principle 2: Accountability



Principle 2: Accountability



Meaningful Consequences for Focus and Priority Schools

| Year | DCPS and PCSB Role | DC OSSE Role |
|------|---|---|
| 1 | Develop and implement plan | Review and make recommendations |
| 2 | Adjust plan as needed | Review and make recommendations |
| 3 | Implement plan approved by OSSE | Approve and proscribe use of funds |
| 4 | Consider school closure or alternative governance | Recommend for closure or alternative governance |

Principle 3

Evaluating and Supporting Teacher and Leader Effectiveness

- Development of statewide guidelines
- Input from teachers and principals
- Performance based on multiple measures
- Results used to provide feedback to improve instruction

Much of the work is already underway...

- Race to the Top (RTTT) alignment with ESEA Flexibility Waiver
- 30 out of 54 LEAs serving 90% of students are implementing evaluation systems this year

...Still work to be done

- Title I LEAs will be required to implement teacher and leader evaluation systems
- Must include student growth for tested and untested grades and subjects

Benefits of ESEA Waiver

- Relief from 2013-2014 timeline for achieving 100%
 - Reset goals that are ambitious and achievable
- LEA and school improvement and accountability requirements
 - Rewards schools for significant student growth
 - Move away from over-identifying schools as “failing” and prescribing “one size fits all” interventions
- Tailored use of federal funds to meet LEA, school, and student needs

What Does This Mean For Parents & Community?

- One stop shop to obtain information on school effectiveness based on uniform system for all schools
- Needs of students and schools are individualized based on performance

Waiver Application Timeline

- Submit revised waiver application to ED by June 1, 2012
- If approved:
 - apply new accountability system beginning with 2012 DC CAS data
 - Work closely with DCPS and PCSB to implement new structure
 - Continue community and parent outreach to inform change in accountability structure

On behalf of D.C., OSSE welcomes the opportunity offered by ED to

“show growth with every child, every year, toward the 2020 goal that the U.S. once again leads the world in the proportion of college graduates.”

Dr. Kayleen Irizarry

Assistant Superintendent

Division of Elementary and Secondary Education

Office of the State Superintendent of Education (OSSE)

Government of the District of Columbia

810 First Street, NE, 5th Floor

Washington, DC 20002

Contact Email: kayleen.irizarry@dc.gov

Contact Phone: (202) 741-0258

Listening Session on ESEA Flexibility Waiver Application

May 29, 2012

OSSE- 9th Floor

| Name | Title/Position | Organization | Email/Phone |
|------------|-----------------------|------------------|---------------------------|
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| | | DME | |
| | | SBOE | |
| | | | |
| | | | |
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| | | | |

ESEA Waiver Update: An Invitation to Discuss Flexibility and its Impact on Education in the District of Columbia

May 29, 2012

OSSE- 3rd floor

| Name | Title/Position | Organization | Email/Phone |
|------------|--------------------------|------------------------------------|--|
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| [Redacted] | VP Development | Eagle Academy PCS | mmarinez2@eagleacademy.pcs.org (202) 544-2646 |
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| [Redacted] | | OSSE | mmclward@data.org |
| [Redacted] | Head of School | ATA | |
| [Redacted] | Principal | Aerts 3 Tech | chauston@data.org 202 398.6811 |
| [Redacted] | DC Youth Trust | Pres / CEO | mangata1997@yahoo.com |
| [Redacted] | | | |
| [Redacted] | | | |

From: Robert Cane [rcane@focusdc.org]
Sent: Tuesday, May 29, 2012 2:07 PM
To: Mahaley, Hosanna (OSSE)
Cc: Irizarry, Kayleen (OSSE)
Subject: FOCUS Comments on Latest ESEA Waiver Draft

Hosanna --

Thanks for the chance to comment on this. I set out below our main objections and, given more time, can give you page by page comments. Some of the schools and the PCSB likely have additional objections.

You'll see that we think there's a lot very seriously wrong with the draft and cannot support it as is. In fact, if these problems aren't eliminated before submission to DOE we'll have to actively oppose the waiver application.

Happy to discuss at your convenience.

Robert

- OSSE should not turn in its waiver application until it has had time to absorb all of the written and oral comments it's getting today and change the draft accordingly (I don't believe that DOE required its submission this week). Presumably OSSE is not asking for comments and holding today's meetings for show.
- OSSE is correct to acknowledge that it is PCSB, not OSSE, that has primary authority to ensure charter school accountability with ESEA. However, OSSE should limit its monitoring to the PCSB and not monitor the charter schools, either alone or in conjunction with PCSB, at least during the first two years of Priority/Focus status. If PCSB chooses to delegate to OSSE its compliance oversight authority beginning in the third year OSSE may take over this function. OSSE should eliminate from the draft any reference to OSSE compliance authority over charters in years one and two, including control over 20% of Title I funds.
- OSSE may not designate the PCSB as the charter school LEA (read: school system) for purposes of ESEA. This would require an amendment to the D.C. School Reform Act of 1995, which we would not support.
- OSSE should not seek to impose its will on schools that fail to make all of their AMO's. As we know from long experience with AYP, all schools will sooner or later fail with at least one subgroup. As currently written the draft sets out a scheme that is likely to be just as irrational and onerous as what it seeks to replace. What's more, this is a completely new addition to the draft and effectively extends OSSE oversight and control to a large percentage of charter schools. PCSB is responsible for charter school accountability for all schools that are not Priority or Focus schools, not OSSE.

- As OSSE recognizes in the draft, PCSB has an excellent system for determining which schools are doing well and which aren't and has the tools and the will to deal with the latter. OSSE should therefore not include any standards or interventions in the draft that go beyond the minimum required by DOE, instead leaving it up to PCSB to take action against low-performing schools. OSSE should remember that, in per capita terms, PCSB has an excellent record on school closure. It also would be well to remember that D.C. has closed 30% of all charters that have been opened since 1996, and all of these were performing in the bottom quartile academically.
- OSSE mentions charter school autonomy over personnel practices and decisions but then completely tramples on their autonomy in the draft. DOE requires that student growth be a "significant" factor in teacher evaluation but does not require that "significant" be defined as 50% overall or 30% on the DC CAS. OSSE should revise this standard to take into account the flexibility given to charter schools by our charter school law. OSSE also should revise the draft to take into account that the DOE has recognized PCSB as a high-quality authorizer and under DOE guidelines it should be given significant flexibility from state rules with regard to evaluation policies, which need only meet federal guidelines.
- PCSB, not OSSE, should monitor the schools for compliance with the requirement to implement staff evaluation systems.
- OSSE has no authority to require schools to submit individual teacher and leader ratings and we would advise schools not to do so.

Robert Cane

Executive Director

Friends of Choice in Urban Schools (FOCUS)

1436 U St. N.W. #204, Washington DC 20009

[202/387-0405](tel:2023870405)

www.focusdc.org

PCSB Comments to ESEA Draft Waiver Proposal of May 24.

Draft – in process – May 29, 2012

Summary: PCSB has some significant concerns with the draft waiver submission dated May 24, 2012. We appreciate the opportunity to express these concerns, and respectfully ask that we have the opportunity to work collaboratively to address them. We note that this version contains many significant changes to the original, and therefore believe that sufficient time needs to be made to allow key stakeholders to work with OSSE to have their issues addressed. The June 1, 2012 target submission date is likely too early to allow for such a collaborative process and as such we request that the deadline be extended to allow for sufficient time for our, and others' concerns, to be meaningfully addressed.

1. Significant Concerns

- a. **Expansion of OSSE oversight to any school that does not meet an AMO (non "Priority" and non- "Focus" schools).** We strongly object to the new language inserted at pages 96 and 97 and request that this revert back to the original submission. Similar language changes to comport with this on pages 99 and 101 and 102. There should be no consequences other than those developed by PCSB for schools that fail to meet a specific AMO. Specified consequences, reservation of Title I funds, enhanced OSSE oversight and monitoring, and other measures should be reserved exclusively for priority and Focus schools
- b. **The entire section 3 around teacher-leader evaluation is fundamentally flawed.** It lays out a structure of State standards along with the need to secure a waiver from such standards should schools desire. It fails to mention that PCSB has been identified by the Department of Education as a high quality authorizer that meets the CSP assurances from 2010. Given this, Title I charter schools in DC are not required to seek waivers from the state, nor are they required to adhere to state guidelines. They are only required to have evaluation systems that comply with the ESEA Waiver standards, the determination of which must be made by PCSB. We recommend that this section be re-written to reflect this.
- c. **PCSB as the LEA.** PCSB does not act as an LEA and is in no way an LEA. We recommend that in all places remove "acting as the LEA for charter schools for accountability purposes" and substitute "which, as the charter school authorizer, is primarily responsible for ESEA accountability"
- d. **AMO and Priority / Focus Calculation.** The process for determining AMOs is still unclear (Pages 63-65). We need to understand it better, and we suggest that it needs to be better explained in the waiver. We also need to understand which schools, as things stand now, would be designated Priority and Focus schools each year as the AMOs become more strict

- e. **All turnaround principles simultaneously.** We do not consider it to always be best practice that all interventions along the seven categories be implemented in all cases. Nor do we believe that in all cases it is most effective that every intervention be implemented simultaneously. Therefore please remove any language implying that schools will be required to implement interventions along **all** seven turnaround principals. (For example, page 75, “To ensure effective implementation of strategies addressing all seven turnaround principles...” and “...that includes the concurrent implementation of all interventions.”, and “although all interventions will be implemented concurrently in priority schools...”.)

- f. **Language that contradicts the idea that PCSB has sole responsibility for developing and overseeing interventions in the first two years.** We appreciate that the document makes this clear. However, there are many areas in the document where this principle is contradicted and that need to be re-worded so that the document does not contradict itself. What follows is an incomplete list.
 - i. Page 79: “Priority schools that are identified as not meeting the needs of students with disabilities will be required to implement a plan that addresses, at a minimum, the following:”
 - 1. Recommend changing this to “Consistent with our description of improvement plans and interventions for priority schools, priority schools that are identified as not meeting the needs of students with disabilities will be required to implement an improvement plan that addresses these deficiencies.”
 - ii. Page 81: “Schools identified by the DC OSSE as priority schools will have no less than half a year and no more than one year to plan for implementation of selected models”
 - 1. Recommend changing to, “A school that has selected one of these four models will work with PCSB to plan for and implement the model in the timeframes required by the SIG program”
 - iii. Page 81: “To assist that school and LEA in development of the plan, a school-level needs assessment or quality school review will be doncuted in each priority scool by a visiting review team that includes staff from the DC OSSE ... or the PCSB... Improvement plans for priority schools must incorporate a turnaround plan that includes strategies and interventions addressing all seven turnaround principles.”
 - 1. Recommend removing this entire passage.
 - iv. Page 81: “Upon submission of the LEA turnaround plan and performance targets for each priority school, the DC OSSE will review and make recommendations as needed, and **approve the use of the LEA’s and/or school’s Title I funds based on the**”

1. OSSE cannot deny the use of Title I funds during the first two years as this would effectively take control of the accountability process from PCSB. Recommend eliminating the entire paragraph beginning after “and make recommendations as needed.”
 - v. Page 81: “To ensure that the DC OSSE can provide effective guidance and support to LEAs and schools, each turnaround plan will include mid-year and annual performance targets set by ...PCSB ... across four areas: academic achievement, school climate, community, and parent involvement, and resource management”
 1. This is overly intrusive and dictates the measures to be used by PCSB. OSSE’s concern during the first two years should be academic achievement, not the means by which to achieve it. Suggest re-writing to read “To ensure that the DC OSSE can provide effective guidance and support to LEAs and schools, OSSE will monitor academic results as well as periodic reports from PCSB as to the progress of the schools.” Also, remove all references to “mid-year” reports.
 - vi. Page 84: “...DC OSSE will require all newlay identified priority schools to spend at least half of one school year planning for the implementation of meaningful interventions that meet the turnaround principles”
 1. Remove this sentence as it conflicts with PCSB’s oversight over the planning and implementation.
 - vii. Page 90: Similar to comments above for “priority schools” the entire first three paragraphs of page 90 should be re-written to reflect PCSB’s primary role in developing and overseeing improvement plans.
 - viii. Page 95. The table indicates low autonomy and very high SEA engagement.
- g. Clarify the language at page 82 stating that DCPS and PCSB have the primary responsibility of developing and implementing a turnaround plan during the first two years.** Specifically, OSSE’s approval role only kicks in after two years of a school not meeting its target. If a school is meeting its target for the first two years, there is no reason OSSE should suddenly get approval rights in year 3 (the final year of the plan before the school exits). We believe that this is OSSE’s intention but would appreciate it being made clearer.
- h. Percentage of Priority and Focus schools.** We believe that the number of schools labeled as Priority and Focus should be capped at 5% and 10% of schools, respectively.
- i. Focus Schools – have a safety valve for a time when there are few schools with subgroups that are performing well below state averages.** Rather than change the standard, if there is a point where there are few schools that have a subgroup performing more than 20 points below the state average for that subgroup, then instead draw from the lowest-performing schools for “all students” to fill out the 10%

“focus” school list.

- j. **Focus Schools. We need to consider whether school closure is the right option after four years.** A high-performing school with low-performing subgroups in many a cases may need intervention, not closure. We do not think we should box ourselves into a single solution for these schools.
- k. **Alternative Schools.** We are concerned that schools serving demonstrably alternative populations (high percentages of SPED, ELL, adjudicated, chronically truant, expelled, homeless, foster) will be consistently designated as Priority and be recommended for closure. This is a result nobody wants. Recommend that at the bottom of page 64, rewrite:

“ ... Since it is critically important to recognize growth in special needs students, the District of Columbia will investigate the process of creating a growth measure to use with alternative assessments.”

To

“... Since it is critically important to recognize growth in special needs students, as well as students in alternative schools with very high percentages of special education, ELL, homeless, foster, and adjudicated youth, as well as youth with history of expulsion and chronic truancy, the District of Columbia will investigate the process of creating an appropriate AMO methodology for use with such schools, as well as a growth measure to use with alternative assessments.”

2. Other Issues

- a. Page 53: remove reference to OSSE developing and implementing teacher-leader evaluation systems.
- b. Page 53 – on the organization chart we would appreciate if OSSE would use a dotted rather than a solid line connecting PCSB and OSSE to reflect PCSB’s status as an autonomous governmental body.
- c. Top of page 59 – one of the dates is out of sequence.
- d. Last line of page 66 “two **consecutive** years”; top of 67 add “**for two consecutive years**” after “95 percent for subgroups”
- e. Bottom of page 75 remove “oversee” before the word “monitor”
- f. Page 75, second paragraph. The description of the web-based tool should be softened to provide more latitude to PCSB and references to the CFT “continuous planning, implementation, monitoring, and course adjustment” is incompatible with PCSB’s principal role in developing and overseeing the intervention
- g. Page 76. The paragraph just under “**Effective use of time**” should be rewritten to be the same as the paragraphs under the other 6 strategies. E.g. “*The CFT will monitor the*

effective implementation of strategies by the DCPS and PCSB to improve the effective use of time, which may include:". We include this as an "other issue" as we assume this was a typographical error.

- h. Page 77, middle, change "is necessary to" to "would". So "*Where the CFT... determines that implementation of extended learning opportunities would help in improving student achievement...*"
- i. Page 80, remove the word "turnaround" from "may also select one of the four SIG turnaround models" (only one of the SIG models are turnaround)
- j. Where "proscribe" is used, instead use "prescribe"
- k. **State Takeover.** Remove the various places where the waiver states "This aligns with an SEAs authority for state takeover in ESEA Section 1116(b)(8)(B)(iv)".
- l. Page 89: remove the last clause on the page indicating that schools have requested that DC OSSE have a stronger oversight role.

ATTACHMENT 4



**District of Columbia State Board of Education
DCSBOE**



**District of Columbia State Board of Education
DCSBOE**

**SR10-05
Resolution**

The Members of the D.C. State Board of Education Present the Following Resolution
To Approve the English Language Arts and Mathematics Common Core State Standards
in the District of Columbia

WHEREAS, DC Code § 38-2652(a)(2) requires the State Board of Education to approve state academic standards, following a recommendation by the State Superintendent of Education, ensuring that the standards recommended by the State Superintendent of Education:

- (A) Specify what children are expected to know and be able to do;
- (B) Contain coherent and rigorous content;
- (C) Encourage the teaching of advanced skills; and
- (D) Are updated on a regular basis;

WHEREAS, the State Superintendent has recommended that the State Board of Education take approval action on the Common Core State Standards; and

WHEREAS, the Common Core standards were designed by national content experts in consultation with teachers, professors, and other experts to create an aligned system from kindergarten through grade 12 to better ensure students have the knowledge and skills for college and career readiness; and

WHEREAS, the Common Core standards will lead to the development of a new assessment system, aligned with the standards, that accurately measure higher-order thinking skills; and

WHEREAS, the State Board of Education received public comment on the Common Core Standards through public hearings and the Office State Superintendent of Education (OSSE) posted the proposed standards on its website; and

WHEREAS, the State Board of Education recognizes that the Common Core Standards are rigorous, internationally benchmarked, evidence based, college and career ready standards; the State Board of Education and OSSE will also engage in conversations and consider whether to add additional English language arts and mathematics standards, provided they do not exceed fifteen (15) percent of the total number of standards; and

WHEREAS, OSSE and the State Board of Education will convene a stakeholders to engage them in implementing the English language arts and mathematics Common Core State Standards and related tools, including aligned new assessments; and

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WHEREAS, OSSE, in conjunction with local education agencies in the District, will develop an implementation plan in the 2010-2011 school year, with full implementation of the Common Core Standards no later than 2014-2015.

BE IT RESOLVED, that the State Board of Education approves the Common Core State Standards in English language arts and mathematics per the recommendation of the State Superintendent of Education.

July 21, 2010
Date adopted



Attest

ATTACHMENT 5-N/A

ATTACHMENT 6

MEMORANDUM OF UNDERSTANDING
For
Race To The Top -- Comprehensive Assessment Systems Grant
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 10th day of June 2010, (the "Effective Date") by and between the District of Columbia and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background -- Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
 - Are comparable across states at the student level;
 - Meet internationally rigorous benchmarks;
 - Allow valid measures of student longitudinal growth; and
 - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
 - Decisions about promotion and graduation for individual students;
 - Teacher and leader evaluations;
 - School accountability determinations;
 - Determinations of principal and teacher professional development and support needs; and
 - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
 - a. The eligibility criteria for a Governing State are as follows:
 - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
 - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
 - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
- Coordinate the state's overall participation in all aspects of the project, including:
 - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
 - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
 - participation by local schools and education agencies in pilot tests and field test of system components; and
 - identification of barriers to implementation.
 - Participate in the management of the assessment development process on behalf of the Consortium;
 - Represent the chief state school officer when necessary in Governing Board meetings and calls;
 - Participate on Design Committees that will:
 - Develop the overall assessment design for the Consortium;
 - Develop content and test specifications;
 - Develop and review Requests for Proposals (RFPs);
 - Manage contract(s) for assessment system development;
 - Recommend common achievement levels;
 - Recommend common assessment policies; and
 - Other tasks as needed.
- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
 - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
 - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
 - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
 - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
 - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
 - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
 - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the “Applicant” state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board’s approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium’s Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

- (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
- (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

- (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
- (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - a. Overall design of the assessment system;
 - b. Common achievement levels;
 - c. Consortium procurement strategy;
 - d. Modifications to governance structure and decision-making process;
 - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
 - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as

otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams (“committees”) as it deems necessary and appropriate to carry out the Consortium’s work, including those identified in the PARCC grant application.
 - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
 - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
 - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
 - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
 - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
 - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
 - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
 - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
 - c. The Governing Board Chair shall have the following responsibilities:

- (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:
 - (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
 - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
 - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
 - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
 - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
 - a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
 6. Participating States may provide input for Governing Board decisions, as described below.
 7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
 - a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

- b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.
8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
 - a. Recommendations are made on a consensus basis, with input from the Participating States.
 - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
 - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
 - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote.

Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
 - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
 - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
 - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
 - a. Participation in conference calls and/or webinars;
 - b. Written responses to draft documents; and
 - c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;
- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;
2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:
 - a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the BSEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:
 - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
 - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
 - c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and
 - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, and subject to availability of appropriations, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Patrick Rooney

Mailing Address: 810 First St, NE, 9th Floor, Washington DC 20002

Telephone: 202-654-6108

Fax: 202-299-2130

E-mail: Patrick.Rooney@dc.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The District of Columbia hereby joins the Consortium as a Governing State, and agrees to be bound by all of the assurances and commitments associated with the Governing State membership classification. Further, the District of Columbia agrees to perform the duties and carry out the responsibilities associated with the Governing State membership classification.

Signatures required:

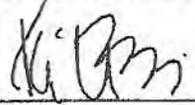
- Each State's Governor;
- Each State's chief school officer; and

- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

| | |
|--|------------------------|
| State of: District of Columbia | |
| Signature of the Governor: | |
| Printed Name: Adrian Fenty Mayor | Date: June 10, 2010 |
| Signature of the Chief State School Officer:  | |
| Printed Name: Kerri L. Briggs, Ph.D. State Superintendent | Date: 8 June 2010 |
| Signature of the State Board of Education President (if applicable):  | |
| Printed Name: Teb Trabue | Date: June 8, 2010 |

ADDENDUM 2:
**DISTRICT OF COLUMBIA ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

MEMORANDUM OF UNDERSTANDING
For
**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members**

**ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM**

June 3, 2010

Plan of District of Columbia

In order to implement the assessments described in this memorandum of understanding in 2014-2015, the District of Columbia will have to contract with a vendor to develop and disseminate test materials. The District intends to follow the procurement process indicated in addendum three (which Mr. David Gragan, the Chief Procurement Officer for the District of Columbia has assured is consistent with local procurement laws and regulations). As such, the District of Columbia will use cooperative purchasing authority to place orders or make purchases, as necessary, to administer the assessments in 2014-2015.

While it is not possible to anticipate the total cost or revenue projections for 2014-2015, the District anticipates that the funding for these assessments will use the same mix of local and federal funds that the District currently employs for its statewide assessment system.

The District of Columbia will follow all local rules and regulations regarding securing these services. This entails review by the Office of the State Superintendent of Education (OSSE), working in close contact with the Office of Contracts and Procurement. Local regulations in the District of Columbia require that any contract of more than \$1 million be submitted to the DC City Council for review and approval prior the contract being enacted. OSSE will ensure that these steps are followed in sufficient time to permit the District to administer the assessments in 2014-2015.

**ADDENDUM 3:
DISTRICT OF COLUMBIA ASSURANCE REGARDING PARTICIPATION IN
CONSORTIUM PROCUREMENT PROCESS**

MEMORANDUM OF UNDERSTANDING

For

**Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members**

**ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION
IN CONSORTIUM PROCUREMENT PROCESS**

June 3, 2010

The signature of the chief procurement official of the District of Columbia on Addendum 3 to the Memorandum of Understanding for the Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers ("Consortium") Members constitutes an assurance that the chief procurement official has determined that the District of Columbia may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.

ADDENDUM 3:
DISTRICT OF COLUMBIA ASSURANCE REGARDING PARTICIPATION IN
CONSORTIUM PROCUREMENT PROCESS

4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - a. Issue the Request for Proposal;
 - b. Receive and evaluate responsive proposals;
 - c. Make source selection determinations on a best value basis;
 - d. Execute a contract with the awardee(s);
 - e. Administer awarded contracts.

6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
 - a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
 - ii. Receive and evaluate responsive proposals;
 - iii. Make source selection determinations on a best value basis;
 - iv. Execute a contract with the awardee(s);
 - v. Administer awarded contracts.

 - b. A Consortium State other than the Lead State for Procurement shall place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under its state

**ADDENDUM 3:
DISTRICT OF COLUMBIA ASSURANCE REGARDING PARTICIPATION IN
CONSORTIUM PROCUREMENT PROCESS**

procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

- i. An ordering State shall execute an agreement ("Participating Addendum") with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the State; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

I, David Gragan, in my capacity as the chief procurement official for the District of Columbia, confirm by my signature below that the District of Columbia may, consistent with the procurement laws and regulations of the District of Columbia, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top – Comprehensive Assessment Systems Grant Consortium Members.


David P. Gragan
Chief Procurement Officer
District of Columbia

6/8/10
DATE

*Signature Block for Recommitment to Participation as a Governing State in PARCC
as outlined in the*
**MEMORANDUM OF UNDERSTANDING for
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS MEMBERS (June 2010)**

| | |
|--|-------------------------|
| State of: DISTRICT OF COLUMBIA | |
| Signature of the Governor: <i>Vincent C. Gray</i> | |
| Printed Name: VINCENT C. GRAY | Date: 2/27/12 |
| Signature of the Chief State School Officer: <i>Hosanna Mahaley</i> | |
| Printed Name: Hosanna Mahaley | Date: 2-23-12 |

ATTACHMENT 7-N/A

ATTACHMENT 8

REPORT CARDS



Click [here](#) to view the Report Card by Grades.
Click [here](#) to view the Biology Report Card.
Click [here](#) to view the Science Report Card.

| REPORT CARD | | STATE REPORTS | | | | | | | | | | | | | | |
|------------------------------|------|-----------------------------------|----------|----------|----------|---------|---------|--------|----------|----------|----------|---------|---------|--------|---|--|
| | | Year: 2011 Group: STATE REPORT | | | | | | | | | | | | | | |
| Group | Year | Number in Group | Reading | | | | | | | Math | | | | | | |
| | | | # Tested | % Tested | % BB (1) | % Basic | % Prof. | % Adv. | # Tested | % Tested | % BB (1) | % Basic | % Prof. | % Adv. | | |
| Ethnicity | | | | | | | | | | | | | | | | |
| * (2) | 2011 | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | 2010 | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Asian/Pacific Islanders (3) | 2011 | 550 | 509 | 92.55% | 6.68% | 21.81% | 48.33% | 23.18% | 545 | 99.09% | 4.22% | 13.76% | 42.20% | 39.82% | | |
| | 2010 | 495 | 450 | 92.59% | 3.33% | 20.67% | 51.56% | 24.44% | 483 | 99.38% | 3.52% | 14.25% | 45.34% | 36.85% | | |
| Black/Non-Hispanic (3) | 2011 | 26,430 | 25,802 | 97.62% | 17.84% | 40.88% | 35.02% | 6.26% | 25,799 | 97.61% | 19.81% | 38.13% | 34.29% | 7.75% | | |
| | 2010 | 26,520 | 25,953 | 97.86% | 16.82% | 41.75% | 35.69% | 5.74% | 25,931 | 97.78% | 20.62% | 38.27% | 34.18% | 6.93% | | |
| Hispanic (3) | 2011 | 3,894 | 3,740 | 96.05% | 14.47% | 38.45% | 38.74% | 8.34% | 3,846 | 98.77% | 13.83% | 33.10% | 40.51% | 12.56% | | |
| | 2010 | 3,470 | 3,332 | 96.02% | 14.92% | 40.40% | 37.33% | 7.35% | 3,407 | 98.19% | 15.94% | 35.28% | 39.45% | 9.33% | | |
| Amer. Indian/Alaskan Native* | 2011 | 24 | 23 | 95.83% | 17.39% | 26.09% | 34.78% | 21.74% | 23 | 95.83% | 8.70% | 30.43% | 43.48% | 17.59% | | |
| | 2010 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | | |
| White/Non-Hispanic (3) | 2011 | 2,107 | 2,061 | 97.82% | 2.43% | 9.32% | 47.45% | 40.81% | 2,076 | 98.53% | 2.70% | 9.01% | 37.33% | 50.96% | | |
| | 2010 | 1,907 | 1,877 | 98.43% | 2.56% | 7.88% | 47.52% | 42.04% | 1,885 | 98.85% | 3.24% | 8.49% | 40.16% | 48.12% | | |
| Gender | | | | | | | | | | | | | | | | |
| * (2) | 2011 | 0 | - | - | - | - | - | - | - | - | - | - | - | - | | |
| | 2010 | 0 | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Female (3) | 2011 | 16,364 | 15,998 | 97.76% | 11.73% | 37.81% | 39.78% | 10.68% | 16,074 | 98.23% | 15.42% | 35.08% | 37.79% | 11.71% | | |
| | 2010 | 16,149 | 15,840 | 98.09% | 11.29% | 39.08% | 40.11% | 9.52% | 15,877 | 98.32% | 16.56% | 36.54% | 36.93% | 9.97% | | |
| Male (3) | 2011 | 16,641 | 16,137 | 96.97% | 20.79% | 38.71% | 33.18% | 7.32% | 16,215 | 97.44% | 20.02% | 35.41% | 32.97% | 11.61% | | |
| | 2010 | 16,238 | 15,776 | 97.15% | 19.89% | 39.52% | 33.46% | 7.13% | 15,833 | 97.51% | 21.09% | 35.09% | 33.61% | 10.21% | | |
| Special Education | | | | | | | | | | | | | | | | |
| Disabled (3) (4) | 2011 | 6,074 | 5,679 | 93.50% | 48.14% | 35.92% | 10.99% | 4.95% | 5,671 | 93.37% | 44.60% | 36.54% | 13.72% | 5.15% | | |
| | 2010 | 5,804 | 5,441 | 93.75% | 47.44% | 37.00% | 11.03% | 4.54% | 5,419 | 93.37% | 47.37% | 34.82% | 12.99% | 4.82% | | |
| Non-disabled (3) | 2011 | 26,931 | 26,456 | 98.24% | 9.44% | 38.76% | 41.93% | 9.87% | 26,618 | 98.84% | 12.01% | 34.97% | 39.98% | 13.04% | | |
| | 2010 | 26,583 | 26,175 | 98.47% | 8.96% | 39.77% | 42.15% | 9.12% | 26,291 | 98.90% | 12.94% | 36.02% | 39.86% | 11.18% | | |
| English Proficiency | | | | | | | | | | | | | | | | |
| Lep/Hep (3) | 2011 | 2,422 | 2,221 | 91.70% | 25.35% | 49.89% | 20.85% | 3.92% | 2,403 | 99.22% | 21.72% | 42.32% | 28.63% | 7.32% | | |
| | 2010 | 2,213 | 2,054 | 92.82% | 25.02% | 50.97% | 22.01% | 2.00% | 2,189 | 98.92% | 23.89% | 44.59% | 25.86% | 5.66% | | |
| Non-Lep/Hep (3) | 2011 | 30,583 | 29,914 | 97.81% | 15.60% | 37.40% | 37.62% | 9.37% | 29,886 | 97.72% | 17.41% | 34.68% | 35.91% | 12.01% | | |
| | 2010 | 30,174 | 29,562 | 97.97% | 14.92% | 38.49% | 37.82% | 8.77% | 29,521 | 97.94% | 18.45% | 35.16% | 35.97% | 10.42% | | |
| Economic Status | | | | | | | | | | | | | | | | |
| Econ. Disadvantaged (3) | 2011 | 22,690 | 22,272 | 98.16% | 19.01% | 42.65% | 33.19% | 5.15% | 22,305 | 98.30% | 20.30% | 38.74% | 33.49% | 7.46% | | |
| | 2010 | 22,549 | 22,128 | 98.13% | 18.04% | 43.60% | 33.62% | 4.75% | 22,179 | 98.36% | 21.13% | 39.36% | 32.99% | 6.52% | | |
| Non-Econ. Disadvantaged (3) | 2011 | 10,315 | 9,863 | 95.62% | 10.12% | 28.35% | 43.85% | 17.68% | 9,984 | 96.79% | 11.99% | 27.43% | 39.55% | 21.02% | | |
| | 2010 | 9,838 | 9,488 | 96.44% | 9.85% | 29.26% | 44.20% | 16.68% | 9,531 | 96.88% | 13.46% | 27.56% | 40.57% | 18.40% | | |
| Migrant Status | | | | | | | | | | | | | | | | |
| Migrant* (3) | 2011 | 84 | 76 | 90.48% | 14.47% | 42.11% | 40.79% | 2.63% | 81 | 96.43% | 11.11% | 32.10% | 46.91% | 9.88% | | |
| | 2010 | 0 | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Non-Migrant (3) | 2011 | 32,921 | 32,059 | 97.38% | 16.28% | 38.25% | 36.45% | 9.01% | 32,208 | 97.83% | 17.75% | 35.25% | 35.34% | 11.66% | | |
| | 2010 | 32,387 | 31,616 | 97.62% | 15.58% | 39.30% | 36.79% | 8.33% | 31,710 | 97.91% | 18.82% | 35.82% | 35.27% | 10.09% | | |
| STATE Totals (3) | 2011 | 33,005 | 32,135 | 97.36% | 16.28% | 38.26% | 36.46% | 9.00% | 32,289 | 97.83% | 17.73% | 35.24% | 35.37% | 11.66% | | |
| | 2010 | 32,387 | 31,616 | 97.62% | 15.58% | 39.30% | 36.79% | 8.33% | 31,710 | 97.91% | 18.82% | 35.82% | 35.27% | 10.09% | | |

* No data are displayed for groups with less than 10 students.

(1) BB = Below Basic

(2) Group membership is not known.

(3) This group includes at least one LEP/NEP student who has been in a U. S. school for less than one year. These students are counted in percent tested but not in percent proficient. [Click here](#) for a more detailed explanation.

(4) This group includes at least one student who took the alternate assessment.

This Website is best viewed using Microsoft Internet Explorer 6.0 and up.
This site requires a Java enabled internet browser to display properly.

ATTACHMENT 9

Table 9 School Classification Based on SY10-11 Results

2010-11 Performance-Progress Index Scores and Classification

| School Name | Title I | Final Category | Dept of Ed Codes | All Students Index |
|---|---------|----------------|------------------|--------------------|
| Deal MS | N | Reward | A | 91 |
| Eaton ES | N | Reward | A | 80 |
| Hyde-Addison ES | N | Reward | A | 82 |
| Janney ES | N | Reward | A | 95 |
| Key ES | N | Reward | A | 93 |
| Lafayette ES | N | Reward | A | 92 |
| Mann ES | N | Reward | A | 95 |
| Murch ES | N | Reward | A | 90 |
| Oyster-Adams Bilingual School (Oyster) | N | Reward | A | 87 |
| School Without Walls SHS | N | Reward | A | 104 |
| Stoddert ES | N | Reward | A | 85 |
| Washington Latin - Middle School | N | Reward | A | 85 |
| Benjamin Banneker SHS | Y | Reward | A | 100 |
| D.C. Preparatory Academy Pcs - Edgewood Middle Campus | Y | Reward | A | 88 |
| Ellington School of the Arts | Y | Reward | A | 84 |
| Howard University Math And Science Pcs | Y | Reward | A | 82 |
| Kipp Dc: College Preparatory Pcs | Y | Reward | A | 87 |
| McKinley Technology HS | Y | Reward | A | 90 |
| St. Coletta Special Education Pcs | Y | Reward | A | 87 |
| Brent ES | N | Rising | J | 72 |
| Hearst ES | N | Rising | J | 68 |
| Latin American Montessori Bilingual Pcs | N | Rising | J | 70 |
| Shepherd ES | N | Rising | J | 71 |
| Two Rivers - Elementary | N | Rising | J | 76 |
| Two Rivers - Middle | N | Rising | J | 62 |
| Washington Latin - High School | N | Rising | J | 69 |
| Washington Yu Ying PCS | N | Rising | J | 61 |
| Watkins ES (Capitol Hill Cluster) | N | Rising | J | 67 |
| Achievement Preparatory Academy Pcs | Y | Rising | J | 77 |
| Bancroft ES | Y | Rising | J | 51 |
| Barnard ES (Lincoln Hill Cluster) | Y | Rising | J | 62 |
| Burrville ES | Y | Rising | J | 49 |
| Capital City Pcs - Lower School | Y | Rising | J | 74 |
| Capital City Pcs - Upper School | Y | Rising | J | 62 |
| Center City Pcs - Capitol Hill Campus | Y | Rising | J | 45 |
| Center City Pcs - Petworth Campus | Y | Rising | J | 52 |
| Center City Pcs - Trinidad Campus | Y | Rising | J | 54 |
| Cesar Chavez Pcs - Bruce Prep Campus | Y | Rising | J | 70 |
| Cesar Chavez Pcs - Capitol Hill Campus | Y | Rising | J | 55 |
| Cesar Chavez Pcs - Parkside Campus | Y | Rising | J | 56 |
| Cleveland ES | Y | Rising | J | 68 |
| Columbia Heights Education Campus | Y | Rising | J | 52 |
| Community Academy Pcs - Amos I | Y | Rising | J | 58 |
| Community Academy Pcs - Butler Campus | Y | Rising | J | 73 |
| Community Academy Pcs - Online Program | Y | Rising | J | 65 |
| D.C. Bilingual Pcs | Y | Rising | J | 47 |
| D.C. Preparatory Academy Pcs - Edgewood Elementary Camp | Y | Rising | J | 66 |

Table 9 School Classification Based on SY10-11 Results

2010-11 Performance-Progress Index Scores and Classification

| School Name | Title I | Final Category | Dept of Ed Codes | All Students Index |
|---|---------|----------------|------------------|--------------------|
| E.L. Haynes Pcs | Y | Rising | J | 69 |
| Early Childhood Academy Pcs - Jochenning Campus | Y | Rising | J | 52 |
| Eliot-Hine MS | Y | Rising | J | 46 |
| Elsie Whitlow Stokes Community Freedom Pcs | Y | Rising | J | 65 |
| Emery EC | Y | Rising | J | 48 |
| Francis-Stevens EC | Y | Rising | J | 58 |
| Friendship Pcs - Collegiate | Y | Rising | J | 50 |
| Friendship Pcs - Tech Prep | Y | Rising | J | 57 |
| Friendship Pcs - Woodridge | Y | Rising | J | 53 |
| Hardy MS | Y | Rising | J | 70 |
| Hope Community Pcs - Tolson Campus | Y | Rising | J | 52 |
| Hospitality Public Charter High School | Y | Rising | J | 55 |
| Howard Road Academy Pcs - Milk Campus | Y | Rising | J | 47 |
| Hyde Leadership Pcs | Y | Rising | J | 45 |
| Kipp Dc: Aim Academy Pcs | Y | Rising | J | 77 |
| Kipp Dc: Key Academy Pcs | Y | Rising | J | 76 |
| Kipp Dc: Will Academy Pcs | Y | Rising | J | 71 |
| Langdon EC | Y | Rising | J | 73 |
| Ludlow-Taylor ES | Y | Rising | J | 50 |
| Marie Reed ES | Y | Rising | J | 46 |
| Maury ES | Y | Rising | J | 47 |
| Meridian Pcs | Y | Rising | J | 55 |
| National Collegiate Academy Pcs | Y | Rising | J | 50 |
| Paul Junior High Pcs | Y | Rising | J | 73 |
| Phelps Architecture, Construction, and Engineering HS | Y | Rising | J | 60 |
| Potomac Lighthouse Pcs | Y | Rising | J | 67 |
| Powell ES (Lincoln Hill Cluster) | Y | Rising | J | 50 |
| Raymond EC | Y | Rising | J | 50 |
| Roots Pcs - Kennedy Street Campus | Y | Rising | J | 53 |
| Ross ES | Y | Rising | J | 75 |
| School For Educational Evolution And Development Pcs | Y | Rising | J | 73 |
| Sousa MS | Y | Rising | J | 51 |
| Stuart-Hobson MS (Capitol Hill Cluster) | Y | Rising | J | 71 |
| Thurgood Marshall Academy Pcs | Y | Rising | J | 73 |
| Tree Of Life Community Pcs | Y | Rising | J | 46 |
| Tubman ES | Y | Rising | J | 58 |
| Washington Math, Science And Technology (Wmst) Pcs | Y | Rising | J | 64 |
| West EC | Y | Rising | J | 48 |
| William E. Doar, Jr. Pcs - North East Campus | Y | Rising | J | 55 |
| Wilson, J.O. ES | Y | Rising | J | 55 |
| Wilson, W. SHS | Y | Rising | J | 62 |
| Arts And Technology Academy Pcs | Y | Developing | J | 43 |
| Beers ES | Y | Developing | J | 37 |
| Brookland EC @ Bunker Hill | Y | Developing | J | 42 |
| Bruce-Monroe ES @ Park View | Y | Developing | J | 43 |
| Burroughs EC | Y | Developing | J | 43 |
| Center City Pcs - Shaw Campus | Y | Developing | J | 37 |

Table 9 School Classification Based on SY10-11 Results

2010-11 Performance-Progress Index Scores and Classification

| School Name | Title I | Final Category | Dept of Ed Codes | All Students Index |
|---|---------|----------------|------------------|--------------------|
| Community Academy Amos III Campus - Armstrong | Y | Developing | J | 39 |
| Community Academy Pcs - Rand Campus | Y | Developing | J | 35 |
| Coolidge SHS | Y | Developing | J | 39 |
| Friendship Pcs - Blow-Pierce | Y | Developing | J | 43 |
| Friendship Pcs - Chamberlain | Y | Developing | J | 44 |
| Friendship Pcs - Southeast Academy | Y | Developing | J | 42 |
| Hart MS | Y | Developing | J | 37 |
| Hendley ES | Y | Developing | J | 37 |
| Hope Community Pcs - Lamond Campus | Y | Developing | J | 44 |
| Howard Road Academy Pcs - Main Campus | Y | Developing | J | 32 |
| Idea Pcs | Y | Developing | J | 43 |
| Ideal Academy Pcs - North Capitol Street Campus | Y | Developing | J | 43 |
| Ideal Academy Pcs - Peabody Street Campus | Y | Developing | J | 43 |
| Imagine Southeast Pcs | Y | Developing | J | 36 |
| Jefferson MS | Y | Developing | J | 43 |
| Kenilworth ES | Y | Developing | J | 35 |
| Ketcham ES | Y | Developing | J | 41 |
| Kimball ES | Y | Developing | J | 36 |
| King ES | Y | Developing | J | 43 |
| LaSalle-Backus EC | Y | Developing | J | 35 |
| Leckie ES | Y | Developing | J | 41 |
| MacFarland MS (Lincoln Hill Cluster) | Y | Developing | J | 38 |
| Marshall ES | Y | Developing | J | 35 |
| Mary Mcleod Bethune Day Academy Pcs - Slowe-Brookland C | Y | Developing | J | 38 |
| Maya Angelou Pcs - Middle School Campus | Y | Developing | J | 40 |
| Miner ES | Y | Developing | J | 39 |
| Nalle ES | Y | Developing | J | 35 |
| Nia Community Pcs | Y | Developing | J | 32 |
| Noyes EC | Y | Developing | J | 34 |
| Orr ES | Y | Developing | J | 34 |
| Payne ES | Y | Developing | J | 36 |
| Plummer ES | Y | Developing | J | 39 |
| Randle Highlands ES | Y | Developing | J | 41 |
| River Terrace ES | Y | Developing | J | 38 |
| Ronald Brown MS | Y | Developing | J | 40 |
| Shaed EC | Y | Developing | J | 41 |
| Shaw MS @ Garnet-Patterson | Y | Developing | J | 40 |
| Simon ES | Y | Developing | J | 36 |
| Smothers ES | Y | Developing | J | 35 |
| Terrell, M.C./McGogney ES | Y | Developing | J | 28 |
| Thomas ES | Y | Developing | J | 29 |
| Truesdell EC | Y | Developing | J | 42 |
| Turner ES @ Green | Y | Developing | J | 44 |
| Walker-Jones EC | Y | Developing | J | 32 |
| Whittier EC | Y | Developing | J | 42 |
| William E. Doar, Jr. Pcs - Middle And High Schools Campus | Y | Developing | J | 43 |
| Winston EC | Y | Developing | J | 38 |

Table 9 School Classification Based on SY10-11 Results

2010-11 Performance-Progress Index Scores and Classification

| School Name | Title I | Final Category | Dept of Ed Codes | All Students Index |
|---|---------|----------------|------------------|--------------------|
| Cardozo SHS | Y | Focus | G | 29 |
| Thomson ES | Y | Focus | G | 42 |
| Booker T. Washington Public Charter High School | Y | Focus | G | 35 |
| Brightwood EC | Y | Focus | G | 38 |
| Center City Pcs - Brightwood Campus | Y | Focus | G | 43 |
| Center City Pcs - Congress Heights Campus | Y | Focus | G | 33 |
| Cooke, H.D. ES | Y | Focus | G | 32 |
| Garrison ES | Y | Focus | G | 37 |
| Houston ES | Y | Focus | G | 36 |
| Maya Angelou Pcs - Shaw Campus | Y | Focus | G | 25 |
| Patterson ES | Y | Focus | G | 30 |
| School For The Arts In Learning Pcs | Y | Focus | G | 29 |
| Seaton ES | Y | Focus | G | 39 |
| Takoma EC | Y | Focus | G | 51 |
| Thea Bowman Preparatory Academy Pcs | Y | Focus | G | 28 |
| Tyler ES | Y | Focus | G | 30 |
| William E. Doar, Jr. Pcs - North West Campus | Y | Focus | G | 32 |
| Tuition Grant-DCPS Non Public | N | Priority | C | 16 |
| Youth Engagement Academy | N | Priority | C | 17 |
| Aiton ES | Y | Priority | C | 24 |
| Amidon-Bowen ES | Y | Priority | C | 23 |
| Ballou SHS | Y | Priority | C | 23 |
| Davis ES | Y | Priority | C | 22 |
| Drew ES | Y | Priority | C | 22 |
| Ferebee-Hope ES | Y | Priority | C | 15 |
| Hamilton Center | Y | Priority | C | 21 |
| Harris, C.W. ES | Y | Priority | C | 19 |
| Malcolm X ES | Y | Priority | C | 22 |
| Maya Angelou Pcs - Evans Campus | Y | Priority | C | 24 |
| Moten ES @ Wilkinson | Y | Priority | C | 22 |
| Septima Clark Pcs | Y | Priority | C | 20 |
| Wheatley EC | Y | Priority | C | 24 |
| Woodson, H.D. SHS | Y | Priority | C | 16 |
| Roosevelt SHS | Y | Priority | D | 27 |
| Anacostia SHS | Y | Priority | E | 13 |
| Browne EC | Y | Priority | E | 35 |
| Dunbar SHS | Y | Priority | E | 25 |
| Eastern SHS | Y | Priority | E | N |
| Garfield ES | Y | Priority | E | 11 |
| Johnson MS | Y | Priority | E | 22 |
| Kelly Miller MS | Y | Priority | E | 32 |
| Kramer MS | Y | Priority | E | 31 |
| Luke C. Moore Academy SHS | Y | Priority | E | 33 |
| Options Pcs | Y | Priority | E | 18 |
| Prospect LC | Y | Priority | E | 28 |
| Savoy ES | Y | Priority | E | 23 |
| Spingarn SHS | Y | Priority | E | 15 |

Table 9 School Classification Based on SY10-11 Results

2010-11 Performance-Progress Index Scores and Classification

| School Name | Title I | Final Category | Dept of Ed Codes | All Students Index |
|---|---------|----------------|------------------|--------------------|
| Stanton ES | Y | Priority | E | 17 |
| Ballou STAY | N | N | K | N |
| Child and Family Services | N | N | K | N |
| CHOICE Academy MS/SHS | N | N | K | N |
| Incarcerated Youth Program, Correctional Detention Facility | N | N | K | N |
| LaShawn-DCPS Non-Public | N | N | K | N |
| Residential - DCPS Non-Public | N | N | K | N |
| Spingarn STAY | N | N | K | N |
| Youth Services Center | N | N | K | N |
| Lee, Mamie D. School | Y | N | K | N |
| Sharpe Health School | Y | N | K | N |
| The Next Step, PCS | Y | N | K | N |
| Transition Academy @ Shadd | Y | N | K | N |

ATTACHMENT 10, 11



Office of the State Superintendent of Education

Teacher and Principal Evaluation and Support System Requirements July 2012

Purpose: The ESEA Flexibility Waiver requires that all LEAs subject to the Elementary and Secondary Education Act of 1965 (ESEA) as amended by No Child Left Behind to implement teacher and leader evaluation systems that meet specific requirements outlined by the U.S. Department of Education. These state guidelines embody the requirements of the ESEA Flexibility Waiver. Non-charter LEAs, including the District of Columbia Public Schools (DCPS) will have to meet these guidelines.

Pursuant to a determination of the Charter Schools Program (CSP) Director at the U.S. Department of Education dated February 3, 2012, the Public Charter School Board (PCSB) is in compliance with assurances 3A and 3B of CSP. This means that the District is considered to have a strong charter school authorizer system. OSSE will, therefore, allow District public charter schools the flexibility to develop and implement evaluation and support systems that meet all of the elements of Principle 3 of the ESEA Flexibility Waiver, but that do not necessarily adhere to these OSSE-developed guidelines.

The DC OSSE will provide support to LEAs in developing appropriate growth measures and Student Learning Objectives (SLOs) if they choose to use them for teachers in non-tested grades and subjects. The DC OSSE will develop guidelines during the 2012-2013 school year for Student Learning Objectives that LEAs can use if they intend to develop SLOs. The DC OSSE will also provide professional development and technical assistance to LEAs in developing and implementing SLOs and other growth measures into their evaluation systems.

Process: Non-charter LEAs will submit their unique evaluation documents that demonstrate how they meet each of these criteria. If their documents do not address all of these criteria, they will provide a brief, supplementary word document that addresses all of the criteria. For approval, the plan must meet the required elements of each section, achieving a label of “sufficient” or “meets criteria” for all. If not approved, the LEA must submit revisions based on the feedback provided. Charter LEAs will demonstrate to the PCSB that they meet the requirements of the U.S. Department of Education.

Due Date: The evaluation documents are due by April 30, 2013 and should be submitted to robin.chait@dc.gov.

Teacher and Leader Evaluation System Requirements

The following requirements apply to both teacher and leader evaluation systems:

1. **Involve teachers and principals in developing or revising evaluation systems.** The LEA will describe their process for involving teachers and principals in developing or revising evaluation systems.
2. **Ensure validity of systems.** The LEA will provide data to OSSE sufficient to allow OSSE to conduct a validity analysis or provide results to OSSE from a validity study that analyzes the correlation between observation scores and student growth or achievement measures.
3. **Provide training to teachers, evaluators and other school staff on the evaluation system.** The LEA will describe their process for providing training to teachers, evaluators, and other school staff on the evaluation system. The LEA will describe how they work to ensure inter-rater reliability among evaluators.

Section 1 – Involve teachers and principals in developing or revising evaluation systems.

The LEA will describe its process for involving teachers and principals in developing or revising evaluation systems.

| SUFFICIENT | LIMITED¹ | NOT PROVIDED |
|--|---|---|
| The LEA has described a thorough process for involving teachers and principals in developing or revising evaluation systems. | The LEA has described a vague or incomplete process for involving teachers and principals in developing or revising evaluation systems. | The LEA has not described a process for involving teachers and principals in developing or revising evaluation systems. |

Label: _____

Section 1 Comments/Feedback:

¹ If the LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 2 – Ensure the validity of the evaluation system.

The LEA will provide data to OSSE so OSSE can conduct a validity analysis or provide results to OSSE from a validity study that analyzes the correlation between observation scores and student growth or achievement measures.

() I agree to provide the data necessary to OSSE to conduct an analysis of the correlation between observation scores and student growth or achievement or will provide the data from this analysis.

Section 3 – Provide training to teachers, evaluators and other school staff on the evaluation system.

The LEA will describe its process for providing training to teachers, evaluators, and other school staff on the evaluation system. The LEA will describe how it works to ensure inter-rater reliability among evaluators.

| SUFFICIENT | LIMITED² | NOT PROVIDED |
|---|--|--|
| The LEA has described a thorough process for providing training to teachers, evaluators, and other school staff on the evaluation system, including a description of how they will work to ensure inter-rater reliability among evaluators. | The LEA has described a vague or incomplete process for providing training to teachers, evaluators, and other school staff on the evaluation system, or has not described how they will work to ensure inter-rater reliability among evaluators. | The LEA has not described a process for providing training to teachers, evaluators, and other school staff on the evaluation system, including a description of how they will work to ensure inter-rater reliability among evaluators. |

Label: _____

Section 3 Comments/Feedback:

² If the LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Teacher Evaluation System Requirements

- 1. Include student growth as a significant portion of teacher evaluation**
 - a. Student growth and achievement counts for 50% of a teacher’s evaluation in tested grades and subjects.** The LEA will report on the components of their evaluation system and the percentages assigned to each component using the Teacher Evaluation Template. The LEA should indicate that a DC CAS-based measure of growth will account for at least 30% of the evaluation rating for English/ Language Arts and mathematics teachers in grades 4-8 and may choose another assessment or measure to account for the remaining percentage.
 - b. Student growth counts for at least 15% of a teacher’s evaluation in non-tested grades and subjects.** The LEA will report on the components of their evaluation system and the percentages assigned to each component using the Teacher Evaluation Template. The LEA should describe the measure or measures that will be included in evaluations of teachers in non-tested grades and subjects and should indicate that these measures will account for at least 15% of a teacher’s evaluation. The LEA may choose from the following options for student growth measures for teachers in non-tested grades and subjects:
 - i. Use a measure of schoolwide growth that is based on the DC CAS in English/Language Arts and/or Mathematics. (The LEA may also include schoolwide growth results based on science and composition assessments when they are available);
 - ii. Develop student learning objectives for every classroom that are aligned with Common Core State Standards (CCSS) where available or DC or Industry Standards where CCSS are not available. In grades or subjects in which pre-tests are not available, educators will use all available prior assessments to set appropriate objectives; or
 - iii. Develop a growth measure that is based on a standardized assessment that is aligned with or relevant to CCSS.
- 2. Conduct an annual evaluation process.** The LEA will reference its unique evaluation documents that indicate that it has an annual evaluation process for every teacher and will make available evidence that evaluations have occurred during the monitoring process.
- 3. Use evaluations to support individualized professional development.** The LEA will provide evidence that it has a system to provide individualized professional development to teachers based on identified needs. The LEA must include evidence that also references how the teacher evaluation and support system will enable special education, English Language Learner and general classroom teachers serving these student populations to improve instructional practice. The LEA may reference an evaluation document that includes an area for next steps or action items to address teachers’ areas of weakness, documentation of verbal feedback and next steps or action items, an individual professional development plan template, or an aggregate professional development plan for the school that is informed by the individual needs of teachers. The LEA may offer other evidence that demonstrates that evaluations are informing professional development.

- 4. Use evaluations to inform personnel decisions.** The LEA provide a narrative explanation that demonstrates that evaluation information informs personnel decisions such as those about compensation, promotion, retention, and/or removal. The LEA will explain the process by which it makes these decisions and how it uses evaluation information to do so.
 - a. The annual evaluation must include student growth and achievement as a significant portion of teacher evaluations. Because the DC CAS-based measures will be available in the summer, the LEA has flexibility in demonstrating how it is using the complete evaluation to inform human capital decisions. For example, the LEA may indicate that it is providing both preliminary decisions about hiring in the spring and final evaluation reports in the summer. Or the LEA may demonstrate that it is using both current and prior year evaluations (including prior evaluations that include student growth) to inform human capital decisions. However, the LEA will have to demonstrate that the annual evaluation is used to inform human capital decisions.
 - b. The LEA will provide data to OSSE on the numbers of teachers in each rating category, and the number of teachers retained and dismissed in each rating category.
- 5. Include multiple measures for performance besides the growth measure.** The LEA will report on the components of its evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The components include an observation rubric that measures more than one area of performance. Other measures of performance may be included as well. Evaluation systems may address the following areas of performance:
 - a. **Commitment to school community, mission and values.** Includes professional norms and expectations, collaboration with other school staff, character, commitment to the school community, parent engagement.
 - b. **Effective lesson planning and instructional delivery.** Includes planning, instructional practices, assessment, and use of data.
 - c. **Fostering a positive environment for student learning.** Includes classroom management, student/teacher interactions, and student engagement.
- 6. Divide effectiveness into at least four tiers.** The LEA will provide narratives for each tier that describe the full spectrum of performance. Each narrative will describe the competencies and skills a teacher at each level is expected to master. The LEA will also describe how the tiers are determined. The LEA will report teacher effectiveness ratings to OSSE in four categories.
- 7. Provide teachers with timely and constructive feedback.** The LEA will provide evidence of an evaluation process that includes multiple observations and regular feedback. The feedback will reference the language of the LEA's observation rubric. Evidence of timely and constructive feedback may reference evaluation documents that describe multiple formal and/or informal observations and a post-observation feedback process or another process for providing written or verbal feedback. Other evidence of timely and constructive feedback may be included, as long as it demonstrates that teachers are receiving specific feedback throughout the school year.

Instructions: Please complete the template below indicating the components of your evaluation system. Columns B-E should be completed with the submission of the teacher evaluation plan and should indicate the component of the evaluation system and the weight it represents (for example, observation rubric, 30%). One year after implementation, the LEA should provide individual teacher evaluating ratings and the total score each teacher received. If the LEA is not conducting its own validity analysis, the LEA should also submit individual component scores for each evaluation component.

| Teacher Evaluation Template | | | | | | | | | | |
|---|---------------------------|-----------------------|--------------------------------|---|---|---|-------------|--|--------------------------|---------------------------------------|
| <i>Teachers in Tested Grades and Subjects</i> | | | | | | | | | | |
| Teacher ID | Teacher Grade and Subject | Evaluation Components | | | | | Final Score | Final Evaluation Rating (e.g. highly effective, effective) | Date of Final Evaluation | School's Action (retained, dismissed) |
| | | (at least 30%) | (at least 15%) | % | % | % | | | | |
| | | A DC CAS Measure | B Other Student Achievement | C | D | E | | | | |
| 1234 | | | | | | | | | | |
| 1235 | | | | | | | | | | |
| 1236 | | | | | | | | | | |
| 1237 | | | | | | | | | | |
| 1238 | | | | | | | | | | |
| <i>Teachers in Untested Grades and Subjects</i> | | | | | | | | | | |
| Teacher ID | Teacher Grade and Subject | Evaluation Components | | | | | Final Score | Final Evaluation Rating(e.g. highly effective, effective) | Date of Final Evaluation | School's Action (retained, dismissed) |
| | | (at least 15%) | % | % | % | % | | | | |
| | | A Student Growth | B | C | D | E | | | | |
| 1239 | | | | | | | | | | |
| 1240 | | | | | | | | | | |
| 1241 | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Teacher Evaluation Plan Rubric

Section 1- Include student growth as a significant portion of teacher evaluation.

Student growth and achievement counts for 50% of a teacher's evaluation in tested grades and subjects. The LEA will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The LEA should indicate that a DC CAS based measure of growth will account for at least 30% of the evaluation rating for English/ Language Arts and mathematics teachers in grades 4-8 and may choose another assessment or measure to account for the remaining percentage.

- a. Student growth counts for at least 15% of a teacher's evaluation in non-tested grades and subjects.** The LEA will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The LEA should describe the measure or measures that will be included in evaluations of teachers in non-tested grades and subjects and should indicate that these measures will account for at least 15% of a teacher's evaluation. The LEA may choose from the following options for student growth measures for teachers in non-tested grades and subjects:
- i.** Use a measure of schoolwide growth that is based on the DC CAS in English/Language Arts and/or Mathematics. (The LEA may also include schoolwide growth results based on science and composition assessments when they are available);
 - ii.** Develop student learning objectives for every classroom that are aligned with Common Core State Standards (CCSS) where available or DC or Industry Standards where CCSS are not available. In grades or subjects in which pre-tests are not available, educators will use all available prior assessments to set appropriate objectives; or
 - iii.** Develop a growth measure that is based on a standardized assessment that is aligned with or relevant to CCSS.

a.

Section 1- Include student growth as a significant portion of teacher evaluation.

| MEETS CRITERIA | DOES NOT MEET CRITERIA |
|--|--|
| The evaluation template indicates that student growth and achievement counts for at least 50% for tested grades and subjects and student growth or achievement counts for at least 15% for non-tested grades and subjects. | The evaluation template is not complete or does not indicate that student growth counts for at least 50% for tested grades and subjects and at least 15% for non-tested grades and subjects. |

Label: _____

Section 1 Comments/Feedback:

Section 2 – Conduct an annual evaluation process.

The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every teacher and will make available evidence that evaluations have occurred during the monitoring process.

| MEETS CRITERIA | DOES NOT MEET CRITERIA |
|--|---|
| A narrative description indicates the LEA conducts an annual evaluation process for every teacher and describes the process and benchmarks for this process. | A narrative description does not indicate that the LEA conducts an annual evaluation process for every teacher or does not describe the process and benchmarks. |

Label: _____

Section 2 Comments/Feedback:

Section 3 – Use evaluations to support individualized professional development.

The LEA will provide a narrative explanation that demonstrates that evaluation information informs professional development. Include information in the narrative that speaks to how the teacher evaluation and support system will enable special education, English Language Learner and general classroom teachers serving these student populations to improve instructional practice. The LEA may reference an evaluation document that includes an area for next steps or action items to address teachers’ areas of weakness, documentation of verbal feedback and next steps or action items, an individual professional development plan template, or an aggregate professional development plan for the school that is informed by the individual needs of teachers. An LEA may offer other evidence that demonstrates that evaluations are informing professional development.

| SUFFICIENT | LIMITED³ | NOT PROVIDED |
|--|---|--|
| A narrative explanation references an evaluation document that includes an area for next steps or action items to address teachers’ areas of weakness, documentation of verbal feedback and next steps or action items, an individual professional development plan template, an aggregate professional development plan for the school that is informed by the individual needs of teachers, or other evidence that demonstrates that evaluations are informing professional development. | The narrative explanation is provided, but it provides incomplete or vague evidence that evaluation information informs professional development. | No explanation is provided or the explanation does not demonstrate a connection between evaluation results and professional development plans. |

Label: _____

³ If an LEA achieves a rating of Limited or Not Provided, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 3 Comments/Feedback:

Section 4 – Use evaluations to inform human capital decisions.

The LEA provide a narrative explanation that demonstrates that evaluation information informs personnel decisions such as those about compensation, promotion, retention, and/or removal. The LEA will explain the process by which it makes these decisions and how it uses evaluation information to do so.

- a. The annual evaluation must include student growth as a significant portion of teacher evaluations. Because the DC CAS-based measures will be available in the summer, the LEA has flexibility in demonstrating how it is using the complete evaluation to inform human capital decisions. For example, the LEA may indicate that it is providing both preliminary decisions about hiring in the spring and final evaluation reports in the summer. Or the LEA may demonstrate that it is using both current and prior year evaluations (including prior evaluations that include student growth) to inform human capital decisions. However, the LEA will have to demonstrate that the annual evaluation is used to inform human capital decisions.
- b. The LEA will provide data to OSSE on the numbers of teachers in each rating category, and the number of teachers retained and dismissed in each rating category.

| SUFFICIENT | LIMITED⁴ | NOT PROVIDED |
|---|---|--|
| There is clear evidence that teacher evaluation results inform human capital decisions. | There is very little evidence that teacher evaluation results inform human capital decisions. | There is no evidence that teacher evaluation results inform human capital decisions. |

Label: _____

⁴ If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 4 Comments/Feedback:

Section 7 –Provide teachers with timely and constructive feedback.

The LEA will provide evidence of an evaluation process that includes multiple observations and regular feedback. The feedback will reference the language of the LEA’s observation rubric. Evidence of timely and constructive feedback may reference evaluation documents that describe multiple formal and/or informal observations and a post-observation feedback process or another process for providing written or verbal feedback. Other evidence of timely and constructive feedback may be included, as long as it demonstrates that teachers are receiving specific feedback throughout the school year.

| SUFFICIENT | LIMITED⁶ | NOT PROVIDED |
|---|--|---|
| The LEA demonstrates it is giving teachers timely and constructive feedback at several points throughout the school year. | The LEA demonstrates it is giving teachers timely and constructive feedback once during the school year. | The LEA did not provide evidence that it is giving teachers timely and constructive feedback. |

Label: _____

Section 7 Comments/Feedback:

⁶ If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Principal Evaluation System Requirements

1. **Include student growth as a significant portion of principal evaluation.** The LEA will report on the components of its evaluation system using the Principal Evaluation Template. The LEA will demonstrate that student growth accounts for a significant proportion of a principal's evaluation rating. The LEA will explain how its student growth measure is consistent with its schools' missions, values, and goals.
2. **Conduct an annual evaluation process.** The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every principal and during the monitoring process will make available evidence that evaluations have occurred.
3. **Use evaluations to inform human capital decisions.** The LEA will explain how evaluation information will inform human capital decisions such as decisions about principals' professional development, compensation, promotion, retention, and/or removal. For example, an LEA might indicate that principals who are highly effective will be considered for a bonus and those who are rated ineffective will be coached by a mentor. During the monitoring process, OSSE will question a significant disconnect between principal ratings over time and these decisions, for example, if many principals rated ineffective are retained.
4. **Include multiple, qualitative measures of performance.** The LEA will report on the components of its evaluation systems using the Principal Evaluation Template. The components must include more than one qualitative measure. Evaluation systems may include the following qualitative measures of performance:
 - a. Parent, staff, and/or student surveys
 - b. Compliance with state or federal regulations
 - c. Compliance with special education requirements
 - d. Principal leadership and competencies
 - e. Measures of teacher practice
5. **Include school-specific goals.** The LEA will include more than one, measurable, school-specific goal. These goals may also be based on the system's student growth measure. For example, if an LEA includes DC CAS scores as its student growth measure and gives principals a score of 1-4 based on growth, they may also have a DC CAS school-specific goal to increase student growth by 10%. Following are examples of school-specific goals:
 - a. Student performance will increase by 5% on the DC CAS.
 - b. Parent participation in the school survey will increase by 20%.
 - c. The achievement gap will close by at least 3 points.
 - d. Graduation rates will increase by 10%.
 - e. Attendance rates will average 95%.
 - f. Detentions will decrease by 10%.
6. **Divide effectiveness into at least four tiers.** The LEA will provide narrative descriptions for each tier that describe the full spectrum of performance and outline the competencies and skills a principal at each level is expected to master. The LEA will report to OSSE on principal performance according to four categories. After a year of implementation the LEA will complete

the Principal Evaluation Template, indicating how individual principals are rated. The LEA should consider the following general guidance in their ratings:

- Highly effective principals consistently achieve high scores on all elements of an LEA's evaluation system;
- Effective principals are proficient on almost all elements of a school's evaluation system;
- Minimally effective principals are those who need additional support in several of the elements of a school's evaluation system; and
- Ineffective principals are those who are struggling in most of the elements of a school's evaluation system.

Instructions: Please complete the template below indicating the components of your evaluation system. Columns A-E should indicate the component of the evaluation system (for example, leadership rubric, student achievement). These columns should be completed with the submission of the principal evaluation plan. The Final Evaluation Rating column should indicate the rating each principal received.

| Principal ID | Evaluation Components | | | | | Final Evaluation Rating (e.g. Highly effective, effective) | Date of Final Evaluation Rating | School's Action (retained, dismissed) |
|--------------|-----------------------|---|---|---|---|---|---------------------------------|--|
| | A | B | C | D | E | | | |
| 1234 | | | | | | | | |
| 1235 | | | | | | | | |
| 1236 | | | | | | | | |
| 1237 | | | | | | | | |
| 1238 | | | | | | | | |

Section 2 – Conduct an annual evaluation process.

The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every principal and during the monitoring process will make available evidence that evaluations have occurred.

| MEETS CRITERIA | DOES NOT MEET CRITERIA |
|--|---|
| A narrative description indicates the LEA conducts an annual evaluation process for every principal and describes the process and benchmarks for this process. | A narrative description does not indicate that the LEA conducts an annual evaluation process for every principal or does not describe the process and benchmarks. |

Label: _____

Section 2 Comments/Feedback:

Section 3 - Use evaluations to inform human capital decisions.

The LEA will explain how evaluation information will inform human capital decisions about principals such as decisions about professional development, compensation, promotion, retention, and/or removal. For example, an LEA might indicate that principals who are highly effective will be considered for a bonus and those who are rated ineffective will be coached by a mentor. During the monitoring process, OSSE will question a significant disconnect between principal ratings over time and these decisions, for example, if many principals rated “1” are retained.

| SUFFICIENT | LIMITED⁸ | NOT PROVIDED |
|---|---|--|
| There is clear evidence that principal evaluation results inform human capital decisions. | There is very little evidence that principal evaluation results inform human capital decisions. | There is no evidence that principal evaluation results inform human capital decisions. |

Label: _____

Section 3 Comments/Feedback:

⁸ If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 5 – Include school-specific goals.

The LEA will include more than one, measurable, school-specific goal. These goals may also be based on the system’s student growth measure. For example, if an LEA includes DC CAS scores as its student growth measure and gives principals a score of 1-4 based on growth, they may also have a DC CAS school-specific goal to increase student growth by 10%. Following are examples of school-specific goals:

- a. Student performance will increase by 5% on the DC CAS.
- b. Parent participation in the school survey will increase by 20%.
- c. The achievement gap will close by at least 3 points.
- d. Graduation rates will increase by 10%.
- e. Attendance rates will average 95%.
- f. Detentions will decrease by 10%.

| MEETS CRITERIA | DOES NOT MEET CRITERIA |
|--|--|
| The evaluation system includes more than one measureable, school- specific goal. | The evaluation system includes one or no measureable, school-specific goals. |

Label: _____

Section 5 Comments/Feedback:

ATTACHMENT 12

| Principle 1 | | | | | | |
|-------------|--|-------------------------------|--------------------------------|--|---|--|
| Principle 1 | State Wide CCSS Professional Development | Beginning June 2011 (ongoing) | OSSE staff, Contractor(s) | Professional development calendar, Summer Leadership Institute agendas, feedback surveys | Staff capacity, alignment of federal and local resources* | Pre-Activity, Space, Capacity, Low-Turnout, Participant Core Knowledge |
| Principle 1 | Community Outreach | Beginning June 2011 (ongoing) | OSSE staff, other stakeholders | Presentation, agendas | Staff capacity | Capacity, Participation |
| Principle 1 | DC CAS Aligned to Common Core - Blueprint Released | June 2011 | OSSE staff, Test vendor | Blueprint document | Staff capacity, alignment of federal and local resources* | Completed |
| Principle 1 | Crosswalk Reading Standards to SPED Entry Points | July 2011 | OSSE staff | Crosswalk document | Staff capacity | Completed |
| Principle 1 | Conduct Professional Development Needs Survey | August 2011 | OSSE staff | Results of survey | Staff capacity | Completed |
| Principle 1 | Distribute Printed CCSS in Math and ELA | August 2011 | OSSE staff, School personnel | Distribution list | Staff capacity, alignment of federal and local resources* | Completed |
| Principle 1 | Develop New Composition Prompts Aligned to CCSS and Offer Professional Development on the Transition | November 2011 (ongoing) | OSSE staff, Test Vendor | Sample prompt released, agendas | Alignment of federal and local resources* | Completed |

| | | | | | | |
|-------------|--|----------------------------|--|---------------------------------------|---|--|
| Principle 1 | Review Graduation Requirements for Math | February 2012 (ongoing) | OSSE staff, State Board of Education | Final approved policy | Staff capacity | High School / Secondary Math Courses - whether they follow a traditional or integrated pathway |
| Principle 1 | Publish Historical Writing Data | February 2012 (ongoing) | OSSE staff | Data charts | Staff capacity | Gathering all data. Creating an easily defined base line. |
| Principle 1 | Conduct Gap Analysis | February 2012 (in process) | OSSE staff, contractor | Result report | Staff capacity, alignment of federal and local resources* | Capacity, Contracting |
| Principle 1 | Create Transition Units in Math | May 2012 (in process) | OSSE staff, contractor | Sample unit | Staff capacity, alignment of federal and local resources* | Capacity, Providing supportive guidance and information |
| Principle 1 | Distribute PARCC/SBAC Technology Survey | Spring 2012 (in process) | OSSE staff, PARCC | Survey results | Delay in creation of survey | Getting information in a timely fashion, questions from LEAs |
| Principle 1 | Review Draft of Next Generation of Science Standards | Spring 2012 (in process) | OSSE staff, STEM committee, stakeholders | Crosswalk of current to new standards | Delay of release, capacity | Gaps found between current and new standards |
| Principle 1 | Transition SEDS to Align to the CCSS | July 2012 | OSSE staff, Vendor | Screen shot of new system | Alignment of federal and local resources* | LEA capacity, Accessing information, Compliance, Capacity, Contracting |
| Principle 1 | Analyze Composition Data and Provide Additional Professional Development | July 2012 | OSSE staff | Results | Staff capacity | LEA buy-in |
| Principle 1 | Analyze Science Data | July 2012 | OSSE staff, vendor | Results | Staff capacity, additional funding | Data collection and reporting |

| | | | | | | |
|--------------------|---|-------------------------|--------------------------------------|--|---|--|
| Principle 1 | Engage Stakeholders on Science Blueprint Decisions | July 2012 | OSSE staff | Science Blueprint | Staff capacity | LEA buy in |
| Principle 1 | Professional Development for Science | July 2012 (ongoing) | OSSE staff | Materials, agendas, feedback | Staff capacity, alignment of federal and local resources* | LEA buy in, space availability |
| Principle 1 | CCSS Interactive Website | July/Aug 2012 (ongoing) | OSSE staff, Contractor | Web Address | Staff capacity | OCTO, Contract and Procurement, capacity, Meaningful contributions, e.g. videos, resources, etc. |
| Principle 1 | CCSS Assessment Item Development | July/Aug 2012 (ongoing) | DC Educators, OSSE Staff, Vendor | DC developed and owned CCSS assessment items | Alignment of federal and local resources* | Core knowledge, participation |
| Principle 1 | Common Core Parent Institute | July, Aug, Sept 2012 | OSSE staff, vendor | Presentation, agendas, feedback survey | Alignment of federal and local resources* | Participation |
| Principle 1 | Summer Workshop for 21 st Century Parents and Afterschool Providers | July, Aug, Sept 2012 | OSSE staff, vendor | Presentation, agendas, feedback survey | Alignment of federal and local resources* | Participation |
| Principle 1 | Include DC CAS Composition in Accountability Plan | June 2013 | OSSE staff | Accountability plan | Staff capacity | Poor test scores |
| Principle 1 | DC CAS Science included in accountability plan | July 2014 | OSSE staff | Accountability plan | Staff capacity | Data availability, timeline |
| Principle 2 | | | | | | |
| Principle 2 | Data analysis of 2012 DC CAS performance as well as roster confirmation and appeals for 2012 accountability data | June 2012 | Office of Innovation and Improvement | | | |
| Principle 2 | Communication of updated accountability system and changes in the reporting, intervention, accountability, and recognition system | June 2012 | Office of Innovation and Improvement | | | |
| Principle 2 | Reporting school level targets for the 2012-13 school year | June 2012 | Office of Innovation and Improvement | | | |

| | | | | | | |
|-------------|---|------------------------|--------------------------------------|--|--|--|
| Principle 2 | Reporting of 2012 DC CAS results for AMOs, proficiency, and growth | July 2012 | Office of Innovation and Improvement | | | |
| Principle 2 | Develop guidelines with PCSB and DCPS to support for improvement in priority and focus schools | July 2012 | Office of Innovation and Improvement | | | |
| Principle 2 | Revision of Title I grant guidelines and application required for schools that do not meet school level targets | July 2012 | Office of Innovation and Improvement | | | |
| Principle 2 | Guidelines on revision of Title I plans required for schools that do not meet school level targets | July 2012 | Office of Innovation and Improvement | | | |
| Principle 2 | Identification and distribution of school classifications to the public | August 2012 | Office of Innovation and Improvement | | | |
| Principle 2 | Inventory and distribution of list of effective external partners and vendors currently serving | August 2012 | Office of Innovation and Improvement | | | |
| Principle 2 | Technical assistance and monitoring as appropriate | August 2012 and beyond | Office of Innovation and Improvement | | | |
| Principle 2 | Improvement plans for focus schools due to OSSE for review and recommendations | October 2012 | Office of Innovation and Improvement | | | |

| | | | | | | |
|--------------------|--|---------------|--------------------------------------|--|--|--|
| Principle 2 | Revision of school level Title I plans and use of Title I funds to be completed | October 2012 | Office of Innovation and Improvement | | | |
| Principle 2 | Mid-year progress reports due from DCPS and PCSB for focus and priority schools | January 2013 | Office of Innovation and Improvement | | | |
| Principle 2 | Year-end progress reports due from DCPS and PCSB for focus and priority schools | June 2013 | Office of Innovation and Improvement | | | |
| Principle 3 | | | | | | |
| Principle 3 | DC OSSE revision of RTTT evaluation requirements to meet flexibility waiver requirements | June 2012 | OSSE staff | Draft Evaluation Guidelines | Two staff members | None |
| Principle 3 | DC OSSE seeks feedback on Evaluation Guidelines from LEAs and Title I Committee of Practitioners | June 2012 | DC OSSE Staff | Feedback notes from Title I COP, and LEA Leaders | Two staff members | None |
| Principle 3 | Solicit members for advisory groups to develop Voluntary Teacher, Leader, and Professional Development standards | June 2012 | DC OSSE staff | List of members | One staff member to solicit volunteers | Finding effective educators who have the time to participate |
| Principle 3 | Submit evaluation guidelines to USDE for peer review | June 25, 2012 | DC OSSE Staff | Proposed Evaluation Guidelines | Two Staff Members | None |

| | | | | | | |
|-------------|--|--|--|---|--|---|
| Principle 3 | Receive feedback from USDE on the evaluation guidelines | June-July 2012 | USDE | Feedback from the Department | USDE Staff and Peer Reviewers | Need for prompt turnaround |
| Principle 3 | Finalize, distribute and post evaluation guidelines | As soon as they are approved by the U.S. Department of Education | DC OSSE Staff | Final guidelines that have been distributed to all Title I LEAs and posted on DC OSSE's website | Two Staff Members | Need for prompt turnaround |
| Principle 3 | Develop Voluntary Teacher, Leader, and Professional Development Standards | July – August 2012 | DC OSSE Staff, Teacher Task Force, Leader Task Force, Human Capital Task Force | Draft Standards | Two staff members to review model standards and draft DC OSSE standards and then manage the process for getting input and revising the standards | This will be a time-consuming process. We will have to find the staff capacity to do this or contract it out. |
| Principle 3 | Adopt Educator Performance and Professional Development Standards | September 2012 | DC OSSE staff | Performance Standards | One staff member to finalize performance standards | None |
| Principle 3 | Provide technical assistance as needed to LEAs creating or revising their evaluation systems | December 2012 – March 2013 | DC OSSE Staff | Technical Assistance Log of Issues and Responses | One staff member | None |
| Principle 3 | Create web site with resources on teacher and leader evaluation | December 2012-March 2013 | DC OSSE Staff (with contractor) | Web site address | One staff member | Awarding a contract quickly or building on an existing contract vehicle |
| Principle 3 | LEAs submit evaluation system plans to DC OSSE for review and approval | by April 30, 2013 | Designated Title I LEA staff | LEA Evaluation System Plans | LEA Staff | None |
| Principle 3 | DC OSSE conducts review process of teacher and leader evaluation systems | May-June 2013 | DC OSSE staff | Evaluation Review Tracking Sheet | Two staff members to conduct the review process | Allocating staff time to this activity |

| | | | | | | |
|-------------|---|-----------------------|--------------------|--|--|------|
| Principle 3 | DC OSSE sends approval notices to LEAs regarding their evaluation systems/plans | by August 1, 2013 | DC OSSE Staff | Approval notices to LEAs | One staff member | None |
| Principle 3 | Non-RTTT LEAs pilot evaluation systems/Full implementation for RTTT LEAs | School year 2013-2014 | LEAs/DC OSSE staff | Approved Evaluation Plans, Title I monitoring visits | Staff members to conduct monitoring visits | None |
| Principle 3 | Full implementation of evaluation systems for all Title I LEAs | School year 2014-2015 | LEAs/DC OSSE staff | Title I monitoring visits | Staff members to conduct monitoring visits | None |

2012 DC CAS and DCPS Reading Target Blueprints

Common Core Transition Blueprint for 2012

CCSS Grade 2

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|--------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Reading Informational Text | 13 | 1 | 14 | 15 | 16 | 41% | 41% |
| Reading Literary Text | 13 | 1 | 14 | 16 | 16 | 41% | 41% |
| Vocabulary Acquisition and Use | 7 | 0 | 7 | 7 | 7 | 18% | 18% |
| TOTALS | 33 | 2 | 35 | 39 | 39 | 100% | 100% |

CCSS Grade 3

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Reading Informational Text | 20 | 1 | 21 | 23 | 21 | 43% | 39% |
| Reading Literary Text | 18 | 2 | 20 | 24 | 25 | 44% | 46% |
| Vocabulary Acquisition & Use | 7 | 0 | 7 | 7 | 8 | 13% | 15% |
| TOTALS | 45 | 3 | 48 | 54 | 54 | 100% | 100% |

CCSS Grade 4

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Reading Informational Text | 20 | 1 | 21 | 23 | 20 | 43% | 37% |
| Reading Literary Text | 18 | 2 | 20 | 24 | 26 | 44% | 46% |
| Vocabulary Acquisition & Use | 7 | 0 | 7 | 7 | 8 | 13% | 15% |
| TOTALS | 45 | 3 | 48 | 54 | 54 | 100% | 100% |

2011 Target Blueprint
DC CAS Grade 3

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|------------------------|-----------|----------|------------------------|-------------------------|-------------------|
| Informational Text | 15 | 1 | 16 | 18 | 33% |
| Literary Text | 20 | 2 | 22 | 26 | 48% |
| Vocabulary Development | 10 | 0 | 10 | 10 | 19% |
| TOTALS | 45 | 3 | 48 | 54 | 100% |

DC CAS Grade 4

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|------------------------|-----------|----------|------------------------|-------------------------|-------------------|
| Informational Text | 15 | 1 | 16 | 18 | 33% |
| Literary Text | 20 | 2 | 21 | 26 | 48% |
| Vocabulary Development | 10 | 0 | 11 | 10 | 19% |
| TOTALS | 45 | 3 | 48 | 54 | 100% |

2012 DC CAS and DCPS Reading Target Blueprints

DC CAS Grade 5

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|------------------------|-----------|----------|------------------------|-------------------------|-------------------|
| Informational Text | 15 | 1 | 16 | 18 | 33% |
| Literary Text | 20 | 2 | 22 | 26 | 48% |
| Vocabulary Development | 10 | 0 | 10 | 10 | 19% |
| TOTALS | 45 | 3 | 48 | 54 | 100% |

Common Core Transition Blueprint for 2012
CCSS Grade 5

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Reading Informational Text | 20 | 1 | 21 | 23 | 22 | 43% | 41% |
| Reading Literary Text | 18 | 2 | 20 | 24 | 24 | 44% | 44% |
| Vocabulary Acquisition & Use | 7 | 0 | 7 | 7 | 8 | 13% | 15% |
| TOTALS | 45 | 3 | 48 | 54 | 54 | 100% | 100% |

DC CAS Grade 6

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|------------------------|-----------|----------|------------------------|-------------------------|-------------------|
| Informational Text | 15 | 1 | 16 | 18 | 33% |
| Literary Text | 20 | 2 | 22 | 26 | 48% |
| Vocabulary Development | 10 | 0 | 10 | 10 | 19% |
| TOTALS | 45 | 3 | 48 | 54 | 100% |

CCSS Grade 6

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Reading Informational Text | 20 | 1 | 21 | 23 | 21 | 43% | 39% |
| Reading Literary Text | 18 | 2 | 20 | 24 | 24 | 44% | 44% |
| Vocabulary Acquisition & Use | 7 | 0 | 7 | 7 | 9 | 13% | 17% |
| TOTALS | 45 | 3 | 48 | 54 | 54 | 100% | 100% |

DC CAS Grade 7

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|------------------------|-----------|----------|------------------------|-------------------------|-------------------|
| Informational Text | 15 | 1 | 16 | 18 | 33% |
| Literary Text | 20 | 2 | 22 | 26 | 48% |
| Vocabulary Development | 10 | 0 | 10 | 10 | 19% |
| TOTALS | 45 | 3 | 48 | 54 | 100% |

CCSS Grade 7

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Reading Informational Text | 21 | 2 | 23 | 27 | 24 | 50% | 44% |
| Reading Literary Text | 17 | 1 | 18 | 20 | 22 | 37% | 41% |
| Vocabulary Acquisition & Use | 7 | 0 | 7 | 7 | 8 | 13% | 15% |
| TOTALS | 45 | 3 | 48 | 54 | 54 | 100% | 100% |

2012 DC CAS and DCPS Reading Target Blueprints

DC CAS Grade 8

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|------------------------|-----------|----------|------------------------|-------------------------|-------------------|
| Informational Text | 17 | 1 | 18 | 20 | 37% |
| Literary Text | 18 | 2 | 20 | 24 | 44% |
| Vocabulary Development | 10 | 0 | 10 | 10 | 19% |
| TOTALS | 45 | 3 | 48 | 54 | 100 |

Common Core Transition Blueprint for 2012
CCSS Grade 8

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Reading Informational Text | 21 | 2 | 23 | 27 | 26 | 50% | 48% |
| Reading Literary Text | 17 | 1 | 18 | 20 | 21 | 37% | 39% |
| Vocabulary Acquisition & Use | 7 | 0 | 7 | 7 | 7 | 13% | 13% |
| TOTALS | 45 | 3 | 48 | 54 | 54 | 100% | 100% |

DCPS Grade 9

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|------------------------------|-----------|----------|------------------------|-------------------------|-------------------|
| Reading Informational | 17 | 1 | 18 | 20 | 37% |
| Reading Literary | 18 | 2 | 20 | 24 | 44% |
| Vocabulary Acquisition & Use | 10 | 0 | 10 | 10 | 19% |
| TOTALS | 45 | 3 | 48 | 54 | 100% |

CCSS Grade 9

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Reading Informational Text | 21 | 2 | 23 | 27 | 26 | 50% | 48% |
| Reading Literary Text | 17 | 1 | 18 | 20 | 19 | 37% | 36% |
| Vocabulary Acquisition & Use | 7 | 0 | 7 | 7 | 8 | 13% | 15% |
| TOTALS | 45 | 3 | 48 | 54 | 53 | 100% | 100% |

DC CAS Grade 10

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|------------------------|-----------|----------|------------------------|-------------------------|-------------------|
| Informational Text | 17 | 1 | 18 | 20 | 37% |
| Literary Text | 18 | 2 | 20 | 24 | 44% |
| Vocabulary Development | 10 | 0 | 10 | 10 | 19% |
| TOTALS | 45 | 3 | 48 | 54 | 100 |

CCSS Grade 10

| Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Reading Informational Text | 22 | 2 | 24 | 28 | 24 | 52% | 44% |
| Reading Literary Text | 16 | 1 | 17 | 19 | 21 | 35% | 38% |
| Vocabulary Acquisition & Use | 7 | 0 | 7 | 7 | 9 | 13% | 17% |
| TOTALS | 45 | 3 | 48 | 54 | 54 | 100% | 100% |

2012 DC CAS and DCPS -Mathematics Target Blueprint

DCPS Common Core Blueprint for 2012
Grade 2 - operational items will be selected to align to the Common Core Standards listed in the "DCPS
Grade 2 Standards" blueprint

| Common Core Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|------------------------------------|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Operations and Algebraic Thinking | 7 | 1 | 8 | 10 | 10 | 23% | 24% |
| Numbers and Operations in Base Ten | 14 | 0 | 14 | 14 | 11 | 32% | 25% |
| Geometry | 5 | 0 | 5 | 5 | 7 | 11% | 17% |
| Measurement and Data | 12 | 1 | 13 | 15 | 14 | 34% | 33% |
| TOTALS | 38 | 2 | 40 | 44 | 42 | 100% | 100% |

Grades 3-4 and 10 are based on David Coleman's "Priority Standards" which emphasize DC math Standards that are foundational to Common Core; stand weightings are within 10% of the 2011 blueprint

Grade 3

| DC CAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|--|-----------|----------|------------------------|-------------------------|-------------------|
| Number Sense and Operations | 16 | 1 | 17 | 19 | 32% |
| Patterns, Relations, and Algebra | 11 | 0 | 11 | 11 | 18% |
| Geometry | 5 | 1 | 6 | 8 | 13% |
| Measurement | 8 | 0 | 8 | 8 | 13% |
| Data Analysis, Statistics, and Probability | 11 | 1 | 12 | 14 | 23% |
| TOTALS | 51 | 3 | 54 | 60 | 100% |

DC CAS Grade 3

2011 Target Blueprint

| DC CAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|---|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Number Sense and Operations | 7 | 0 | 7 | 7 | 11 | 12% | 18% |
| Number Sense and Operations (Priority Standards)* | 8 | 1 | 9 | 11 | 7 | 18% | 12% |
| Patterns, Relations, and Algebra | 10 | 0 | 10 | 10 | 10 | 17% | 17% |
| Geometry | 4 | 1 | 5 | 7 | 7 | 12% | 12% |
| Measurement (Priority Standards)† | 2 | 0 | 2 | 2 | 3 | 3% | 5% |
| Data Analysis, Statistics, and Probability | 10 | 0 | 10 | 10 | 9 | 17% | 15% |
| TOTALS | 51 | 3 | 54 | 60 | 60 | 100% | 100% |

*The NSO Priority Standards are: 3.NSO-C.15, 3.NSO-C.16, 3.NSO-C.17, 3.NSO-C.20 and 3.NSO-C.21
 †The Measurement Priority Standards are: 3.M.1 and 3.M.4

DC CAS Grade 4

| DC CAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) |
|--|-----------|----------|------------------------|-------------------------|-------------------|
| Number Sense and Operations | 19 | 0 | 19 | 19 | 32% |
| Patterns, Relations, and Algebra | 8 or 11 | 0-1 | 9 or 11 | 11 | 18% |
| Geometry | 5 | 1 | 6 | 8 | 13% |
| Measurement | 5 or 8 | 0-1 | 6 or 8 | 8 | 13% |
| Data Analysis, Statistics, and Probability | 11 | 1 | 12 | 14 | 23% |
| TOTALS | 51 | 3 | 54 | 60 | 100% |

Grade 4

| DC CAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|---|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Number Sense and Operations | 4 | 0 | 4 | 4 | 7 | 7% | 12% |
| Number Sense and Operations (Priority Standards)* | 19 | 0 | 19 | 19 | 16 | 32% | 27% |
| Patterns, Relations, and Algebra | 7 or 10 | 0-1 | 8 or 10 | 10 | 10 | 17% | 17% |
| Geometry | 4 | 1 | 5 | 7 | 7 | 12% | 12% |
| Measurement | 4 or 7 | 0-1 | 5 or 7 | 7 | 7 | 12% | 12% |
| Data Analysis, Statistics, and Probability | 10 | 1 | 11 | 13 | 13 | 22% | 22% |
| TOTALS | 51 | 3 | 54 | 60 | 60 | 100% | 100% |

*The NSO Priority Standards are: 4.NSO-F.9, 4.NSO-F.10, 4.NSO-F.12, 4.NSO-C.16, 4.NSO-C.19, 4.NSO-C.20, 4.NSO-C.27, 4.NSO-C.22, 4.NSO-C.25 and 4.NSO-C.26

2012 DC CAS and DCPS -Mathematics Target Blueprint

2011 Target Blueprint

| DC CAS Grade 5 | | | | | | |
|--|-----------|----------|------------------------|-------------------------|-------------------|--|
| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) | |
| Number Sense and Operations | 18 | 0 | 18 | 18 | 30% | |
| Patterns, Relations, and Algebra | 12 | 1 | 13 | 15 | 25% | |
| Geometry | 6 or 9 | 0-1 | 7 or 9 | 9 | 15% | |
| Measurement | 6 or 9 | 0-1 | 7 or 9 | 9 | 15% | |
| Data Analysis, Statistics, and Probability | 6 or 9 | 0-1 | 7 or 9 | 9 | 15% | |
| TOTALS | 51 | 3 | 54 | 60 | 100% | |

DC CAS Grade 6

| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) | |
|--|-----------|----------|------------------------|-------------------------|-------------------|--|
| Number Sense and Operations | 15 | 1 | 16 | 18 | 30% | |
| Patterns, Relations, and Algebra | 13 or 16 | 0-1 | 14 or 16 | 16 | 27% | |
| Geometry | 8 | 0 | 8 | 8 | 13% | |
| Measurement | 5 or 8 | 0-1 | 6 or 8 | 8 | 13% | |
| Data Analysis, Statistics, and Probability | 7 or 10 | 0-1 | 8 or 10 | 10 | 17% | |
| TOTALS | 51 | 3 | 54 | 60 | 100% | |

DC CAS Grade 7

| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) | |
|--|-----------|----------|------------------------|-------------------------|-------------------|--|
| Number Sense and Operations | 14 or 17 | 0-1 | 15 or 17 | 17 | 28% | |
| Patterns, Relations, and Algebra | 13 | 1 | 14 | 16 | 27% | |
| Geometry | 6 or 9 | 0-1 | 7 or 9 | 9 | 15% | |
| Measurement | 5 | 1 | 6 | 8 | 13% | |
| Data Analysis, Statistics, and Probability | 7 or 10 | 0-1 | 8 or 10 | 10 | 17% | |
| TOTALS | 51 | 3 | 54 | 60 | 100% | |

Grades 3-8 and 10 are based on David Coleman's "Priority Standards" which emphasize DC math Standards that are foundational to Common Core; strand weightings are within 10% of the 2011 Blueprint

Grade 5

| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|---|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Number Sense and Operations | 8 | 0 | 8 | 8 | 8 | 13% | 13% |
| Number Sense and Operations (Priority Standards)* | 12 | 0 | 12 | 12 | 12 | 20% | 20% |
| Patterns, Relations, and Algebra | 10 | 1 | 11 | 13 | 13 | 22% | 22% |
| Geometry | 6 or 9 | 0-1 | 7 or 9 | 9 | 9 | 15% | 15% |
| Measurement | 6 or 9 | 0-1 | 7 or 9 | 9 | 9 | 15% | 15% |
| Data Analysis, Statistics, and Probability | 6 or 9 | 0-1 | 7 or 9 | 9 | 9 | 15% | 15% |
| TOTALS | 51 | 3 | 54 | 60 | 60 | 100% | 100% |

*The NSO Priority Standards are 5.NSO-F.8, 5.NSO-C.13, 5.NSO-C.18, 5.NSO-E.23, 5.NSO-C.14, 5.NSO-C.16 and 5.NSO-C.20

Grade 6

| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|---|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Number Sense and Operations | 3 | 0 | 3 | 3 | 3 | 5% | 5% |
| Number Sense and Operations (Priority Standards)* | 12 | 1 | 13 | 15 | 15 | 25% | 25% |
| Patterns, Relations, and Algebra | 13 or 16 | 0-1 | 14 or 16 | 16 | 16 | 27% | 27% |
| Geometry | 8 | 0 | 8 | 8 | 8 | 13% | 13% |
| Measurement | 5 or 8 | 0-1 | 6 or 8 | 8 | 8 | 13% | 13% |
| Data Analysis, Statistics, and Probability | 7 or 10 | 0-1 | 8 or 10 | 10 | 10 | 17% | 17% |
| TOTALS | 51 | 3 | 54 | 60 | 60 | 100% | 100% |

*The NSO Priority Standards are 6.NSO-N.3, 6.NSO-N.5, 6.NSO-C.8, 6.NSO-C.10, 6.NSO-C.11, 6.NSO-C.12, 6.NSO-C.16 and 6.NSO-C.17

Grade 7

| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) |
|--|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|
| Number Sense and Operations | 9 | 0 | 9 | 9 | 9 | 15% | 15% |
| Number Sense and Operations (Priority Standards)* | 6 | 1 | 7 | 9 | 9 | 15% | 15% |
| Patterns, Relations, and Algebra | 10 | 1 | 11 | 13 | 13 | 22% | 22% |
| Patterns, Relations, and Algebra (Priority Standards)* | 2 | 0 | 2 | 2 | 2 | 3% | 3% |
| Geometry | 8 | 0 | 8 | 8 | 8 | 13% | 13% |
| Measurement | 1 | 0 | 1 | 1 | 1 | 2% | 5% |
| Measurement (Priority Standards)* | 6 | 1 | 7 | 9 | 7 | 15% | 12% |
| Data Analysis, Statistics, and Probability | 9 | 0 | 9 | 9 | 9 | 15% | 15% |
| TOTALS | 51 | 3 | 54 | 60 | 60 | 100% | 100% |

*The NSO Priority Standards are 7.NSO-N.8, 7.NSO-C.13 and 7.NSO-C.14
The PRA Priority Standard is 7.PRA.8
The Measurement Priority Standards are 7.M.3 and 7.M.4

2012 DC CAS and DCPS -Mathematics Target Blueprint

2011 Target Blueprint

| DC CAS Grade 8 | | | | | | |
|--|-----------|----------|------------------------|-------------------------|-------------------|--|
| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) | |
| Number Sense and Operations | 14 or 17 | 0-1 | 15 or 17 | 17 | 28% | |
| Patterns, Relations, and Algebra | 13 | 1 | 14 | 16 | 27% | |
| Geometry | 6 or 9 | 0-1 | 7 or 9 | 9 | 15% | |
| Measurement | 5 | 1 | 6 | 8 | 13% | |
| Data Analysis, Statistics, and Probability | 7 or 10 | 0-1 | 8 or 10 | 10 | 17% | |
| TOTALS | 51 | 3 | 54 | 60 | 100% | |

| DC CAS Grade 10 | | | | | | |
|--|-----------|----------|------------------------|-------------------------|-------------------|--|
| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | % Points (Target) | |
| Number Sense and Operations | 9 or 12 | 0-1 | 10 or 12 | 12 | 20% | |
| Patterns, Relations, and Algebra | 14 | 1 | 15 | 17 | 28% | |
| Geometry | 7 | 1 | 8 | 10 | 17% | |
| Measurement | 8 | 0 | 8 | 8 | 13% | |
| Data Analysis, Statistics, and Probability | 10 or 13 | 0-1 | 11 or 13 | 13 | 22% | |
| TOTALS | 51 | 3 | 54 | 60 | 100% | |

Grades 3-8 and 10 are based on David Coleman's "Priority Standards" which emphasize DC math Standards that are foundational to Common Core; strand weightings are within 10% of the 2011 blueprint

| Grade 8 | | | | | | | | | |
|---|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|--|--|
| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) | | |
| Number Sense and Operations | 13 or 16 | 0-1 | 14 or 16 | 16 | 16 | 27% | 27% | | |
| Patterns, Relations, and Algebra (Priority Standards)* | 18 | 1 | 19 | 21 | 21 | 35% | 35% | | |
| Geometry | 5 or 8 | 0-1 | 6 or 8 | 8 | 8 | 13% | 13% | | |
| Measurement | 3 | 1 | 4 | 6 | 6 | 10% | 10% | | |
| Data Analysis, Statistics, and Probability | 6 or 9 | 0-1 | 7 or 9 | 9 | 9 | 15% | 15% | | |
| TOTALS | 51 | 3 | 54 | 60 | 60 | 100% | 100% | | |

*The PRA Priority Standards are: 8.PRA.1, 8.PRA.2, 8.PRA.3, 8.PRA.4, 8.PRA.5, 8.PRA.6 and 8.PRA.9

| Grade 10 | | | | | | | | | |
|---|-----------|----------|------------------------|-------------------------|------------------------------|-------------------|------------------------|--|--|
| DCCAS Reporting Category | SR | CR | Total # Items (Target) | Total # Points (Target) | Total # Points 2012 (Actual) | % Points (Target) | % Points 2012 (Actual) | | |
| Number Sense and Operations | 8 or 11 | 0-1 | 9 or 11 | 11 | 11 | 18% | 18% | | |
| Patterns, Relations, and Algebra (Priority Standards)* | 18 | 1 | 19 | 21 | 21 | 35% | 35% | | |
| Geometry | 6 | 1 | 7 | 9 | 9 | 15% | 15% | | |
| Measurement | 7 | 0 | 7 | 7 | 7 | 12% | 12% | | |
| Data Analysis, Statistics, and Probability | 9 or 12 | 0-1 | 10 or 12 | 12 | 12 | 20% | 20% | | |
| TOTALS | 51 | 3 | 54 | 60 | 60 | 100% | 100% | | |

*The PRA Priority Standards are: A1.P.1, A1.P.3, A1.P.5, A1.P.13, A1.P.14, A1.P.15, A1.P.8 and A1.P.9

Grade 4 Common Core Aligned Prompt

Fishing Secrets

One morning, a man named Hawk peered through the trees at the sparkling lake near his village. He spotted Chief Bear wading in the water with his spear.

Chief Bear has found a new way to catch fish without his canoe, thought Hawk. Chief Bear often caught the most fish, so Hawk followed the chief's example. Grabbing his spear, Hawk eagerly stepped into the water. However, the round stones on the lake bottom were like slippery turtle shells. With a splash, Hawk tumbled into the gentle waves. The cold water made him shiver, but he kept trying.

Soon, a woman named Willow noticed the men. She didn't want to ask why they were fishing without canoes. *I won't seem very smart if I ask a silly question,* thought Willow. Timidly, she grabbed her spear and joined them.

Before long, more villagers waded into the lake, following Chief Bear's example. Like a flock of herons, they stabbed at the water with their pointed spears. Unfortunately, instead of catching a prized fish, each villager tumbled into the lily pads.

Giggling, a young girl named Bee stared at the funny scene. "Chief Bear, what are you and the villagers doing?" Bee asked. She liked to find the answer to every puzzle.

"I am turning over stones with my spear to look for crabs," explained Chief Bear with twinkling eyes. "My canoe has a hole, so I patched it with some pitch. After it dries, I'll go fishing."

"Would you like to fish with me in my canoe?" Bee offered.

“That’s a fine idea,” agreed Chief Bear as he waded out of the water. “It is much easier to fish with a canoe.” A few moments later, Chief Bear and Bee smoothly paddled across the lake. Behind them, the villagers splashed through the waves, still trying to catch their spears!

Item:

Characters do things for different reasons. Authors show these reasons through the thoughts, words, and actions of characters.

Three of the characters in “Fishing Secrets,” Hawk, Willow, and Bee, have different reasons for their actions. What are these reasons? How are they shown to the reader by each character’s thoughts, words, and actions?

In your response, be sure to:

- Describe the reasons behind each character’s actions and how these reasons are shown in the story.
- Use specific details, such as thoughts, words, or actions, from the story to support your description.
- Include a beginning, a middle, and an end in your writing.

Be sure to check your writing for correct spelling, capitalization, and punctuation.

| | |
|---|-----------|
| Item ID: G04_Fishing Secrets | Grade: 04 |
| Content Area: Composition | |
| DOK: 4 | |
| CCSS: Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research; Reading Literary 3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | |

Key Details:

Hawk

- wanted to be like Chief Bear
- copied what Chief Bear did so that he could be like him

Willow

- wanted to appear smart
- wondered what Hawk and Chief Bear were doing, but thought they would think she wasn't smart if she asked
- fished like the others even though what they were doing didn't make sense to her

Bee

- wanted to know the answers and wasn't afraid to ask
- asked Chief Bear what he was doing and learned the best way to fish

| |
|---|
| <p>4 The response demonstrates an understanding of the complexities of the text.</p> <ul style="list-style-type: none">• Fully addresses the demands of the question or prompt• Effectively uses explicitly stated text as well as inferences drawn from the text to support an answer or claim |
| <p>3 The response demonstrates an understanding of the text.</p> <ul style="list-style-type: none">• Addresses the demands of the question• Uses some explicitly stated text and/or some inferences drawn from the text to support the answer |
| <p>2 The response is incomplete or oversimplified and demonstrates a partial or literal understanding of the text.</p> <ul style="list-style-type: none">• Attempts to answer the question• Uses explicitly stated text that demonstrates some understanding |
| <p>1 The response shows evidence of a minimal understanding of the text.</p> <ul style="list-style-type: none">• Shows evidence that some meaning has been derived from the text to answer the question• Has minimal textual evidence |

Exemplary Response:

In the story "Fishing Secrets," three characters act in different ways when they see the chief of their tribe walking in the water with his fishing spear. The reasons that each character acts differently are shown in each character's thoughts, words, and actions.

Hawk wanted to be like the chief. He knew that Chief Bear was better than him at catching fish and so he copied what Chief Bear was doing. Even though he didn't catch any fish while copying Chief Bear, Hawk still thought Chief Bear knew what he was doing. Hawk fell on the slippery stones into the cold water but continued to fish in the same way.

Willow wanted to appear smart. She wondered what Chief Bear and Hawk were doing, but she didn't say anything. She thought she wouldn't "seem very smart" if she asked "a silly question." So, she fished like the men even though it didn't make sense to her.

Bee didn't question herself and wanted to solve problems. She didn't worry about asking silly questions or copying what others were doing. She wanted to figure out what was happening and that is why she asked Chief Bear what he was doing.

Each character acted differently for a different reason. Hawk wanted to keep up with his fellow tribesman, Chief Bear. Willow wanted to not look silly. These two reasons made Hawk and Willow act in a foolish way. Bee's reason behind her actions was to solve problems instead of guessing at what was happening. She did not act in a foolish way. These are three different reactions to Chief Bear's actions in "Fishing Secrets."

Grade 7 Common Core Aligned Prompt

Do You Or Do You Not Choose the New “Choose MyPlate”?

Dear Editor in Chief:

I just read the article in yesterday’s newspaper titled “Michelle Obama Helps Launch MyPlate, the Newest Nutrition Education Tool From the United States Department of Agriculture (USDA).” In the article, your reporter describes how the USDA’s prior tool, MyPyramid, has been replaced by a picture of a plate. On the plate are five sections, one for each of the five food groups. Each section is supposedly in correct portion size to teach us how to eat healthily. All of the quotes included in the article are from supporters of this new model. I, however, disagree with the model and want to make sure your paper voices both sides of the story.

As a child, I was taught to eat based upon the “Basic 4,” or the four food groups. It was the USDA that came up with the Basic 4 model in 1956. Then, in the 1990s, the USDA decided there were five food groups and it needed a new tool. It created the Food Guide Pyramid, a pyramid that was broken into five sections, one for each of the food groups. Food groups that we should eat more of were at the larger bottom of the pyramid, and foods we should eat less of were at the smaller top of the pyramid. Then, in 2000, the USDA created another version of the pyramid called MyPyramid. This time all of the food group sections were vertically aligned, and there was a person climbing up the side of the pyramid to show that exercise is important. And now, the USDA has changed the model again! This time, it is a completely new picture to learn.

Eating healthily is getting confusing! Commercials on television and in magazines tell us to eat a certain food. Food packages are covered with labels and claims that try to convince us to buy them. We

can find lots of nutrition information on the Internet or from friends, but how do we know if it is good advice? With no formal education in nutrition, consumers like me look to experts like the USDA to know what to do. And that is more difficult when the USDA keeps changing the model. MyPyramid, MyPlate— all I know is that the only thing the USDA's changes lead to is MyConfusion.

To the Editor:

Bravo to the USDA! And bravo to the *Panton Post* for seeing it newsworthy to report on the landmark shift in nutrition education from the Food Guide Pyramid to the Choose My Plate model. As a nutritionist, I have spent years trying to use the Food Guide Pyramid with my clients to help them make healthier choices in their diets. Time after time, my clients have been confused and I couldn't blame them. The Food Guide Pyramid was confusing. I applaud the choice by the USDA to scrap the pyramid and start with a fresh, new image.

It was time for a change. Studies show that Americans are becoming more and more overweight and continue to make unhealthy food choices despite nutrition education efforts. Even if the Food Guide Pyramid was not to blame for the poor food choices being made, something had to be done to spark some changes in the American diet.

MyPlate, the new model, is much easier to understand. There is no need to measure the amount of food you eat— you just need to compare the way your plate looks to the model. Do your vegetables fill up a quarter of the plate? Do your grains take up more than a quarter of the plate?

In my opinion, the USDA made the right decision with this change. The Food Guide Pyramid was too confusing to be effective. The MyPlate model is very simple and user-friendly. Americans were not getting the message about healthy eating, so it was time for a change in nutrition education.

When writing letters to the editor to provide a personal response to news articles, authors must present their views in a logical and persuasive way. Authors may offer factual details to support their arguments or try to appeal to readers' emotions. Newspapers often publish letters from people on different sides of an issue, such as one letter in favor of a specific point of view and one letter opposing that point of view.

The two letters in response to an article about the USDA's new image, the MyPlate graphic, present differing viewpoints. Explain the viewpoints of the two authors, and then analyze the effectiveness of each author's argument. How does each author support his or her position? Is each argument successful?

As you plan, write, and edit your analysis, be sure that you:

- Describe each author's viewpoint.
- Describe how each author supports his or her position.
- Explain whether or not the supporting evidence provided by each author is effective or not.
- Support your response with specific evidence from each letter.
- Provide an appropriate introduction and a conclusion.

Be sure to check your writing for correct grammar, spelling, and mechanics.

| | |
|--|----------|
| Item ID: G07_ChooseMyPlate | Grade: 7 |
| Content Area: Composition | |
| DOK: 4 | |
| CCSS: Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research; Reading Informational 8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | |

Key Details:

Viewpoints

- The author of the 1st letter thinks that the new graphic is too confusing.
- The author of the 2nd letter thinks that the new graphic is vastly improved over the previous version; user-friendly

Supporting Details

- 1st letter:
 1. The many changes cause confusion.
 2. Many people are too confused to be able to apply the guideline correctly.
 3. The USDA goal of healthy eating is not being met.
 4. The USDA must counter the confusing messages of packaging and commercials.
- 2nd letter:
 1. The author of the second letter is a nutritionist, which lends credibility to the letter.
 2. The original design of the Food Guide Pyramid was too confusing; the new MyPlate image works better.
 3. Since the image is clearer, people will eat better.

| |
|---|
| <p>4 The response demonstrates an understanding of the complexities of the text.</p> <ul style="list-style-type: none">• Fully addresses the demands of the question or prompt• Effectively uses explicitly stated text as well as inferences drawn from the text to support an answer or claim |
| <p>3 The response demonstrates an understanding of the text.</p> <ul style="list-style-type: none">• Addresses the demands of the question• Uses some explicitly stated text and/or some inferences drawn from the text to support the answer |
| <p>2 The response is incomplete or oversimplified and demonstrates a partial or literal understanding of the text.</p> <ul style="list-style-type: none">• Attempts to answer the question• Uses explicitly stated text that demonstrates some understanding |
| <p>1 The response shows evidence of a minimal understanding of the text.</p> <ul style="list-style-type: none">• Shows evidence that some meaning has been derived from the text to answer the question• Has minimal textual evidence |

Exemplary Response *(add more space as needed to fully answer the prompt):*

The two authors have different points of view about the USDA and the different graphics they have used to try to teach people about good nutrition. The author of the first letter is confused by the USDA because it changed the pictures too many times. The author of the second letter explains that the newest graphic is simple and easy to understand. Both authors think that people's lives and nutritional choices are affected by the image the USDA chooses to use.

The main argument of the author of the first letter is that by changing the guidelines so often, the USDA is confusing people. Instead of people eating healthily as a result of the USDA guidelines, the author maintains that people are simply confused. Therefore, the goal of the USDA in creating this dietary guideline—that of having people eat healthier—is not being met. The author of this letter thinks that people get too many different messages from food packaging and commercials. The author thinks the USDA should be the clear, easy guide to follow so that people will not be confused by all of the other information out there. However, this cannot happen if the USDA keeps changing its message.

The author of the second article has a somewhat different point of view. The fact that this author is a nutritionist really means that he or she knows what they are talking about. This author believes that the USDA has greatly improved the pyramid by switching to the new MyPlate image. Like the author of the first letter, the author of the second letter believes that the pyramid was confusing. The author explains how clear the new image is and says it will be much easier for people to understand and follow.

The authors of both of the letters make good arguments. The author of the first letter supports the claim with facts about the history of the USDA food guides. The author of the second letter supports the claim by talking about his personal experience as a nutritionist as well as referring to some research about obesity. These types of evidence make the authors' arguments convincing. Both letters clearly state their points of view and end with effective conclusions that stress their main arguments to the reader.

Grade 10 Common Core Aligned Prompt

The Shawl

Elizabeth Wilson stared at the stranger's exquisite shawl; shimmering gold threads adorned the silky turquoise like a glittering sunburst. At that moment, amid the crowded island marketplace, Elizabeth resolved to purchase one for her daughter, Maureen, who was admiring the seashells for sale in a nearby booth. Yes, Elizabeth envisioned, *a shawl like that would transform Maureen into a princess when she wore it to the summer festival; she'd be the envy of every young woman.*

After calling out to Maureen and taking hold of her hand, Elizabeth lunged into the crowds streaming around the vendors, focused only on the dazzling garment bobbing ahead of her. Fortunately, when she finally captured the stranger's attention, Elizabeth found that the woman spoke English. With an obliging smile, she directed Elizabeth toward a shop where she'd purchased the woven shawl.

The tropical sun beat down mercilessly on Elizabeth and Maureen as they pushed headlong toward their next destination. Stepping inside the shop, Elizabeth blinked her eyes and adjusted to the dimly lit interior. Ignoring the temptations of the abundant racks, she described the shawl to the shopkeeper.

"That's Ermelinda's pattern," the shopkeeper responded, recognizing the popular design. "Regrettably, I have none left."

"Then could you tell me how to contact Ermelinda," Elizabeth inquired, her voice sharp with frustration, "so I can speak with her about making one?"

"She lives on a nearby island," the shopkeeper explained courteously with a practiced smile. "You could catch a ride with a local if you're willing to pay."

Elizabeth brusquely thanked him, scribbling down Ermelinda's information before they rushed outside again. Wistfully, her daughter glanced at a charming café they passed, but the enticing aromas didn't deter Elizabeth.

On the beach, the worn-down and unstable appearance of the dugout canoes sent a wave of trepidation shivering through Elizabeth. Thankfully, the nearby island was visible, its verdant green turtleback a scant quarter mile away.

It's a short ride, Elizabeth rationalized, dismissing her fears as they clambered aboard. Despite some playful waves, they reached the neighboring shore without incident, but a steep, twisting path still loomed like a barricade between them and Ermelinda's home. By the time they finally knocked on Ermelinda's door, Elizabeth had scraped both knees from stumbling along the treacherous trail.

Promptly introducing herself, Elizabeth expressed her admiration for Ermelinda's stunning turquoise shawl with its sunburst pattern. Elizabeth promised Ermelinda a generous amount if she'd make one for her that afternoon. Peering at the hut's mud walls and palm-thatched crown, Elizabeth felt confident the woman would gratefully appreciate the considerable offer.

"I cannot weave today; I've promised to take my grandson to hunt for seashells at the shore," Ermelinda responded. "No amount of silver can buy back a beautiful afternoon once it has passed," she concluded, smiling softly. Then she signaled to her grandson to fetch his bucket and left the hut.

"How can you be so foolish?" Elizabeth cried, throwing the words at Ermelinda's retreating back. Spinning around to leave, Elizabeth turned to Maureen, but the expression on her daughter's face froze Elizabeth's feet in place. Maureen was gazing at Ermelinda and her grandson with a depth of yearning that staggered her mother.

Item:

Often, authors of literary texts use characters to advance the plot or to convey a message in a narrative. They might do this by describing what a character does, says, or thinks. In the narrative “The Shawl,” the author is attempting to convey the message that concern over material things and status can interfere with one’s enjoyment of life.

Write an essay explaining how the author uses the character of Elizabeth to convey a message that being concerned with material possessions and status can negatively impact one’s life. Be sure to analyze how Elizabeth changes or stays the same over the course of the narrative. Also examine the actions or reactions of the other characters.

As you plan, write, and edit, be sure that you:

- Examine how the author conveys this message through the character of Elizabeth.
- Consider the author’s descriptions of Elizabeth’s thoughts, words, and actions.
- Analyze Elizabeth’s interactions with other characters.
- Include an introduction, a logical arrangement of ideas, and a conclusion.

Be sure to check your writing for correct grammar, spelling, and mechanics.

| | |
|--|-----------|
| Item ID: G10_The Shawl | Grade: 10 |
| Content Area: Composition | |
| DOK: 4 | |
| CCSS: Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research; Reading Literary 3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | |

Key Details:

- The author uses the character of Elizabeth to convey a message that material possessions are not the most important part of life.
- The character is shown as being very interested in having the most elaborate shawl so that her daughter will be “the envy of every young woman” at a festival.
- Elizabeth does not care that securing this shawl will require a great deal of time.
- The author describes Elizabeth’s actions in ways that show her as being greedy and myopic, e.g., “lunged into the crowds streaming around the vendors, focused only on the dazzling garment bobbing ahead of her.”
- After a long and dangerous journey to get the shawl, Elizabeth learns that not everyone is as focused on material things as she is.

- 4** The response demonstrates an understanding of the complexities of the text.
- Fully addresses the demands of the question or prompt
 - Effectively uses explicitly stated text as well as inferences drawn from the text to support an answer or claim
 - Specifically analyzes Elizabeth’s actions and words
 - Considers Elizabeth’s relationships with/to more than one minor character in the text
 - Considers the end of the text and its clear message that Elizabeth’s obsession with possessions hinders enjoyment of life

- 3** The response demonstrates an understanding of the text.
- Addresses the demands of the question
 - Uses some explicitly stated text and/or some inferences drawn from the text to support the answer

- 2** The response is incomplete or oversimplified and demonstrates a partial or literal understanding of the text.
- Attempts to answer the question or address the prompt
 - Uses explicitly stated text that demonstrates some understanding

- 1** The response shows evidence of a minimal understanding of the text.
- Shows evidence that some meaning has been derived from the text to answer the question
 - Has minimal textual evidence

Exemplary Response

In the narrative "The Shawl," the author uses the character of Elizabeth to convey a message that material possessions are not the most important things in life. Elizabeth is very concerned with purchasing one particular shawl for her daughter, one that will make her "the envy of every young woman" at a festival. Even after she learns that it will not be easy to purchase the shawl and that it will require a lengthy and difficult trip, she still wants to purchase the shawl. Her daughter, Maureen, seems very uninterested in the shawl and would rather browse seashells. But Elizabeth will not be deterred.

The way the author describes Elizabeth's focus on the shawl, saying that she "lunged into the crowds streaming around the vendors, focused only on the dazzling garment bobbing ahead of her" implies that the mother's attention is misplaced. The author has already implied that the mother and daughter are at a bustling market in an exotic setting, yet instead of taking in her surroundings and enjoying the atmosphere, Elizabeth focuses her attention only on the shawl she wants her daughter to have. In this way, the author implies the message that preoccupation with material things hinders enjoyment of life.

Later in the narrative, however, the author goes beyond this subtle implication and describes a much more obvious occurrence. After a dangerous journey in a "dugout canoe" and up a "steep, twisting path," Elizabeth and Maureen finally reach the weaver's home, where Elizabeth assumes she will be able to get the shawl. However, the weaver expresses that her promise to take her grandson to the beach is her priority, and that "no amount of silver can buy back a beautiful afternoon once it has passed." Elizabeth cannot understand such an attitude and asks, "How can you be so foolish?" Through this description of Elizabeth's interaction with the weaver, the author further conveys the message that Elizabeth is suffering ill consequences through her focus on material goods.

When the weaver refuses Elizabeth's request and leaves the hut with her grandson, Maureen stares after the two with longing. Elizabeth is staggered by this. The author implies through the description of Elizabeth's reaction to the look that Elizabeth may have learned a lesson, but the reader cannot be sure.



CORE Professional Development



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Message from the Assistant Superintendent of Special Education

Greetings LEA Leaders and Special Education Practitioners,

I am pleased to present you with the Division of Special Education's 2011-2012 School Year Core Professional Development Calendar, "Accelerating Student Success: Professional Development To Improve Student Achievement".

We are thrilled to share the engaging learning experiences that we have put together for you this year. Each year, you provide wonderful learning experiences for your students in your schools and classrooms. It is the intent of the Office of the State Superintendent of Education's Division of Special Education to continue to support your efforts by offering rich and engaging interactive professional development opportunities.

Based on decades of research, we now know that great practitioners form the foundation for great schools. We are therefore committed to strengthening practitioner skills and knowledge, as this commitment is one of the most important investments of time and money that we can make as a State education agency.

Further, as you are aware, The District has begun to transition from the District of Columbia State Standards to the Common Core State Standards. I believe that the adoption of the Common Core State Standards will be an important tool to ensure that District learners are in the forefront of the nation's effort to provide our students with a globally competitive educational experience. However, we also know that practitioners needs support translating these changes from theory to practice. To that end, this year's professional development trainings are focused on preparing and supporting teachers with transitioning to the new Common Core State Standards in English Language Arts (ELA) and math.

We encourage LEA and school leaders to carefully review the core professional development training calendar and identify professional development opportunities that best meet your community's adult learning needs. Prior to registering candidates for sessions, please read the Frequently Asked Questions page for important information regarding registration, admittance, and other policies related to participation.

Thank you for all you do on a daily basis—we know that the work can be hard, but we also believe, as do you, that it is critically important work. We look forward to continuing to partner with you to ensure that our District's students are well prepared for a fulfilling, productive life beyond high school.

Sincerely,

Amy Maisterra, Ed.D., MSW

Assistant Superintendent - Division of Special Education

Training and Technical Assistance (TTA)

TTA Vision

All District of Columbia residents receive an excellent education.

TTA Mission

The Training and Technical Assistance Unit is committed to increasing instructional capacity within the District of Columbia educational system by equipping school personnel, support service providers, and families with research-based best practices, knowledge, and resources to ensure that all children can access the general education curriculum in the least restrictive environment.

In order to fulfill our mission, the Training and Technical Assistance Unit provides training and support ensuring:

- Compliance with federal and local requirements for special education and related services;
- Effective pedagogy and rigorous curriculum;
- Implementation of differentiated instruction and behavioral support; and
- Appropriate use of accommodations, modifications and assistive technologies.

Overview of Training Calendar

October 2011

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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

November 2011

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December 2011

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January 2012

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February 2012

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March 2012

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April 2012

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May 2012

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June 2012

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Training Calendar at a Glance

| Date | Course | Title |
|----------|--------|--|
| 10/24/11 | M-2 | Number Core for Grades 1-5 (Cohort 1) |
| 11/29/11 | | |
| 1/26/12 | | |
| 2/23/12 | | |
| 3/8/12 | | |
| 5/10/12 | M-2 | Number Core for Grades 1-5 (Cohort 2) |
| 10/25/11 | | |
| 11/30/11 | | |
| 1/27/12 | | |
| 2/24/12 | | |
| 3/9/12 | M-4 | The Common Core State Standards and a Balanced Math Approach to Instruction (6-12) |
| 5/11/12 | | |
| 11/1/11 | D-1 | Data Teams and Data Driven Decision Making for Results Seminar |
| 11/30/11 | | |
| 11/3/11 | M-1 | Teaching Mathematics in Pre-Kindergarten and Kindergarten |
| 11/4/11 | | |
| 11/13/11 | | |
| 11/13/12 | | |
| 2/10/12 | B-2 | CHAMPS: A Proactive and Positive Approach to Classroom Management |
| 3/2/12 | | |
| 5/18/12 | AST-3 | Authentic Performance Tasks Seminar |
| 11/7/11 | | |
| 11/8/11 | R-1 | Running Records: Guiding Students to Reading Independence (K-5) |
| 11/15/11 | | |
| 11/29/11 | R-2 | Reciprocal Teaching: Strategies to Increase Comprehension in ALL Readers |
| 11/16/11 | | |
| 11/18/11 | | |

| Date | Course | Title |
|----------|--------|---|
| 12/1/11 | R-3 | Building Vocabulary in a Systematic, Explicit...and ENGAGING way! |
| 12/1/11 | SC-1 | Secondary Transition: Planning for Successful Post School Outcomes! |
| 12/2/11 | | |
| 1/20/12 | | |
| 1/27/12 | | |
| 2/2/12 | | |
| 2/3/12 | | |
| 3/23/12 | | |
| 5/3/12 | | |
| 5/4/12 | SP-1 | Child Find Identification Process |
| 5/11/12 | | |
| 12/6/11 | R-5 | Disciplinary Literacy Seminar for Grades 6-12 |
| 2/9/12 | | |
| 12/8/11 | R-4 | Common Core State Standards (CCSS): Step 1- Overview |
| 12/9/11 | | |
| 12/12/11 | AAS-2 | Woodcock Johnson (WJ III) - Test of Cognitive Abilities |
| 1/5/12 | AST-1 | Power Strategies for Effective Teaching |
| 12/12/11 | | |
| 1/10/12 | R-6 | Targeting Reading Behaviors and Instructional Routines for Effective Small Group Instruction & Intervention |
| 1/31/12 | | |
| 1/10/12 | M-3 | The Common Core State Standards and a Balanced Math Approach to Instruction (K-5) |
| 2/12/12 | | |
| 1/10/12 | | |
| 1/11/12 | | |

Training Calendar at a Glance

| Date | Course | Title | Date | Course | Title |
|---------|---------|--|---------|-----------------------------|--|
| 1/11/12 | R-12 | Instructional Coaching With the End in Mind | 2/11/12 | AAS-1 | Common Formative Assessments |
| 1/30/12 | | | 2/29/12 | | |
| 3/8/12 | | | 2/2/12 | | |
| 5/16/12 | | | 3/1/12 | | |
| 1/12/12 | B-3 | Advanced Classroom Management - Problem Solving and Addressing Chronic Classroom Problems | 2/3/12 | AAS-6 | Woodcock Reading Mastery Tests: Diagnostic Reading Assessment Tool |
| 1/13/12 | | | 2/6/12 | | |
| 1/18/12 | IL-4 | The Administrator's Roles and Responsibilities in Inclusive Schools | 2/7/12 | B-4 | Interventions: Evidence Based Behavioral Strategies for Individual Students - Early Stages |
| 1/19/12 | SP-2 | Instructional Strategies for Teaching Students with Disabilities in General Education Classrooms | 2/10/12 | AAS-3 | Administration and Interpretation of the Woodcock Johnson III (NU) Tests of Achievement Training |
| 1/20/12 | R-7 | Common Core State Standards and Highly Effective Instructional Strategies | 2/13/12 | IL-3 | Effective Supervision: Supporting the Art and Science of Teaching |
| 1/24/12 | SP-3 | Individualized Education Program (IEP) Process: Connecting All Of The Pieces To The Puzzle For Educational Success! | 2/14/12 | | |
| 1/25/12 | | | AST-2 | Art and Science of Teaching | 2/13/12 |
| 2/24/12 | 2/14/12 | AST-4 | | | Building Background Knowledge for Academic Vocabulary |
| 5/4/12 | 2/15/12 | | | | |
| 1/26/12 | AAS-5 | Emotional and Behavioral Assessment: The Behavior Assessment System for Children (BASC-2) | 2/15/12 | SP-4 | Writing IEP Goals That Improve Student Outcomes: Successfully Writing and Implementing An Effective IEP! |
| 1/27/12 | R-8 | Response to Intervention: Using a Tiered Reading Model to Build a Rich Framework (K-6) | 2/16/12 | EC-2 | Managing Behaviors Using Respectful Communication |
| 1/30/12 | IL-1 | A Principal's Guide to Special Education—A Look at the Readiness of School Principals to Preside Over Effective Special Education Programs | 2/17/12 | | |
| 3/10/12 | | | 2/17/12 | AAS-4 | Adaptive Behavioral Assessment Vineland II |
| 1/31/12 | B-6 | Behavioral Response to Intervention | 2/23/12 | R-10 | Fluency – Integrating Literacy across the Curriculum |
| 1/31/12 | EC-1 | Establishing Orderly Classroom Management | 2/24/12 | R-11 | Building a Rich Reading and Writing Vocabulary |
| | | | 2/27/12 | R-13 | Teach Them All To Read (K-5) |
| | | | 2/28/12 | | |
| | | | 3/12/12 | | |
| | | | 3/13/12 | | |

Training Calendar at a Glance

| Date | Course | Title |
|---------|--------|--|
| 5/24/12 | B-7 | Positive Behavior Intervention Supports |
| 5/25/12 | | |
| 5/24/12 | SP-8 | Student Learning Disabilities and Classroom Success: Creating Classroom Environments That Support The Instructional And Behavioral Needs Of All Students -- Achieving Success! |
| 6/6/12 | EC-5 | Integrating Instruction Across the Content Areas |
| 6/8/12 | SP-9 | Universal Design for Learning: Designing Classroom Environments That Work For All Students! |

| Date | Course | Title |
|---------|--------|--|
| 2/28/12 | B-1 | Functional Behavioral Assessment and Behavior Intervention Plans (FBA/BIP) |
| 3/16/12 | | |
| 3/5/12 | R-14 | Common Core State Standards (CCSS): Step 2 - Text Complexity and Performance Tasks |
| 3/19/12 | | |
| 5/7/12 | | |
| 3/6/12 | B-5 | Interventions: Evidence-based Behavioral Strategies for Individual Students - Highly Structured Interventions |
| 3/7/12 | | |
| 3/8/12 | EC-3 | Developing Vocabularies, Oral Language and Print Concepts |
| 3/9/12 | | |
| 3/13/12 | SP-5 | Effective IEP Goal Writing and Common Core State Standards Aligned Goals in Reading and Math: Designing The IEP To Address The Students Academic and Behavioral Needs! |
| 3/14/12 | | |
| 3/16/12 | IL-2 | The BIG Rocks: Priority Management for Principals - Establishing a Professional Learning Community (PLC) |
| 5/3/12 | | |
| 5/10/12 | EC-4 | Teaching Early Numeracy and Science Concepts |
| 5/11/12 | | |
| 5/14/12 | SP-7 | ADHD and Highly Effective Classroom Environments: Successfully Supporting All Students In An Inclusive Environment! |
| 5/17/12 | AST-5 | The Highly Engaged Classroom |
| 5/18/12 | | |
| 5/18/12 | SP-6 | Least Restrictive Environment and Inclusionary Practices: Planning for Student Success! |
| 5/21/12 | D-3 | Reading Assessments Data Driven Decision Making for Results and RtI (K-8): Reaching & Teaching All Students! |
| 5/22/12 | | |

AST-1: Power Strategies for Effective Teaching

Presenter(s): Laura Benson; The Leadership and Learning Center
Date(s): January 10 and January 31, 2012
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE
Washington, DC 20002
Register: <http://www.cvent.com/d/scqm6y/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

Teachers, instructional leaders, and administrators will discover, practice, and model as many as 15 of the most up-to-date, effective instructional methods. They will be able to replicate and use these methods in classrooms the next day.

This two-day seminar focuses entirely on best instructional practices and how (and when) to select practices based on information gleaned from student work and data, including the successful use of non-fiction writing.

Participants will learn how to refine their collaborative processes and structures to better inform the selection of the best instructional strategies so they are implemented on a larger scale. This will make a dramatic difference in teaching and learning.

Educators can use the highlighted practices across the curriculum and with all grade and performance levels of students. The seminar will be customized with examples and plans for implementation that meet the specific needs of the participants.

Learning Objectives:

- When to utilize which instructional strategy, based on specific student needs;
- How to differentiate instruction with a large class of diverse learners;
- How to initially activate knowledge within the learner using personal learning goals, advance organizers, comparisons, and anticipation guides;

- How to engage the learner during instruction through cooperative learning, high-level questioning, student-generated nonlinguistic images, and contracts and inquiry projects; and
- How to strengthen literacy and critical thinking across the curriculum through effective concept attainment, concept mapping, Cornell notes, Socratic seminars, interacting with text, and argumentative writing.

AST-2: Art & Science of Teaching

Presenter(s): OSSE Division of Special Education
Date(s): January 25, February 24, and May 4, 2012
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE
Washington, DC 20002
810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002 (May 4, 2012 session only)
Register: <http://www.cvent.com/d/fcqm6y/4W>

*Note: Participants must attend all three days to gain the most benefit from course content.

This three-day foundational seminar focuses on Dr. Marzano's book, *The Art and Science of Teaching*, which highlights well-researched practices educators can use to be truly effective and realize gains in student achievement. Participants will learn which teaching strategies make the most difference in the classroom and how and when to use them. Gain insights on incorporating quality classroom practices from the perspectives of teacher and leader.

AST-3: Authentic Performance Tasks Seminar

Presenter(s): Dr. Cathy Lasiter, The Leadership and Learning Center

Date(s): November 15 and November 29, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: <http://www.cvent.com/d/kcqm6h/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

The two-day Authentic Performance Tasks seminar, which includes Power Standards and "Unwrapping" the Standards, focuses on each participant's effective design, creation, and use of performance assessments that are the foundation of powerful standards-based instructional and assessment tools. It also focuses educators on identifying what skills and knowledge are of the utmost importance to ensure high achievement levels for students across content areas and across grade levels.

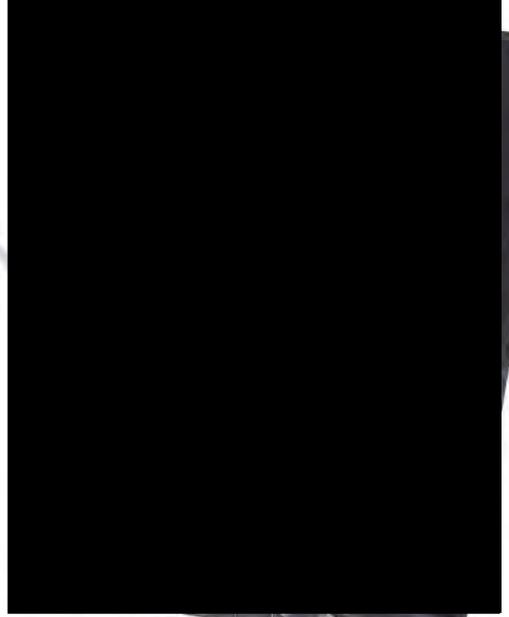
Performance assessments are powerful teaching and learning tools that make differentiated instruction and assessment possible. Performance assessments reach *all* learners including: special education, gifted and talented, below grade-level readers, and English-language learners. Having a collection of motivating performance assessments with corresponding tasks and rubrics aligned to priority standards across grade levels and content areas is a key strategy to differentiate instruction. Using these tools effectively will also motivate students, increase achievement, and save teachers time.

The seminar provides step-by-step procedures that will help you make differentiated instruction happen in your classroom. You will learn how to establish routines and procedures for managing whole class and small group teaching, collaborative, and/or independent practice. These practical suggestions will provide ways to differentiate what you do with students in small groups to improve instructional effectiveness and increase student

achievement. The content and methodology taught in this seminar will apply to any grade level or content area.

Learning Objectives:

- Discover the rationale for narrowing the academic content standards to the Power Standards;
- "Unwrap" these standards and determine the Big Ideas or enduring understandings from them;
- Write these Big Ideas as Essential Questions to guide instruction and assessment;
- Design performance tasks to enhance student understanding based on the standards;
- Develop components of the assessment model, including interdisciplinary standards, engaging scenarios, performance tasks, and task-specific rubrics or scoring guides; and
- Create a standards-based performance assessment that includes all components of the model.



AST-4: Building Background Knowledge for Academic Vocabulary

Presenter(s): OSSE Division of Special Education
Date(s): February 14 and 15, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/2cqm6h/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

Learn why insufficient background knowledge is a chronic cause of low achievement, and discover how a carefully structured combination of two approaches – sustained silent reading and instruction in subject-specific vocabulary – can rescue low achievers and boost the academic performance of all students.

Marzano Research Laboratory Associates will use detailed vignettes to provide you with the tools you need to close achievement gaps:

- Characteristics that determine the success of a sustained silent reading (SSR) program;
- A five-step SSR program that extends through grade 10;
- Eight characteristics of effective vocabulary instruction that enhance academic background knowledge;
- A six-step process for vocabulary instruction in 11 subject areas; and
- The vocabulary terms that are critical to students' success.

AST-5: The Highly Engaged Classroom

Presenter(s): OSSE Division of Special Education
Date(s): May 17 and May 18, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/ccqm6h/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

The Highly Engaged Classroom operates on the basic premise that student engagement happens as a result of a teacher's careful planning and execution of specific strategies. With this in mind, Marzano Research Laboratory Associates translates research into a practical model of engagement and discusses strategies designed to increase engagement in every student.



Assessments and Standards (AAS)

AAS-1: Common Formative Assessments

Presenter(s): Steve Ventura, The Leadership and Learning Center
Date(s): February 1 and 29, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002
Register: <http://www.cvent.com/d/9cqmqm25/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

An educator's goal is to teach students what they need to learn. Common Formative Assessments are the most effective way to identify those needs and use them to inform instruction.

In this two-day seminar, teachers and administrators will learn how to collaboratively develop, test, and refine Common Formative Assessments in order to gain timely and reliable feedback on student progress. They will discuss how to use assessments to adjust instructional practices appropriately.

Common Formative Assessments Learning Objectives:

- Regular and timely feedback regarding student attainment of most critical standards in order to better meet the diverse learning needs of all students;
- Multiple-measure assessments that allow students to demonstrate their understanding in a variety of formats;
- Ongoing collaboration opportunities for grade-level, course, and department teachers;
- Consistent expectations within a grade level, course, and department regarding standards, instruction, and assessment priorities;
- Agreed-upon criteria in for students to reach proficiency within each individual classroom, grade level, school, and district;

- Deliberate alignment of classroom, school, district, and state assessments to better prepare students for success on state assessments; and
 - Results that provide predictive value on how students are likely to do on each succeeding assessment in time to make instructional modifications.
- Common Formative Assessments are periodic or interim assessments, collaboratively designed by grade-level or course teams of teachers, and administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year. Designed as matching *pre-* and *post-*assessments to ensure same-assessment to same-assessment comparisons, the format and design is similar to district and state assessments. Common formative assessment items are intentionally aligned to essential (power or priority) standards *only* and reflect a blend of item types, including selected-response (multiple choice, true/false, matching) and constructed-response (short or extended).

Participating teachers analyze student assessment results in Data Teams to plan and differentiate instruction. Such results provide *predictive value* as to how students are likely to do on each succeeding assessment (school, district, and state) in time for teachers to make instructional modifications.

In addition, collaboratively creating and analyzing common formative assessments helps teachers and administrators identify the antecedents of excellence.

Assessments and Standards (AAS)

AAS-2: Woodcock Johnson III (WJ III) – Test of Cognitive Abilities – Tests of Achievement

Presenter(s): OSSE Division of Special Education

Date(s): January 5, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.cvent.com/d/mcqmq6q/4W>

This seminar will focus on the administration and interpretation options of the WJ III NU Tests of Cognitive Abilities. The WJ III NU Tests of Cognitive Abilities is based on the Cattell Horn-Carroll (CHC) theory of cognitive abilities. The CHC theory provides the most comprehensive framework available for understanding the structure of human cognitive abilities. The WJ III NU Tests of Cognitive Abilities provides a more comprehensive assessment of general ability than most other measures of intelligence. This training is only open to school psychologists. Participants are encouraged, but not required, to bring their test kit with them.

Participants will gain an understanding of the following:

- The theoretical basis of the assessment (CHC Theory);
- Administration procedures including fine points of administration;
- Utilizing the assessment as a selective testing battery;
- All scoring options available;
- Interpretation and uses of the information (processing strengths and weaknesses, etc);
- W and RPI scores as measures of progress;
- Technology options; and
- Linking assessment results to intervention.

AAS-3: Administration and Interpretation of the Woodcock Johnson III (NU) Tests of Achievement Training

Presenter(s): OSSE Division of Special Education

Date(s): February 10, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.cvent.com/d/scqmq6z/4W>

This seminar will focus on the administration and interpretation options of the WJ III NU Tests of Achievement. Practitioners use the WJ III NU Tests of Achievement to assess students for specific learning disabilities. It is also used as a progress monitoring tool during the Response To Intervention (RTI) process. This achievement test provides relevant, functional, and academic information about the student from 2 years of age to adulthood. The WJ III NU Tests of Achievement include tests and clusters that directly parallel those outlined by the Individuals with Disabilities Education Act (IDEA) and it provides sound procedures for linking assessment to intervention at all levels of support.

This workshop is designed for special and general education teachers, school psychologists, intervention specialists, and others who utilize measures of academic achievement data in reading, writing, math, and language to inform their instructional decisions. Participants are encouraged, but not required, to bring their test kit with them.

Participants will gain an understanding of the following:

- All the achievement information available from the assessment;
- Administration procedures, including fine points of administration;
- Utilizing the assessment as a selective testing battery based on the purpose of this assessment;
- All scoring options available;

AAS-3 continued on next page.

Assessments and Standards (AAS)

AAS-3 Continued

- Interpretation and linking the achievement information to processing strengths and weaknesses;
- Available measures of progress;
- Technology options; and
- Linking assessment results to intervention.

AAS-4: Adaptive Behavioral Assessment: Vineland II

Presenter(s): OSSE Division of Special Education
Date(s): February 17, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/4cqmq6z4W>

Understanding a student's personal, functional, and social skills is extremely important information for educators to know about a student with a disability. Conducting functional assessments is one of the most common ways to measure the personal and social skills needed for everyday living. Participants will learn how to use the Vineland II Adaptive Behavior assessment tool to aid in diagnosing and classifying learning difficulties and other disorders, such as autism, Asperger Syndrome and developmental delays.

Participants will:

- Learn how to review student records and other related information;
- Learn how to interview various people, including parents and teachers;
- Learn how to systematically observe students across settings; and
- Learn the content and scales of the Vineland –II within three domain structures: Communication, Daily Living, and Socialization.

AAS-5: Emotional and Behavioral Assessment: The Behavior Assessment System for Children- (BASC-2)

Presenter(s): OSSE Division of Special Education
Date(s): January 26, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/gcqmq6z4W>

Assessing behavioral and emotional issues is important for developing successful interventions. Conducting behavioral assessments is one of the most common ways to measure behavior patterns for children with behavioral challenges. Participants will learn how to use the BASC-2 assessment tool, including rating scales and checklists to measure a student's behavioral and emotional skills to interpret the evaluation results.

Participants will:

- Learn how to review student records and other related information;
- Learn how to interview various people, including parents and teachers; and
- Learn how to systematically observe students across settings.

AAS-6: Woodcock Reading Mastery Tests: Diagnostic Reading Assessment Tool

Presenter(s): OSSE Division of Special Education

Date(s): February 3, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.cvent.com/d/hcqmq6z/4W>

Assessing and accurately diagnosing students reading skills is a critical component of providing high quality reading instruction aligned to the Common Core State Standards (CCSS) in reading. The Woodcock Reading Mastery Tests-Revised-Normative Update (WRMT-R/NU) gives you a test battery with a proven record of accuracy with target grade levels. Based on scientific research and tested with years of actual classroom use, the WRMT-R/NU will help participants:

- Identify children's specific strengths;
- Ascertain students' difficulties and their root causes so that you can plan targeted remediation;
- Determine the reading strategies so that students with special needs can get needed help learning to read; and
- Provide thorough coverage of reading readiness, basic skills, and comprehension.

Behavior Intervention (B)

B-1: Functional Behavioral Assessment and Behavior Intervention Plans (FBA/BIP)

Presenter(s): OSSE Division of Special Education
Date(s): February 28 and March 16, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/ccqm25/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

Why is your student running out of the classroom or starting fights? Functional Behavioral Assessment (FBA) is an evidence-based process for determining the *reason behind the behavior*.

Once an FBA has been completed, then Behavioral Intervention Planning (BIP) begins. A BIP is an action plan for addressing each finding to positively impact both the student and the classroom environment. The bottom line: FBA and BIP improve student behavior.

Benefits of FBA/BIP Training

- Learn to complete an FBA that:
 - Defines the behavior in specific, objective and measurable terms;
 - Identifies aspects of the environment elicit the behavior; and
 - Identifies the positive or negative pay-off of that behavior for the student. (e.g. attention, being removed from difficult situation).
- Learn to develop a behavioral intervention plan (BIP) that
 - Changes aspects of the environment or situation that trigger the behavior;
 - Teaches alternative behaviors to meet the same needs (attention, removal from situation); and

- Modifies responses of other adults at school and home so the behavior does not bring a "payoff" for the child anymore.

B-2: A Proactive and Positive Approach to Classroom Management

Presenter(s): Pat Somers, Safe and Civil Schools
Date(s): November 7-8, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/vcqm25/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar is designed for K-8 teachers, specialists, coaches, and interventionists. Participants will be provided with the foundational content on managing student behavior as well as effective strategies for preventing behavior problems in the classroom. Participants will learn techniques and essential classroom management competencies, including teaching expectations, designing schedules, using positive interactions, and establishing consequences for misbehavior. Participants will leave the workshop with practical and effective strategies for integrating research on classroom management into their daily routines.

Behavior Intervention (B)

B-3: Advanced Classroom Management - Problem solving and addressing more chronic classroom problems

Presenter(s): Andrea Hanford, Safe and Civil Schools

Date(s): January 12-13, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, 800 Florida Avenue, NE
Washington, DC 20002
810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.cvent.com/d/bcqm25/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar focuses on a problem-solving approach to address the students with chronic classroom behavior problems. Participants will learn how to implement three to seven detailed behavior intervention plans to address their specific student's classroom behavioral problems.

B-4: Interventions: Evidence-Based Behavioral Strategies for Individual Students - Early Stages

Presenter(s): Elizabeth Winford, Safe and Civil Schools

Date(s): February 6-7, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.cvent.com/d/0cqm6n/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar focuses on designing interventions for students with mild to moderate social, emotional, and behavior problems using the intensive procedures detailed in *Interventions: Evidence-Based Behavioral Strategies*

for *Individual Students*. Participants will focus on students who require individual intervention. Participants will learn five early-stage interventions that all teachers can be trained to implement.

B-5: Interventions: Evidence-Based Behavioral Strategies for Individual Students - Highly Structured Interventions

Presenter(s): Elizabeth Winford, Safe and Civil Schools

Date(s): March 6-7, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.cvent.com/d/vcqm6n/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar will focus on designing interventions for students with severe social, emotional, and behavior problems using the intensive procedures detailed in *Interventions: Evidence-Based Behavioral Strategies for Individual Students*. Participants will learn how to implement, in collaboration with an interventionist (psychologist, counselor, or behavior specialist) or intervention team, 14 highly structured, research-based interventions for students with the most intensive needs. Participants will also learn problem-solving processes that teams can use to ensure effective design of individualized behavior interventions.

Behavior Intervention (B)

B-6: Behavioral Response to Intervention

Presenter(s): Safe and Civil Schools
Date(s): January 31, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/lcqm67/4W>

This seminar is an informative introduction to a comprehensive and positive approach to school-wide discipline and individual student intervention. This approach uses the acronym STOIC as a guide to the principles of effective behavior management: Structure, Teach expectations, Observe/monitor, Interact positively, and Correct fluently. This workshop will discuss ways to implement all of these principles at the school, classroom, and individual student levels. When they are implemented well, a full Response-to-Intervention continuum is created, ensuring that the needs of all students are addressed. Participants will learn how to evaluate their current continuum of services, identifying both strengths and areas needing improvement.

B-7: Positive Behavior Intervention Supports

Presenter(s): OSSE Division of Special Education
Date(s): May 24-25, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/lcqm24/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

Positive Behavior Intervention Supports (PBIS) is a systems approach that has been proven to be effective in preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that

support staff to promote social and emotional well-being for all students. PBIS schools implement systems that are proactive, not reactive. The systems are based on prevention rather than intervention, and they are positive not punitive. This evidence-based, data-driven framework reduces referrals and suspensions, increases safety of schools, and supports improved academic outcomes. The bottom line: improving the social emotional climate of a school improves academic performance.

Learn how PBIS can work in your school. Through this two-day training, you will develop an understanding of the PBIS system, including:

- Forming a team of school staff and parents to begin assessing school needs;
- Implementing a three-tiered (school-wide, targeted and individualized) data-driven approach to prevention;
- Identifying 3 to 5 school-wide behavioral expectations;
- Development of a behavioral teaching matrix and lesson plans;
- Defining and consistently enforcing expectations;
- Use of data to inform decision-making and progress; and
- Selecting and implementing best-practice programs.

D-1: Data Teams and Data Driven Decision Making for Results Seminar

Presenter(s): Nicole Law, The Leadership and Learning Center
Date(s): November 3-4, 2011
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register: <http://www.cvent.com/d/jcqmqm25/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

The processes learned in this seminar will ensure that D.C. educators will have the most effective data analysis framework and strategies to impact student achievement. The Center will customize this two-day seminar to meet the specific circumstances and challenges that D.C. faces today.

Participants will spend the first day examining data and making leadership and instructional decisions within the framework of a proven and effective process. The Decision Making for results process includes the following steps:

- Inquiry;
- Treasure Hunt;
- Analyzing to Prioritize;
- SMART Goals;
- Strategies;
- Determining Results Indicators; and
- Monitoring and Review.

Each step will take participants deeper into new systems of thinking and applications of data. During the seminar, participants must examine their own real data on real students so that they understand the process in context.

By the conclusion of the day, participants will have learned the process and made concrete improvement decisions.

Decision Making for Results Learning Objectives:

- Understand the definition and components of data-driven decisions;
- Discover how this process will improve student achievement in the district;
- Find out what data addresses your most pressing issues and questions related to student achievement in reading, writing, and mathematics;
- Weed out data that does not inform the urgent issues related to student achievement;
- Witness how the data process helps inform, not only what students in the system are doing, but what the adults in the system are doing;
- Learn what is required of administrators in order to make the data process effective in your district;
- Understand the limitations of data; and
- Study the purpose of Data Teams and how to form them.

During the second day of this interactive seminar, The Center will give participants the tools to implement and sustain successful Data Teams, the key building block of a data-driven decision making process that impacts student achievement.

Participants will understand the effectiveness of the Data Team structure (including the specific roles and responsibilities of each educator) and a 5-step process that clearly focuses participants on analyzing data to make the best instructional decisions. They will see the tremendous power and value of this supportive, organized, and accountable method, with sincere focus on continuous improvement and adult actions to impact student performance.

In addition, this process is a vehicle to help educators monitor the success of accountability and school improvement plans.

D-1 continued on next page.

Data-Driven Instruction: Using Data to Get Results (D)

D-1 *Continued*

Data Teams Learning Objectives:

- Use Data Teams to enhance data-driven decision making at the school and classroom level;
- Understand how this process relates to district and school student achievement goals;
- Create assessments that Data Teams will use to gather immediate student achievement information related to areas of urgency;
- Utilize the Data Team process to address your most pressing issues and questions related to student achievement in reading, writing, and mathematics; and
- Learn about the tools necessary for Data Team leaders to facilitate and sustain successful data meetings.

D-2: Advanced Data-Driven Decision Making Seminar

Presenter(s): Steve Ventura, The Leadership and Learning Center
Date(s): February 2 and March 1, 2012
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE, Washington, DC 20002 (February 2, 2012 session only)
810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/1cqmts/4W>

*Note: Participants must attend both days to gain the most benefit from course content. Additionally, the seminar is designed for leaders who have completed and applied the lessons and strategies of at least one of the Leadership and Learning Center Seminars: *Data-Driven Decision Making*, *Data-Driven Decision Making for Leaders*, *Data Teams*, or *Data-Driven Decision Making Certification Courses*.

This two-day interactive seminar in Advanced Data-Driven Decision Making offers in-depth analysis tools that build upon the principles of Data-Driven Decision Making (DDDM) and efforts of data teams to improve student achievement. The seminar is designed to improve each participant's ability to understand the story behind the numbers (Reeves, 2000) and make visible the invisible (Schmoker, 1999). Advanced Data-Driven Decision Making builds on prerequisite learning in DDDM by providing participants with tools and strategies that add value to every step in the DDDM process.

Build data analysis expertise in every school. Go beyond what assessment information says to what assessment information really means.

D-3: Reading Assessments Data Driven Decision Making for Results and RtI (K-8): Reaching & Teaching All Students!

Presenter(s): OSSE/Division of Special Education
Date(s): May 21-22, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/qcqm2t/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

Assessments are necessary for professional decision-making in Response to Intervention (RTI) models. Educators today need to know what reading assessments provide the most essential information. Participants will leave this seminar with a comprehensive understanding about how to effectively and efficiently collect and use assessment data for improving student achievement in reading.

EC-1: Establishing Orderly Classroom Management

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck & Associates

Date(s): January 31, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.cvent.com/d/mcqmtl/4W>

Establishing order in classrooms is essential for teaching, learning, safety, and socialization. This session provides research and evidence-based methods for classroom management that have been field-tested and proven effective for all ages. Come and learn how to establish safe boundaries using routines and procedures for managing whole-class activities and small-group instruction. Learn how to create predictable learning environments that ensure children know what to do and how to perform successfully.

positively. Participants will also learn how to engage children in collaborative conversations, where they listening attentively and express their ideas about a topic. You will also learn about Two Choice Discipline, a communication system that helps teach responsible decision-making. Come and learn how to assist children with simple decision-making and become accountable for outcomes related to their choices.

DAY 2: This session continues with Part TWO of two presentations that helps teachers set reasonable expectations and teach children how to self-regulate. Participants will learn how using classroom routines and procedures and the Two Choice Discipline system develops children's personal responsibility and accountability. Participants will also learn how to create opportunities for self-regulation using proactive, clear communications, and reasonable consequences that you can enforce consistently. We will discuss appropriate expectations and fair consequences and ways to reward positive behaviors. You will learn how to help children determine appropriate choices and think about potential consequences before they respond.

EC-2: Managing Behaviors Using Respectful Communication

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck & Associates

Date(s): February 16-17, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.cvent.com/d/xcqmq2g/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar provides effective teacher-child and child-child communication models for teachers to use with their students.

DAY 1: This session presents Part ONE of two presentations that helps you teach and model respectful communication using appropriate word choices, voice tones and levels. You will learn to speak proactively and

EC-3: Developing Vocabularies, Oral Language and Print Concepts

Presenter(s): Dr. Vicki Gibson, Dr. Christie Cavanaugh, Gibson, Hasbrouck & Associates
Date(s): March 8-9, 2012
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002 (March 8, 2012 session only) 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/gcqm2g/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar provides a research overview as well as concrete examples of the best practices for developing vocabularies, oral language and print concepts in young children.

DAY 1: This session presents Part ONE of two presentations that provides an overview of research and age-appropriate best practices for teaching and developing vocabulary word knowledge, oral language and pre-literacy skills in young children. We will begin by discussing informal assessment to gather data to inform teaching and use data to pace instruction and practice. We will explore ways to develop word knowledge and oral language to enhance early reading skills and print concepts. Come and learn how to use word sorts, concept sorts and literature to enhance language and early literacy development.

DAY 2: This session presents Part TWO of two presentations that includes teaching and practice activities that develop phonological and phonemic awareness and print concepts. You will learn methods of reading stories to and with children that develop their listening comprehension skills. We will model story retelling activities that use graphic organizers to guide small group discussions where children take turns speaking using correct articulation and grammar. You will also learn how to teach pre-writing skills

that extend language and pre-reading instruction that helps children express feelings and thoughts in art activities and in print.

EC-4: Teaching Early Numeracy and Science Concepts

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck & Associates
Date(s): May 10-11, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/7cqmq2g/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar provides concrete examples of the best practices for developing number sense and science concepts in young children.

DAY 1: This session presents Part ONE of two presentations about developing number sense for early numeracy. Participants will learn how to teach, model and practice skills for one-to-one correspondence, counting on, creating and comparing sets of equality, more/less and same/equal. You will learn how to include activities using concrete objects to develop math skills for recognizing shapes, numerals and their values, and sorting using 1-3 characteristics for problem solving.

DAY 2: This session presents Part TWO of two presentations that integrates learning using math and science concepts together to engage children's interest in their environment. You will learn how to use primary colors to create secondary and tertiary colors and how to introduce measurement concepts and graphing to strength skills for comparing and contrasting objects. We will build on prior knowledge for pre-reading, literacy and language to include concepts for math and science using 10 shapes and 10 colors and rich vocabulary words to complete simple addition and subtraction problems, then create graphs to represent information and discuss what was learned.

Early Childhood Instruction (EC)

EC-5: Integrating Instruction Across the Content Areas

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck & Associates

Date(s): June 6, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.cvent.com/d/lcqmw/4W>

This one-day session provides successful methods for teachers to create productive, cross-curricular learning experiences. It is all about excellent teaching and how to use science and social studies content to develop language and literacy skills. You will learn how to select age-appropriate materials and integrate skills from all content areas. We will examine units of study and discuss how to incorporate skills and practice activities that deepen understandings and provide repeated practices to enhance comprehension. We will also discuss ways to monitor children's performance to inform and continue good instruction. Come and learn how to put it all together so teaching and practice make sense for young children and create a foundation for learning.

IL-1: A Principal's Guide to Special Education—A Look at the Readiness of School Principals to Preside Over Effective Special Education Programs

Presenter(s): Chandra Williams, Director of Training and Technical Assistance/OSSE
Date(s): January 30, 2012 or March 5, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/4cqmqwh/4W>

*Note: This is a one-day seminar. Participants choose one day to attend.

School principals at all levels play an important role in the effectiveness of the planning and implementation of educational programs for children with disabilities. A principal's knowledge of, and involvement in, the process makes all the difference in the world for a program's success. "A Principal's Guide to Special Education" speaks directly to individual principals. The presenters will discuss what principals must know in general about educational programs for children with disabilities and what to do, specifically in the building, to provide the proper leadership.

Participants will be able to:

- Explain the legal basis for educating children with disabilities, by demonstrating knowledge of the key points of IDEA, Section 504, and ADA.
- Identify and explain the role of the principal in daily special education concerns such as individualized education programs, discipline, and inclusion.
- Explain the details of a due process hearing as a remedy for parents in special education matters, how a hearing is conducted, how principals can reduce chances of a hearing, and how principals can prepare for a hearing.

IL-2: The BIG Rocks: Priority Management for Principals—Establishing a Professional Learning Community (PLC)

Presenter(s): Chandra Williams, Director of Training and Technical Assistance/OSSE
Date(s): March 16 and May 3, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/qcqmqwn/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

How can a dedicated principal work really, really hard but fail to get significant gains in student achievement? The answer is obvious: spending too much time on the wrong things and not enough time on the right things. The principal's number-one priority is zeroing in on the highest-priority activities for bringing all students to high levels of achievement. If you don't put the two or three top priorities into your calendar first, all of the other "stuff" will clutter your days. For the principal, the big rocks are the actions that drive high achievement for all students. Without a clear sense of these research-based activities, a school leader will accomplish very little.

Participants will map out the two or three highest priorities in their schools, set measurable goals, and learn how to pursue them with laser-like determination. Once you've put your lean, mean strategic plan in place, it is much easier to say "no" to off-mission activities, to be present for students and staff members, and to roll with the punches...because there will still be those crazy days.

IL-3: Effective Supervision: Supporting the Art and Science of Teaching

Presenter(s): OSSE Division of Special Education
Date(s): February 13, 2012 and February 14, 2012
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register: <http://www.cvent.com/d/2cqm6j/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

Participants will learn research-based instructional and supervision strategies that have a high probability of enhancing K-12 student achievement. The guiding reference for these two days will be *Effective Supervision: Supporting the Art and Science of Teaching*, by Robert J. Marzano, Tony Frontier, and David Livingston, published by ASCD, May 2011.

The presenter will guide District of Columbia administrators and teacher leaders as they increase their understanding of, and ability to use:

- A common language of instruction;
- A variety of approaches to teacher reflection and feedback;
- Structures and tools for observing and discussing effective teaching including: observational protocols, instructional rounds, and informal and formal observations;
- Effective supervision approaches as the District of Columbia's classrooms transition to the ELA Common Core State Standards;
- Professional and collegial environments that foster student learning; and
- Strategies for leading change.

IL-4: The Administrator's Roles and Responsibilities in Inclusive Schools

Presenter(s): Dr. Marilyn Friend, President for the Council for Exceptional Children
Date(s): January 18, 2012
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register: <http://www.cvent.com/d/jcqmwm/4W>

Inclusive schooling relies on the leadership of principals and other site administrators: a fact supported in dozens of studies and in the stories of many educators. However, principals often have valid questions about the complexities of leading an inclusive school, and they often are faced with complex issues they are unsure how to resolve.

The purpose of this session is to explore, through an administrative lens, conceptual and practical issues related to creating and sustaining inclusive schools, including the development of co-teaching programs. In particular, this session is designed to provide opportunities for school and district administrators to discuss the concerns and roadblocks to refining inclusive services for students with disabilities and other special needs. We will emphasize identifying constructive strategies for gaining the most benefit possible from the personnel and programs available in schools.

Objectives

At the conclusion of this workshop you will be able to:

1. Review core concepts that define and characterize inclusive schooling for students with disabilities and other special needs (e.g., collaboration, inclusion, co-teaching);
2. Affirm your own beliefs about inclusive practices and clarify your role and responsibility for setting an expectation for inclusiveness, including placing

IL-4 continued on next page.

Instructional Leadership (IL)

IL-4 Continued

inclusion in the context of broad school reform efforts including NCLB and IDEA;

3. Outline strategies for building and sustaining inclusive programs, including co-teaching, that are grounded in research, consonant with current federal legislative mandates, and responsive to a variety of situations;
4. Discuss persistent dilemmas related to inclusive practices and co-teaching (e.g., time for shared planning, scheduling, staffing patterns, resistance, instruction) and options for resolving them using, as a basis, existing and related research;
5. Evaluate the quality of the co-teaching occurring and the impact it is having on student outcomes, staff perceptions, and other stakeholders' perceptions; and
6. Discuss your concerns and issues related to specific inclusive practices and co-teaching and outline ways to address them.

M-1: Teaching Mathematics in Pre-Kindergarten and Kindergarten

Presenter(s): Brenda Mercado, Math Solutions

Date(s): November 3, 2011 (Session 1)

January 13, 2012 (Session 2)

February 10, 2012 (Session 3)

March 2, 2012 (Session 4)

May 18, 2012 (Session 5)

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, 800 Florida Avenue, NE
Washington, DC 20002
810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002 (session 2 and session 3 only)

Register: <http://www.event.com/d/scqmwn/4W>

*Note: This is a five-day seminar. Participants should attend all sessions.

Teaching mathematics in kindergarten has challenges that are different from the other primary grades. This seminar addresses these challenges by helping teachers understand a problem-solving mathematics program that builds on children's prior experiences, encourages children's language development, and helps children make mathematical connections.

Young children have many real-world mathematical experiences before entering school. This session shows teachers how to use students' natural curiosities and prior experiences to build their understanding of mathematical ideas. Teachers examine the ingredients necessary for setting up a problem-solving environment that promotes children's autonomy and decision making, selecting appropriate mathematical learning activities, and promoting communication about mathematics among students. Samples of student work connect the session experiences to classroom instruction.

Content: The five-session series respond to the Common Core State Standards for Mathematics and helps teachers learn how to:

- Set up a problem-solving classroom culture that helps children develop mathematical understandings and make connections
- Include activities from the strands of number, pattern, geometry, statistics, and probability;
- Encourage communication, both oral and written;
- Integrate assessment and instruction; and
- Communicate with parents about their child's math instruction.

Session 1: The focus of this session is on counting, counting assessments, and counting routines. Participants will:

- Engage in mathematical investigations to build understanding of important ideas from the area of counting;
- Dialog about current assessment practices, record keeping, and building on the assessment information;
- Review the Common Core State Standards for Mathematics;
- Examine critical components of how children learn mathematics to consider the implications for instructional decision making; and
- Extend the learning from the session by using and analyzing classroom practices.

Session 2: The focus of this session is on creating a mathematical environment, counting collections, and number relationships. Building on work with counting from Session 1 and participants' observations from the classroom, participants:

- Broaden their conceptual understanding of the complexities of counting;
- Consider the ideas of conservation in comparing quantities;
- Use their classroom observations to continue the discussion of cardinality as it relates to counting collections; and

M-1 continued on next page.

Mathematics Instruction (M)

M-1 Continued

- Recognize that mathematically rich environments promote mathematical thinking.

Session 3: The focus of this session is tools for mathematical thinking.

Participants examine current practices with calendar routines, ten frames, number lines, bead boards, and 100's charts. Building on work with counting from sessions 1 and 2, participants broaden their understanding of number sense by:

- Examining current practices;
- Considering the use of ten frames, number lines, and hundreds charts as tools for mathematical thinking; and
- Examining how the mathematical understanding of the teacher influences the choice of instructional experiences and questions used to guide and deepen student learning.

Session 4: The focus of this session is on number relationships as they relate to basic facts. Building on work from previous sessions, participants:

- Engage in and identify characteristics of tasks that build number relationships; and
- Examine how the mathematical understanding of the teacher influences the choice of instructional experiences and questions used to guide and deepen student learning.

Session 5: The focus of this session is on problem solving, examining rich mathematical problems, and supporting students with communicating their mathematical understanding. Building on our work with number sense from the four previous sessions, participants:

- Solve mathematical problems;
- Examine the criteria for evaluating rich mathematical problems; and
- Discuss the notion of “math talk” as a way of building vocabulary and as it relates to The Common Core Mathematical Practices.

M-2: Number Core for Grades 1-5

Presenter(s): Nancy Low, Math Solutions (Cohort 1)
Date(s): **October 24, 2011 (Session 1)**
November 29, 2011 (Session 2)
January 26, 2012 (Session 3)
February 23, 2012 (Session 4)
March 8, 2012 (Session 5)
May 10, 2012 (Session 6)
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.event.com/d/ncqm2p/4W>

Presenter(s): Nancy Low, Math Solutions (Cohort 2)
Date(s): **October 25, 2011 (Session 1)**
November 30, 2011 (Session 2)
January 27, 2012 (Session 3)
February 24, 2012 (Session 4)
March 9, 2012 (Session 5)
May 11, 2012 (Session 6)
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002 (session 1, session 3, and session 6 only)
 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.event.com/d/qcqm77/4W>

*Note: This is a six-day seminar. Participants should attend all sessions.

This six-session series addresses an important need—to help grades 1–5 teachers deepen their understanding of arithmetic, the cornerstone of mathematics. To teach the high-stakes area of arithmetic effectively, teachers need to understand the complexities of computation, problem solving, and number sense, and to know how to support these areas in their instructional program.

Each session will include connections to the content and practice standards from the Common Core State Standards for Mathematics. All sessions will also offer an opportunity to extend the learning from the day by using and analyzing classroom activities and student work related to that session's focus.

Goals: This course helps participants:

- Strengthen math content knowledge;
- Use content knowledge to make math more accessible for students;
- Understand how students learn mathematics; and
- Implement instructional strategies that promote thinking, reasoning, and making sense of mathematics.

Overall Important Mathematical and Pedagogical Ideas to focus work throughout the series:

- Teachers teach well only what they deeply understand;
- Historically number has been a cornerstone of the entire mathematics curriculum internationally as well as in the United States. All the mathematics proposed for pre-kindergarten through grade 12 is strongly grounded in number;
- The major emphasis of the elementary mathematics curriculum is building children's number understanding and computation skills and includes estimation, mental computation, appropriate use of calculators, paper-and-pencil figuring, the development of students' number sense, and application of skills in problem-solving situations;

M-2 continued on next page.

M-2 Continued

- The operations of addition, subtraction, multiplication, division and their corresponding properties are the foundation of arithmetic;
- Teachers' understanding of mathematics influences their choice of instructional tasks and contributes to their ability to ask students questions that are mathematically significant;
- Being numerically powerful includes the ability to compute accurately and efficiently but goes far beyond that. It also involves understanding and using various meanings, relationships, properties, and procedures associated with number concepts and operations;
- In order to communicate ideas related to numbers, we must have a way of representing numbers symbolically. Two specific characteristics of our number system have important implications for instruction: It is a positional system; there are place values. It is based on repeated groupings of ten. Students must interpret digits in numbers on two levels: place value and face value; and
- Whether written as fractions, decimals, or percentages, numbers less than one have a complexity of meanings. In order to make sense of and use fractions, students must consider relationships—either between parts and wholes or between different quantities.

Participant Requirements

- Successful completion of the course includes:
- Attending and fully participating in all sessions;
- Reading and discussing all assigned articles and readings;
- Making daily entries in a journal to process the course experiences, identify issues, and formulate questions; and
- Completing problem-solving homework assignments.

M-3: The Common Core State Standards and a Balanced Math Approach to Instruction (K-5)

Presenter(s): Nicole Law, The Leadership and Learning Center

Date(s): January 10-11, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, 800 Florida Avenue, NE
Washington, DC 20002

Register: <http://www.event.com/d/xcqmq6m/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

The Common Core State Standards and a Balanced Math Approach seminar is perfect for teachers and instructional specialists looking to further develop and align their curriculum and instruction to the common core state standards in math.

How can teachers build mathematically powerful students? How can teachers build students who can solve problems and also communicate their understanding to others? When students are engaged in a "balance" of mathematics activities, they can succeed where it counts: in applying their math skills and reasoning ability to solve real-life problems requiring mathematical solutions. In this seminar, participants will learn how to deliberately design a balance of instruction and assessment aligned to the common core state standards that helps students:

- Build computational skills;
- Develop mathematical reasoning and problem-solving abilities;
- Deepen conceptual understanding;
- Demonstrate understanding in a variety of assessment formats;
- Based on the National Council of Teachers of Mathematics (NCTM) recommendations, the seminar provides math educators in elementary with a practical framework for implementing each of these components

M-4: The Common Core State Standards and a Balanced Math Approach to Instruction (6-12)

Presenter(s): Tremain Nelson, The Leadership and Learning Center
Date(s): November 1, 2011 and November 30, 2011
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/8cqrm6j/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

The Common Core State Standards and a Balanced Math Approach seminar is perfect for teachers and instructional specialists looking to further develop and align their curriculum and instruction to the Common Core State Standards in math.

How can teachers help students be mathematically powerful? How can teachers help students be problem solvers and communicate their understanding to others? When students are engaged in a "balance" of mathematics activities, they can succeed where it counts. They apply their math skills and reasoning abilities to solve real-life, mathematical problems. In this seminar, participants will learn how to deliberately design a balance of instruction and assessment aligned to the Common Core State Standards that helps students:

- Build computational skills;
- Develop mathematical reasoning and problem-solving abilities;
- Deepen conceptual understanding; and
- Demonstrate understanding in a variety of assessment formats.

Based on the National Council of Teachers of Mathematics (NCTM) recommendations, this seminar provides math educators in middle and high school with a practical framework for implementing each of these components



R-1: Running Records: Guiding Students to Reading Independence (K-5)

Presenter(s): Dr. Angela Schroden, Reading Specialist/OSSE
Date(s): November 16, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/rcqmwn/4W>

ALL proficient readers use strategies to access or decode text. What are those strategies and how do you know if your students are using them? More importantly...how do you teach the strategies your students aren't using? Running Records is a POWERFUL yet simple tool for understanding what strategies the readers in your classroom are or are not using to access text.

The Common Core State Standards (2010) provide little guidance in regard to literacy intervention but ask teachers to pinpoint areas of literacy needing intervention- "The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention," (p. 15). Running Records will support teachers in identifying what students are or are not doing in relation to print concepts, phonological awareness, phonics, word recognition, and fluency. This session will teach you how to take, score, and interpret reliable running records in order to increase student learning. Participants will also learn language or "strategy talk" to facilitate rapid acquisition of these strategies. This is an interactive and collaborative training where participants will have time to learn how to take, score and interpret a running record, and collaborate with colleagues while learning.

R-2: Reciprocal Teaching: Strategies to Increase Comprehension in ALL Readers

Presenter(s): Dr. Angela Schroden, Reading Specialist/OSSE
Date(s): November 18, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/jcqmw/4W>

They can read...they just can't understand! Comprehension is the entire purpose for reading, yet it is arguably the most difficult for students to do and for teachers to instruct. This seminar will introduce four strategies for improving the teaching and learning of comprehension. Reciprocal Teaching is an evidence-based teaching model to help your students construct meaning from text by integrating four reading comprehension strategies—predicting, questioning, clarifying, and summarizing. Participants will learn how to include Reciprocal Teaching into whole-class sessions, small group sessions, and/or literature circles. This is an interactive and collaborative training where participants will have time to learn the four strategies, observe the strategies in action, and collaborate with colleagues while learning.

"Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text..." (p. 8); Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently." Students are being asked to access, process, interpret, discuss, evaluate, and critique challenging text in multiple genres at all grade levels. In order to be proficient at interpreting, discussing, evaluating, and critiquing challenging text, students must have strategies to help them process and discuss the text.

Reciprocal Teaching is a model designed to support children in reading challenging texts in order to move to higher levels of comprehension of those texts.

R-3: Building Vocabulary in a Systematic, Explicit...and ENGAGING way!

Presenter(s): Dr. Angela Schrodten, Reading Specialist/OSSE
Date(s): December 1, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/1cqmw7/4W>

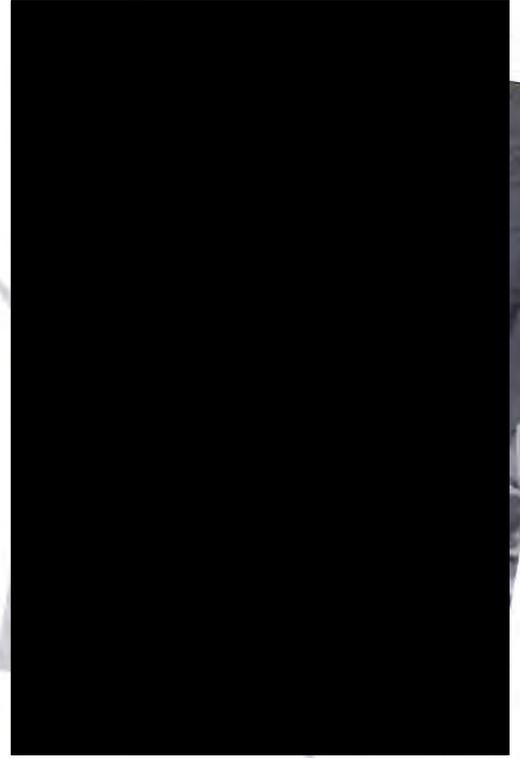
Increasing students' vocabulary has the potential to increase both comprehension and writing. But how do children learn new words? What words are worth knowing? This seminar will teach participants about Tier 1, 2, and 3 words and how these tiers contribute to vocabulary acquisition. Participants will also learn about grade-level and content-specific academic vocabulary that enable students to think, write, and speak with precision in school. Finally, participants will learn the steps to a five-day vocabulary plan designed to increase students' vocabulary. This is an interactive and collaborative training where participants will have time to learn about and practice identifying tier 1, 2, and 3 words; experience a 5-day vocabulary plan; and collaborate with colleagues while learning.

"Without prompting, students demonstrate command of standard English and acquire and use a wide-ranging vocabulary." (p. 7) "The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. (p. 8) "Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression." (p. 25)

R-4: Common Core State Standards (CCSS): Step 1—Overview

Presenter(s): Dr. Angela Schrodten, Reading Specialist/OSSE
Date(s): December 12, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/dcqmw7/4W>

The first step in implementing the Common Core State Standards is figuring out what they are, how they are organized and what they are asking students to do. This interactive seminar will provide time for participants to practice "close reading" of the standards, discuss how and why they are organized as they are, examine the increase in rigor from grade to grade, and discuss what IS NOT covered in the Common Core State Standards. Implications for students' learning and teaching will also be explained. This is an interactive and collaborative training where participants will have time and be expected to participate in rich, professional discussion.



R-5: Disciplinary Literacy Seminar for Grades 6-12

Presenter(s): Dr. Thommie Piercy, The Leadership and Learning Center

Date(s): December 8-9, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: <http://www.cvent.com/d/wcqmwj/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

Literacy in our global, connected, media-rich world is different from literacy in the past. The Common Core State Standards (ELA and Literacy) lay out a vision of what it means to be a literate person in the 21st century, and it is more complex than it used to be. This seminar will help teachers better understand the rigor, complexity, structure, and spirally nature of the Common Core for grades 6-12 to more efficiently meet the needs of their students.

Disciplinary Literacy: Redefining Deep Understanding for 21st-Century Demands, by Thommie D. Piercy and William Piercy, takes a comprehensive look at the challenges of literacy in the 21st century, and the Disciplinary Literacy Seminar builds on the insights of the book. The seminar provides districts, individual schools, grade-level teams, and content area teams with an explicit and teacher-friendly literacy instructional framework that guides students to read and think like experts while at the same time increasing deep understanding of material. The content of this seminar is directly aligned with the Common Core State Standards for literacy, including the Anchor Standards.

Disciplinary Literacy utilizes a four-stage model that encourages students to become investigators. Through the Disciplinary Literacy process, students learn to read like historians, scientists, mathematicians, literary critics, and musicians. Discipline-specific investigation questions about primary texts motivate dynamic student dialogue. The process is clear, fun, and engaging; and students will learn vital skills for communicating responsibly.

The Disciplinary Literacy process described and modeled in this interactive seminar is content-specific and provides aligned instruction using dynamic tools to ramp up adolescent achievement. Educators will find that Disciplinary Literacy constantly challenges their students to read texts deeply, fill in gaps in their understanding, and expand their critical thinking. It is not a generic "reading across the curriculum" model for instruction.

Learning Objectives:

- Identify explicit instructional connections with the Common Core State Standards;
- Learn the Disciplinary Literacy Four-Stage Text Investigation Model for reading like a historian, scientist, mathematician, literary critic, and musician;
- Apply adolescent citizen journalist thinking and communication skills; and
- Apply Literacy Action Frameworks with all students, including at-risk and advanced students.

R-6: Instructional Routines for Effective Small Group Instruction & Intervention

Presenter(s): Dr. Angela Schroden, Reading Specialist/OSSE
Date(s): January 10 and February 2, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.event.com/d/lcqmrq/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar explores of targeted reading assessments and learns instructional routines for effective small-group instruction and intervention.

Session 1: As teachers we often hear the statement, "these students can't read," or "these students are two grade levels behind." But what does that really mean? More importantly, what can we do about it? Only in rare instances are children wholly incapable of reading. More often, children have multiple reading challenges that prevent them from reading like their peers. Unfortunately many reading assessments are broad in nature and end up telling us what we already know, "Johnny can't read." When we use the right assessments, though, we can take a closer look and find... Johnny struggles with decoding, which is negatively influencing his fluency, which is negatively impacting his comprehension...so he chooses not to read. This first of two sessions will introduce a variety of easy and targeted assessments to support teachers in pinpointing the needs of the readers in their classrooms. This is an interactive and collaborative training where participants will have time to learn the assessments, discuss what students need which assessment, and collaborate with colleagues while learning.

Session 2: If you've ever said, "I know why my students are struggling in reading, I just don't know what to do about it..." this second of two sessions is for you. Based on the gradual release of responsibility (Pearson & Gallagher, 1983) model and targeted to address specific reading needs (comprehension, fluency, phonics), participants will learn four explicit and systematic

instructional routines. These routines provide precise teaching moves in order to accelerate students' learning. This is an interactive and collaborative training where participants will have time to learn the instructional routines, discuss which students would benefit from each routine, and collaborate with colleagues while learning.

R-7: Common Core State Standards and Highly Effective Instructional Strategies

Presenter(s): Dr. Timothy Shanahan, Past President of the International Reading Association
Date(s): January 20, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.event.com/d/xcqmrq/4W>

Recently, the District of Columbia, along with more than 40 states, adopted new educational standards in the English Language Arts called the Common Core State Standards. These standards are quite different than the learning outcomes that have been the focus of instructional efforts in the past. This presentation will provide an insightful tour of the new standards that will help you to understand what is so special about them and the changes to instructional practice that will be required to accomplish them.

For decades, reading educators encouraged teachers to teach students from "instructional level" texts, content teachers have used high readability textbooks, and approaches such as guided reading with leveled books have flourished. The new Common Core State Standards challenge those widely accepted approaches, requiring that students be taught with challenging texts that, in the past, would have been labeled as frustration level. That means teachers can no longer just move struggling learners to easier texts. This presentation will provide an overview of some of the instructional responses that can help teachers to make this approach a success for students.

Reading Instruction (R)

R-8: Response to Intervention: Using a Tiered Reading Model to Build a Rich Framework (K-6)

Presenter(s): Dr. Mary Howard, Reading Connections

Date(s): January 27, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: <http://www.cvent.com/d/kcqmr2/4W>

Response to Intervention is a rich literacy framework using a tiered system. RTI begins with a high-quality general education program with support options in place at higher levels. The framework builds a culture of instructional responsiveness and differentiation from the ground up with increasing levels of instructional intensity for students who need more than we can offer in the general classroom setting. Each tier in an RTI model is carefully coordinated so that students can receive the more they need within and across tiers. Mary will illustrate the success factors of RTI with a detailed description of each tier and the tools and steps that are essential for this school-wide view of literacy excellence within an RTI model.

In this seminar, you will learn how to:

- Design and utilize a “tiered” intervention model for long-term success;
- Implement the most effective instructional interventions and strategies; and
- Integrate literacy instruction across the curriculum within and across tiers.

R-9: Instructional Strategies to Maximize Achievement for Struggling Readers (K-6)

Presenter(s): Dr. Mary Howard, Reading Connections

Date(s): February 13, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: <http://www.cvent.com/d/gcqmr2/4W>

An effective literacy program must be grounded in a responsive, differentiated view that is inclusive of all students. Meeting the needs of struggling readers is not about doing something ‘else’—often a diluted form of instruction based on isolated skill and drill. Our struggling readers must be immersed in the very instructional approaches that are afforded our most proficient readers. Mary will share powerful instructional strategies that give struggling readers the “more” they need—more intensity, more depth, more support and more acceleration. Learn how to build strategic knowledge in ways that ensure transfer of learning with powerful approaches that can be integrated across the curriculum tomorrow morning. You will leave this session with a new sense and a filled instructional toolbox in this strategy-rich session.

In this seminar, you will learn how to:

- Identify the critical features of an inclusive literacy program;
- Learn simple adaptation that will maximize learning for struggling readers;
- Implement flexible grouping strategies for an accelerated view; and
- Build literacy instruction into the day for maximum gain.

R-10: Fluency—Integrating Literacy across the Curriculum

Presenter(s): Dr. Mary Howard, Reading Connections

Date(s): February 23, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, 800 Florida Avenue, NE
Washington, DC 20002

Register: <http://www.cvent.com/d/dcqmrw/4W>

This new seminar is designed to clearly demonstrate that fluency is not a separate component of effective reading instruction, but a critical aspect of a larger scope. Current research has resulted in a renewed interest in fluency, but this seems to have resulted in what Rasinski describes as a shift from the “forgotten” to a “misunderstood” reading goal. Fluency is often reduced to speed or pronunciation at the expense of meaning as the same unproductive oral reading practices continue to be the driving force of the scurry to incorporate fluency into every classroom.

In this seminar, you will learn how to:

- Discover the critical principles of effective fluency instruction;
- Integrate fluency into every topic throughout the school day;
- Embed vocabulary into fluency across the curriculum; and
- Maximize instructional decision-making so every moment counts.

R-11: Building a Rich Reading and Writing Vocabulary

Presenter(s): Dr. Mary Howard, Reading Connections

Date(s): February 24, 2012

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, 800 Florida Avenue, NE
Washington, DC 20002

Register: <http://www.cvent.com/d/bcqmr/4W>

Interactions with language and print offer priceless opportunities to expand vocabulary on a daily basis. Learn how to implement proven techniques that promote long-term memory using collaboration, movement, color and mnemonic devices.

In this energizing session, you will discover strategies that lead students to lifelong word learning:

- Building a strong sight vocabulary for reading and writing;
- Enhancing spelling by accessing multiple memory pathways; and
- Building vocabulary with highly engaging strategies.

R-12: Instructional Coaching With the End in Mind

Presenter(s): Steve Barkley, Performance Learning Systems
Date(s): January 11, 2012 (Session 1)
 January 30, 2012 (Session 2)
 March 8, 2012 (Session 3)
 May 16, 2012 (Session 4)
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE
 Washington, DC 20002
 810 First Street, NE, 3rd Floor Grand Hall,
 Washington, DC 20002 (May 16, 2012 session only)
Register: <http://www.cvent.com/d/lcqmr3/4W>

*Note: This is a four-day seminar. Participants should attend all sessions. Participants are also encouraged, but not required to use this resource: *Instructional Coaching with the End in Mind*.

This 4-day seminar is designed for those who desire to implement or participate in instructional coaching. The seminar will define and explore instructional coaching.

Session 1: Defining instructional coaching as it compares to evaluation, supervision, and peer coaching. Establishing the backwards planning process for designing coaching conversations with teachers focused on increasing student achievement. Learning Questioning and Paraphrasing skills for pre-conferencing.

Session 2: Establishing the coaches' role with staff and defining the coach/principal partnership. Learn and practice post-conferencing skills of positive phrased suggestions and approval. Observe models and practice post-conferencing.

Session 3: Questions for Life strategies for facilitating teacher groups and coaching conferencing. Designing professional development aligned with school improvement plans and for individual teacher needs. Using peer coaching and professional learning communities to advance teacher growth.

Session 4: Verbal skills for responding to resistance. Observing teacher videos practice planning and conducting coaching conferences. Strategize plans for coaches to respond to personal scenarios collected from their experiences.

R-13: Teach Them All to Read (K-5)

Presenter(s): Dr. Elaine McEwan, McEwan Group
Date(s): February 27-28, 2011 (Sessions 1-2)
 March 12-13, 2012 (Sessions 3-4)
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall,
 Washington, DC 20002
Register: <http://www.cvent.com/d/ccqmq68/4W>

*Note: This is a four-day seminar. Participants should attend all sessions.

This 4-day seminar is designed for teachers who desire to support struggling readers more effectively in their classrooms with interventions for each of the curricular components of literacy. Participants will learn to teach more vocabulary in less time, resulting in greater understanding and retention for English Language Learners and students with overall low vocabulary and language skills. Participants will also acquire routines to facilitate student practice of key reading skills and learn how to teach and scaffold comprehension skills, such as, making inferences, summarizing, questioning, and monitoring with authentic text examples. Participants will leave the seminar with the ability to adapt Elaine's intervention lessons to their own reading program and increase their ability to teach for mastery.

R-14: Common Core State Standards (CCSS): Step 2-Text Complexity and Performance Tasks Seminar

Presenter(s): Dr. Angela Schroden, Reading Specialist/OSSE

Date(s): March 5, March 19, and May 7, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.event.com/d/8cqmr3/4W>

*Note: Participants must attend all three days to gain the most benefit from course content.

The CCSS Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text. This three day seminar will teach participants the dimensions of text complexity, examine text exemplars of varying degrees of difficulty, and review grade level performance tasks. This is an interactive and collaborative training where participants will have time and be expected to participate in rich, professional discussion.

SC-1: Secondary Transition: Planning for Post School Outcomes Success!

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|----------------------|--|
| Presenter(s): | Dr. Juliana Taymans and Dr. Carol Kochhar, George Washington University (Sessions 1, 4) Lindsey Anderson and Karen Morgan, George Washington University (Session 2) Emily Lehman and Karen Morgan, George Washington University (Sessions 3, 7) Dr. Lynda West, Lindsey Anderson and Emily Lehman, George Washington University (Sessions 5, 6) Dr. Pam LeConte, Dr. Lynda West Carol Kochhar and Dr. Juliana Taymans, George Washington University (Session 8) Dr. Juliana Taymans (Session 9) |
| Date(s): | December 1-2, 2011 (Session 1) January 20, 2012 (Session 2) January 27, 2012 (Session 3) February 2, 2012 (Session 4) February 3, 2012 (Session 5) March 23, 2012 (Session 6) May 3, 2012 (Session 7) May 4 (Session 8) May 11, 2012 (Session 9) |
| Time: | 8:30 am to 3:30 pm |
| Location: | 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002 The Charles Sumner School 1201 17th Street, NW, Washington, DC 20036 (Session 1) |
| Register: | http://www.event.com/d/xcqm61/4W |

*Note: This is a ten-day seminar. Participants should attend all sessions.

Secondary Transition is a eight session, ten day series that provides a wealth of information on secondary transition: planning, compliance, collaboration,

pathways to employment and post secondary education, communication, independent living, and assessment.

Session 1: Overview of Transition

This two-day session provides an overview of the series. Participants will receive an overview of transition and best practices on the first day of training. To provide a framework for the series, facilitators will begin by leading a discussion about the importance of self-determination in the transition process. Participants will also take part in interactive presentations on the legal perspective in transition and as well as transition domains and best practices. The day will end with the first in a series of modules designed to teach participants the skills that they will need in order to effectively present the information they learn during the series to their colleagues.

The second day of training will focus on preparing and practicing the delivery of the transition training modules. Participants will take part in interactive "teach backs" of the previous day's modules. At the end of the day, participants will leave with a plan to apply and share what was learned during the first two days of training.

Session 2: Transition Planning

After reporting back on their application and sharing assignments, participants will receive an overview of the transition planning process. Facilitators will then lead interactive sessions on the practice of long-term planning in transition as well as annual goals in the transition planning process. Information on compliance will be included in these sessions. The day will end with part two of the training skills modules.

Session 3: Student Centered Planning

The session will begin with interactive "teach backs" of the transition planning modules from the previous session. Facilitators will then lead interactive sessions on student centered planning and student participation in the IEP.

SC-1 continued on next page.

SC-1 Continued

Session 4: Collaboration

After reporting on their application assignments from the previous sessions and participating in a “teach back” session on student centered planning, participants and facilitators will turn their attention to collaboration. Facilitators will lead an interactive training session and discussion on best practices for interagency collaboration. The session will include a panel discussion with representatives from a variety of agencies.

Session 5: Pathways to Employment

Participants will begin the day with a module on career clusters and the consideration of labor market information in employment planning. Facilitators will then lead a session on secondary programs for employment preparation that will provide information on what local schools and school systems are doing to prepare their students for employment. We will also discuss how to bring similar programs and activities into the participants’ schools. During the afternoon, training and discussion will focus on postsecondary employment programs. The discussion will include a panel of representatives from local postsecondary employment programs.

Session 6: Pathways to Post Secondary Education

This session will begin with the last in the series of training skills modules and “teach back” sessions on pathways to employment. Facilitators will then lead an interactive session on post secondary education options. The session will include a presentation on the variety of options for postsecondary education and training, a panel of representatives from postsecondary education programs, and the opportunity to further research post secondary education options and resources.

Session 7: Independent Living and Parent Communication

After reporting back on application assignments and participating in “teach backs” of the previous session’s topics, participants will receive training on options and preparation for independent living. The day will also include a

discussion on the role of families in the transition process and best practices in communicating and collaborating with them. This discussion will include a panel of parents and representatives from community living agencies.

Session 8: Assessment and Instruction and Putting It All Together

This last session is a two-day session. On the first day, participants and facilitators will bring all the information gained throughout the series together as they discuss how to put the information into practice at the school level. The interactive sessions will include modules on transition assessment and transition curriculum. There will also be a session on how transition can fit into standards-based instruction. The day will end with “teach backs” of the previous days’ sessions.

Session 9:

On the last day, after preparing and participating in a final “teach back” session, facilitators will lead participants through an exercise to review the information that was gained throughout the professional development series. Participants will then develop an action plan to apply what they have learned throughout the series and to share the information with their colleagues.

SP-1: Child Find Identification Process

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| Presenter(s): Annette Thacker, Child Find Identification Specialist/ OSSE |
| Date(s): December 6, 2011 and February 9, 2012 |
| Time: 8:30 am to 3:30 pm |
| Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002 |
| Register: http://www.cvent.com/d/rcqmmwm/4W |

*Note: This is a one-day seminar. Participants choose the day to attend.

Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Education Agencies (LEAs) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services (34 CFR§ 300.111). Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children with disabilities who are in need of Special Education and Related Services (Part B).

Participants will ask:

- What does “child with a disability” mean?
- What to do if they know of a child, or adolescent who does not learn easily?
- What happens if a student continues to struggle even with general education supports?
- Who can begin the Child Find process?
- What services may be available through special education?

SP-2: Instructional Strategies for Teaching Students with Disabilities in General Education Classrooms

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| Presenter(s): Dr. Marilyn Friend, President for the Council for Exceptional Children |
| Date(s): January 19, 2012 |
| Time: 8:30 am to 3:30 pm |
| Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002 |
| Register: http://www.cvent.com/d/dcqmw8/4W |

Inclusive schooling is not just about students with disabilities returning to a general education setting. It is imperative that teachers know and implement effective instructional strategies that will help these students succeed. And yet, sometimes the task is daunting: some of these students are reading significantly below grade level, others seem unmotivated, and still others are dependent on intense teacher support.

The purpose of this workshop is to share ideas and strategies for increasing the instructional intensity of solo-taught and co-taught classrooms. The goal is to build on participants’ basic understanding of inclusive practices and co-teaching in order to take their instruction to the next level, one that is certain to improve the educational outcomes for students with disabilities as well as typical learners.

Objectives:

At the conclusion of this workshop you will be able to:

1. Review foundational information about co-teaching and related concepts in order to ensure a common vocabulary among implementers and other stakeholders.
2. Explain the vocabulary of instruction in co-taught classes and inclusive schools (e.g., accommodate, modify, supplementary aids and services, universal design for learning, differentiation).

SC-2 continued on next page.

Special Education Support (SP)

SC-2 Continued

3. Differentiate instruction in solo-taught and co-taught classes by addressing:

- Assessment and planning;
- Content, materials, and technology;
- Instructional environment;
- Teaching practices;
- Student participation and involvement;
- Evaluation of student learning;
- Partnerships among the teachers and other staff members; and
- Strategies for differentiating to your own solo-teaching or co-teaching situation.

will be provided with a roadmap for successfully facilitating the participation, process management, information management, and decision-making skills that are necessary for a productive IEP meeting that focuses on the needs of the child.

Participants will learn:

- IEP Team Process;
- How to develop the IEP;
- What Every Teacher Should Know About IDEA;
- Evaluation and Reevaluation Process, Data Collection and Analysis;
- Extended School Year; and
- Accommodations and Modifications.

SP-3: Individualized Education Program (IEP) Process: Connecting All Of The Pieces To The Puzzle For Educational Success!

Presenter(s): OSSE Division of Special Education

Date(s): January 24, 2012 and February 14, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: <http://www.event.com/d/kcqmwk/4W>

*Note: Participants must attend both days to gain the most benefit from course content.

Participants will be provided with the knowledge and skills needed to: guide an IDEA-compliant IEP meeting, broker communication, build agreement, and resolve conflict as IEP teams plan for a child's academic success. IEP teams

SP-4: Writing IEP Goals That Improve Student Outcomes: Successfully Writing and Implementing An Effective IEP!

Presenter(s): OSSE Division of Special Education
Date(s): February 15, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/8cqmq6x/4W>

Goals are an essential part of writing an effective Individualized Education Program (IEP). More importantly, writing goals that address the specific needs of the child are critical to the process. Using SMART (Specific, Measurable, Achievable, Relevant and Time Limited) goals makes a lot of sense when writing your IEP goals. Well-written goals describe what the child will do, when and how he or she will do it, and what the time frame will be for achieving the goals.

Participants will:

- Learn how to develop measurable goals and objectives;
- Design accurate PLOPs (Present Levels of Performance) based on data sources;
- Create SMART goals for students; and
- Have an opportunity to use data to develop an IEP.

SP-5: Effective IEP Goal Writing and Common Core State Standards Aligned Goals in Reading and Math: Designing The IEP To Address The Students Academic and Behavioral Needs!

Presenter(s): OSSE Division of Special Education
Date(s): March 13 and March 14, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/4cqmw8/4W>

*Note- This is a one-day session. Participants must attend both days to gain the most benefit from course content.

IEP content specific common core state standards based goals are an essential part of writing an effective Individualized Education Program (IEP). More importantly, writing specific academic instructional goals that meet the child's educational needs are critical to the process. Using SMART (Specific, Measurable, Achievable, Relevant and Time Limited) Common Core State Standards based, aligned IEP goals makes a lot of sense when writing your IEP goals. Well-written goals describe what the child will do, when and how he or she will do it, and what the time frame will be for achieving the goals.

- Participants will learn how to develop common core state standards based aligned measurable goals and objectives in reading and math, design accurate PLOPs (Present Levels of Performance) based on reading and data sources, and create SMART goals for students.
- Participants will have an opportunity to use data to develop an IEP.

SP-6: Least Restrictive Environment and Inclusionary Practices: Planning for Student Success!

Presenter(s): OSSE Division of Special Education
Date(s): May 18, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/2cqmwk/4W>

The Individuals with Disabilities Education Act (IDEA) requires that all children with disabilities must be educated in the least restrictive environment (LRE) that is appropriate for them. The spirit of this requirement is to ensure that children are not unnecessarily removed from the regular classroom or isolated from other non-disabled children of their age. LRE decisions are made based on children's learning needs and vary from child to child. IDEA also requires that schools provide a full continuum of services ranging from regular classrooms with support to special classes and special school placements as needed.

Participants will learn:

- The historical basis of LRE and inclusion and why inclusive education is critical for learners with disabilities;
- The legal mandates regarding LRE and how those relate to inclusionary practices;
- Specific techniques for including students with IEP's in their least restrictive environments. (This section will cover effective classroom practices, researched teaching strategies that have positive effects on student learning (Marzano, et al.), Universal Design for Learning, and Co-teaching; and
- Specific techniques for active, positive engagement of parents and families in the education of their students with disabilities.

SP-7: ADHD and Highly Effective Classroom Environments: Successfully Supporting All Students In An Inclusive Environment!

Presenter(s): OSSE Division of Special Education
Date(s): May 14, 2012
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: <http://www.cvent.com/d/2cqmr/4W>

This seminar focuses on the school experience for students with ADHD. Studies found that students with ADHD, compared to students without ADHD, had persistent academic difficulties that resulted in the following: lower average marks, more failed grades, more expulsions, increased dropout rates, and a lower rate of college undergraduate completion (Weiss & Hechtman as cited in Johnston, 2002; Ingersoll, 1988). The disruptive behavior sometimes associated with the disorder may make students with ADHD more susceptible to suspensions and expulsions.

Participants will learn:

- The core symptoms of ADHD;
- How to design highly structured and effective lessons to engage students with ADHD;
- Techniques to address classroom behavior disruptions through the use of positive and proactive behavior strategies; and
- Strategies to engage parents in the behavior intervention plan process to ensure behavior support intervention consistency in school and at home.

Special Education Support (SP)

SP-8: Student Learning Disabilities and Classroom Success: Creating Classroom Environments That Support The Instructional And Behavioral Needs Of All Students—Achieving Success!

Presenter(s): OSSE Division of Special Education

Date(s): May 24, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: <http://www.cvent.com/d/pcqm7x/4W>

This seminar provides research-based instructional strategies and support for students classified as having a learning disability. A learning disability can cause a student to struggle with learning and mastering certain grade level skills. The skills most often affected are: reading, writing, listening, speaking, reasoning, and doing math.

Participants will learn to:

- Define and identify specific student learning disabilities;
- Describe characteristics of a student with a learning disability;
- Summarize types, prevalence and causes of learning disabilities;
- Describe assessment and diagnosis of learning disabilities;
- Describe educational placement alternatives and accommodations; and
- Understand highly effective research-based instructional strategies for students with learning disabilities.

SP-9: Universal Design for Learning: Designing Classroom Environments That Work For All Students!

Presenter(s): OSSE Division of Special Education

Date(s): June 8, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: <http://www.cvent.com/d/qcqm63/4W>

Universal Design for Learning (UDL) is a framework for designing educational environments that enable all learners to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously reducing barriers to the curriculum and providing rich supports for learning. As any educator knows, students come to the classroom with a variety of needs, skills, talents, and interests. For many learners, the typical curriculum—which includes goals, instructional methods, classroom materials, and assessments is littered with barriers and roadblocks, while supports are relatively few. Faced with an inflexible curriculum, students and teachers are expected to make extraordinary adjustments. UDL turns this scenario around, placing the burden to adapt on the curriculum itself. Educators, including curriculum and assessment designers, can improve educational outcomes for diverse learners by applying the following principles to the development of goals, instructional methods, classroom materials and assessments.

UDL Principles:

- Provide multiple and flexible methods of presentation to give students with diverse learning styles various ways of acquiring information and knowledge;
- Provide multiple and flexible means of expression to provide diverse students with alternatives for demonstrating what they have learned; and
- Provide multiple and flexible means of engagement to tap into diverse learners' interests, challenge them appropriately, and motivate them to learn.

Frequently Asked Questions

1. How do I register?

You must submit a registration application online by selecting the registration link of the training you wish to attend. If you have trouble accessing the link, please copy and paste the link or type it directly into the URL on your web browser. Only online registration applications completed via the links will be accepted. Please make sure you register using the correct link. After submitting an application, you will receive a confirmation that submission was received. Please do not re-register. You will receive the admission decision via e-mail. Substitutions are not allowed. Please note the registration timelines.

2. What is involved in the application review process? How do I know if I was admitted?

Acceptance to the sessions and seminars is not on a first-come-first-serve basis. Each application is reviewed by the Division of Special Education. Priority is given to local education agencies in the District of Columbia. Applicants will be notified of acceptance to the session/seminar via e-mail.

3. Who do I contact if I have a question about a session, or need to cancel my registration?

E-mail osse.tta@dc.gov. You will receive an automatic response frequently asked questions and any current updates. Issues that are not resolved by the auto-reply will receive a response within 24 hours or the next business day.

4. Who may attend the trainings?

The trainings are open to administrators, teachers, paraprofessionals, coordinators, program managers, and school personnel.

5. Where is the training located?

All trainings take place at Office of the State Superintendent of Education, 810 First Street NE, 3rd Floor Grand Hall, Washington, DC 20002, unless otherwise stated. OSSE is Metro accessible via the Union Station Metro Station. For Metro directions, visit www.wmata.com. Several paid parking lots in addition to 2-hour metered spots are located near the building.

6. Will I receive a certificate showing the number of Professional Learning Units earned?

Participants who complete DSE training will earn Professional Learning Units (PLUs) that may be applied to a District of Columbia educator's license. Participants will receive a certificate of training as proof of the PLUs earned. Completing a DSE training means timely arrival to the training, attendance at the entire session, and completion of the online survey(s) within 5 business days of it being mailed. Participants will be required to sign in and out of each session.

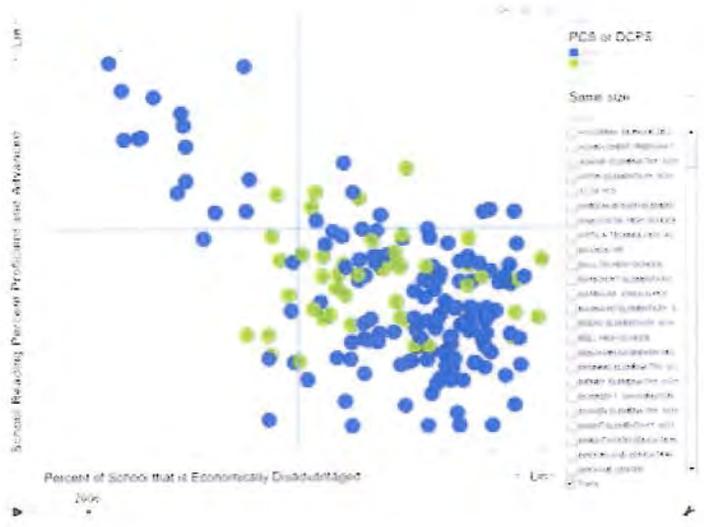
IMPORTANT NOTES:

- Participants must arrive within 15 minutes of the start time to receive a certificate. If you are more than 15 minutes late to the training, you will not be allowed to attend. There are no exceptions to this policy.
- Registration will close 3 business days prior to the date of the training. For example, registration for a training that takes place on October 14, 2011 will close on October 11, 2011 at 12:00 am.
- For closings or delays due to inclement weather, OSSE will follow the DC Government schedule which is posted on www.dc.gov and on the local news stations. OSSE does not follow DC Public Schools' (DCPS) inclement weather policy for closings or delays. For 1 or 2 hour delays, please check your email prior to attending the training for information regarding the schedule.
- We will open the registration link for each scheduled training engagement 45 business days prior to the start of the event.

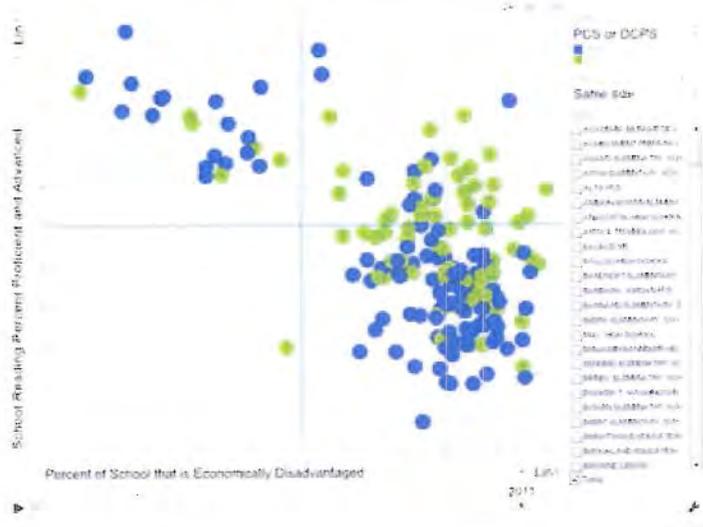
ATTACHMENT 13

DCCAS Performance Over Time

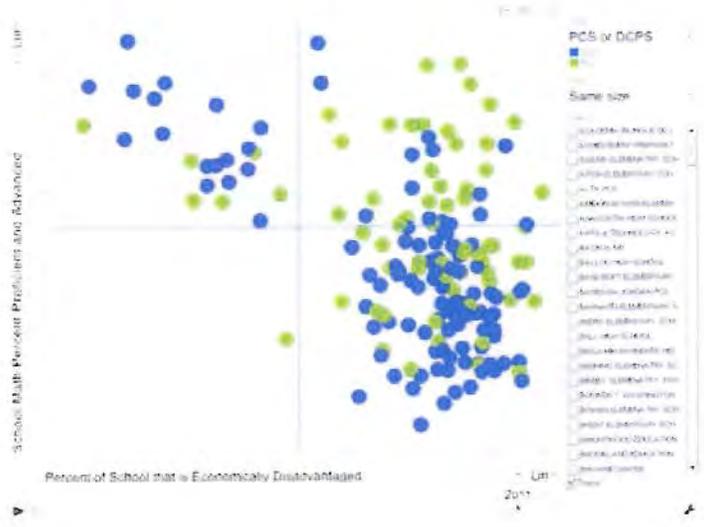
Percent Proficient Reading 2006



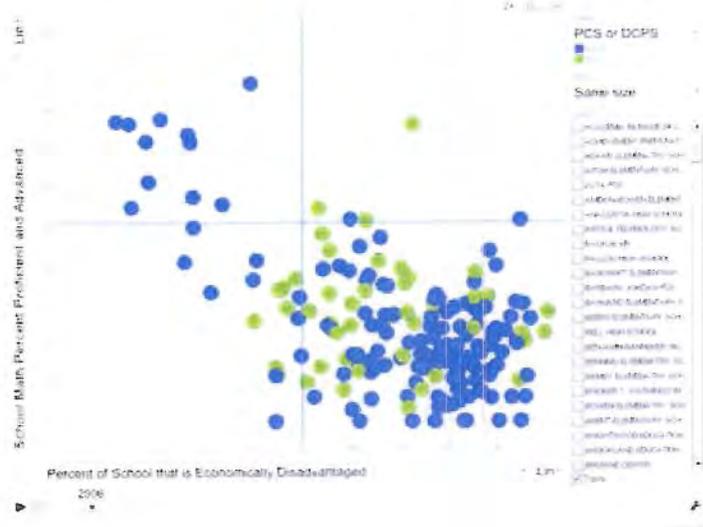
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Percent Proficient Math 2006



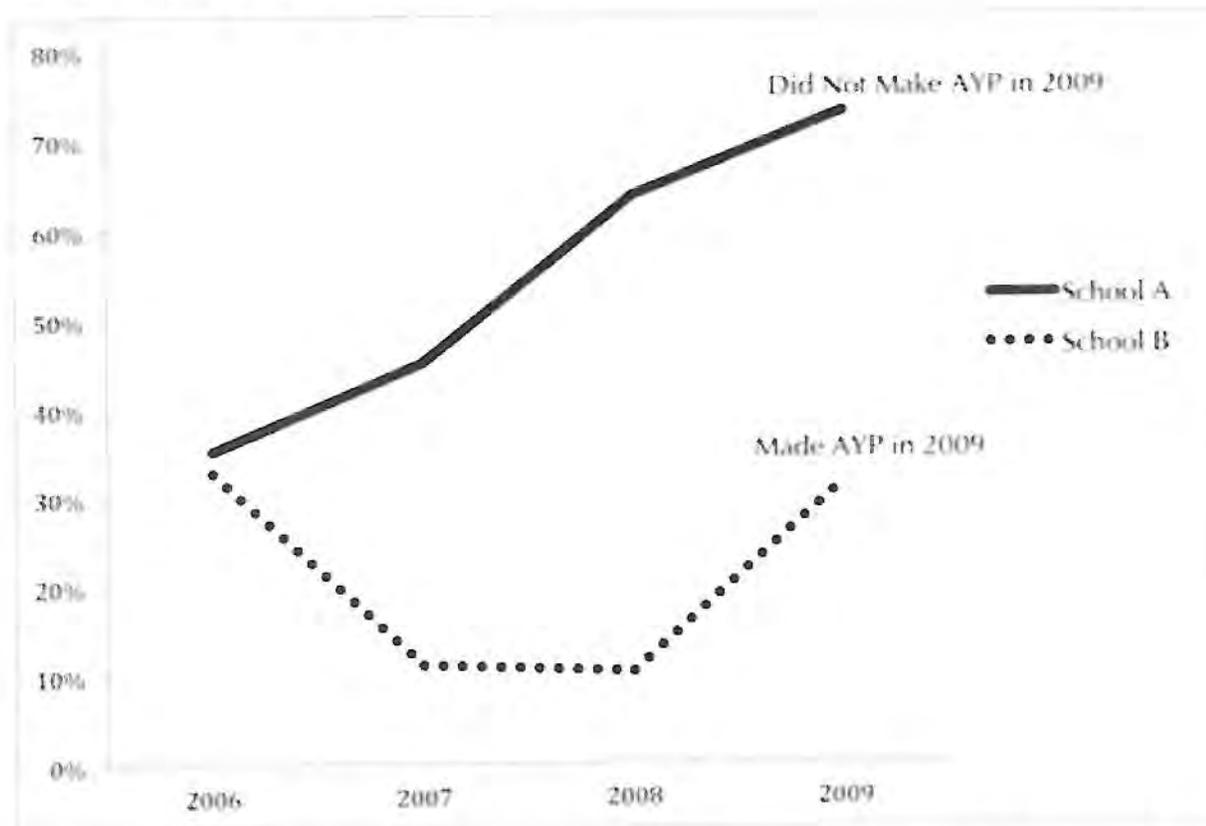
Percent Proficient Math 2011



What is Adequate Yearly Progress (AYP)?

AYP is the key measure of public school academic success under the federal law called the No Child Left Behind Act (NCLB). To “make AYP” a school must demonstrate proficiency in all student subgroups: white, Asian/Pacific Islander, African American, Hispanic, limited English proficient, economically disadvantaged, and special education. A school makes AYP when it meets the target for the percentage of students in all subgroups that score “proficient” or “advanced” on the state test or when the number of students who are not proficient in a subgroup decreases by 10% (referred to as “Safe Harbor”).

Why is AYP a poor school performance measure?



This graph shows that 73% of the students at the solid-lined school scored proficient or advanced, vs. 31% at the dotted-lined school. But while the low-performing school made AYP through Safe Harbor, the high-performing school “failed” because one student subgroup missed the 2009 AYP target. This is a common occurrence; in any given year, schools with fewer than half of their students scoring proficient or advanced “make AYP” through Safe Harbor, while schools that are much closer to getting every child to proficiency do not.





Choice without Options: Why School Choice Is Less Than It Seems in Washington, D.C.

By Mark Schneider and Naomi Rubin DeVeaux

Every summer, an increasingly common event occurs across the country—parents open a letter explaining that their child’s school is failing to meet benchmarks set under the federal No Child Left Behind Act (NCLB)¹ and that, as a result, they have a right to send the child to another public school, if space is available. In the summer of 2009, letters went out to parents of children in more than one hundred District of Columbia public schools (DCPS) and D.C. public charter schools that did not make adequate yearly progress (AYP). This Outlook examines the choices available to those families and shows that while around twelve thousand students transferred schools that year, almost three-fourths made a school choice that can be described as choosing the bad over the worse or the unknown over the known.

Washington, D.C., has an environment that, on the surface, is ripe with school choice. Last year, 70 percent of all public school students attended a school other than their zoned neighborhood school; nearly 40 percent attended public charter schools and another 30 percent attended selective magnet schools or traditional public schools using the out-of-boundary application process. Residents of D.C. can apply to more than ninety public charter schools and more than one hundred DCPS. All public charter schools must accept applications from any D.C. resident, and DCPS must accept applications from out-of-boundary students for excess seats not filled by neighborhood children. If the number of students applying in either case exceeds the number of available seats, a lottery is held to determine which students may enroll.

Despite this environment of school choice, parents in D.C. face fierce competition to enroll

their children in one of the city’s few “higher proficiency” public schools:² only 29 percent of students in D.C. who chose a new school for the 2009–2010 school year enrolled in a higher-proficiency school. The vast majority ended up in schools that were low performers or were of unproven quality.³

Key points in this Outlook:

- In choosing schools for their children, D.C. parents confront fierce competition and poor information on their options.
- Fewer than one-third of all students who chose a new school in 2009–2010 enrolled in a “higher proficiency” school.
- Changes to the Elementary and Secondary Education Act can help remedy this situation by encouraging innovative charter schools and requiring schools to publish relevant performance data.

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What Is a Desirable School?

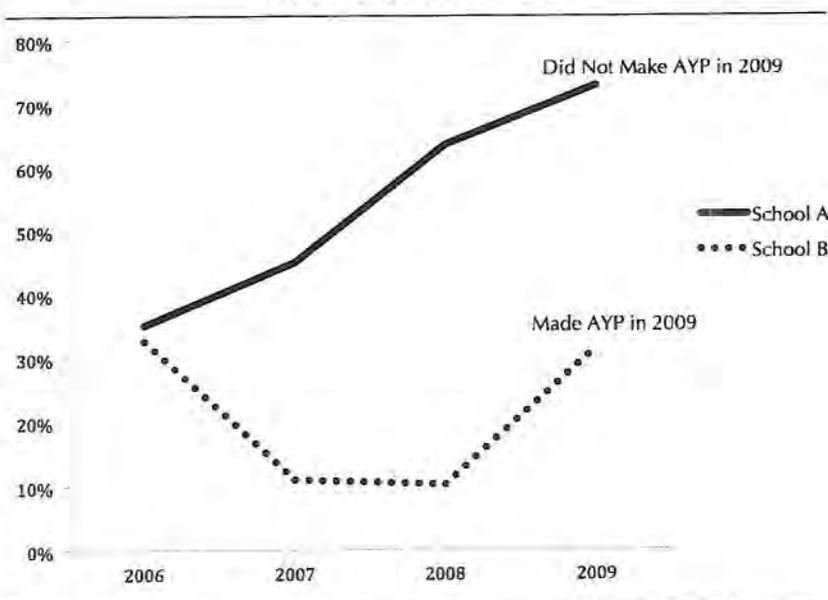
The Limitations of AYP. Like every city throughout the United States, D.C. has some excellent schools, some dismal schools, and many mediocre schools. D.C. administers the District of Columbia Comprehensive Assessment System (DC CAS) to students in grades three through eight and ten in both math and reading and uses the results to determine AYP. The AYP system was designed to hold schools accountable to high standards for all students, and it helps expose achievement gaps within a school. But AYP is an imperfect measure of school quality. Because of quirks in the law, some lower-proficiency schools can make AYP, while high-performing schools are denied AYP based on sluggish growth in a single student-population subgroup.

To make AYP, a school must demonstrate proficiency across all student subgroups: African American, Asian, white, Hispanic, English language learners, disabled, and low socioeconomic status. However, a school can also make AYP through a provision in NCLB called “Safe Harbor” if it reduces the number of students who do not score proficient or advanced by 10 percent or more. These two ways of making AYP can lead to “apples to oranges” comparisons of school achievement, as demonstrated in figure 1.

Public charter schools are providing higher-proficiency options, but access is limited.

Figure 1, based on data from two different D.C. schools, shows that in 2009 73 percent of the students at school A scored proficient or advanced versus 31 percent at school B. But while the lower-proficiency school made AYP through Safe Harbor, the higher-proficiency school “failed” because one student subgroup missed the 2009 AYP target. This is a common occurrence; in any given year, schools with fewer than half of their students scoring proficient or advanced make AYP through Safe Harbor, while schools that are much closer to getting every child to proficiency do not.

FIGURE 1
PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED
ON DC CAS, 2006–2009



SOURCE: FOCUS, “School Quality Dashboard,” available at www.focusdc.org/index.php?option=com_content&view=article&id=436&Itemid=2000 (accessed November 30, 2010).

AYP is clearly not the best indicator of school quality. Therefore, to analyze parents’ choices, we looked at schools using two diagnostic questions: “Is the school performing better than the average school?” and “Is the school improving its performance over time?” We developed a metric that takes into account both recent performance and improvement across four years.⁴

Using these two criteria, we labeled schools as “higher proficiency” or “lower proficiency” based on DC CAS student-proficiency data. Schools are measured both by status (the percent proficient in 2009) and growth (the change in percent proficient from 2006, the first year the DC CAS was administered, to 2009). To be considered higher proficiency, a school needed to exceed both the combined charter/district average status (45 percent) and the charter/district average sum of status and growth (60 percent).⁵ See table 1 for examples.

Figure 2 is a graphic representation of how we identified higher-proficiency schools. The schools in the upper right quadrant outperformed the charter/district average both in 2009 DC CAS percent proficient and in growth in percent proficient since 2006; all of these schools are labeled “higher proficiency.” The schools in the upper left quadrant had higher-than-average performance on the 2009 DC CAS, but lower-than-average growth; only

TABLE 1
DC CAS STUDENT PROFICIENCY DATA, 2006–2009

| School | 2006 DC CAS Percent Proficient | 2009 DC CAS Percent Proficient | Status | Growth (Percent) | Sum of Status and Growth (Percent) | Is Status Above 45 Percent? | Is Sum Greater Than 60 Percent? | Designation |
|--------|--------------------------------|--------------------------------|--------|------------------|------------------------------------|-----------------------------|---------------------------------|--------------------|
| A | 46 | 72 | 72 | $(72 - 46) = 26$ | $(72 + 26) = 98$ | Y | Y | Higher Proficiency |
| B | 35 | 44 | 44 | $(44 - 35) = 9$ | $(44 + 9) = 53$ | N | N | Lower Proficiency |
| C | 15 | 44 | 44 | $(44 - 15) = 29$ | $(44 + 29) = 73$ | N | Y | Lower Proficiency |
| D | 56 | 51 | 51 | $(51 - 56) = -5$ | $(51 + -5) = 46$ | Y | N | Lower Proficiency |

SOURCE: Office of the State Superintendent, "Assessment and Accountability in the District of Columbia," available at www.nclb.osse.dc.gov (accessed November 30, 2010).

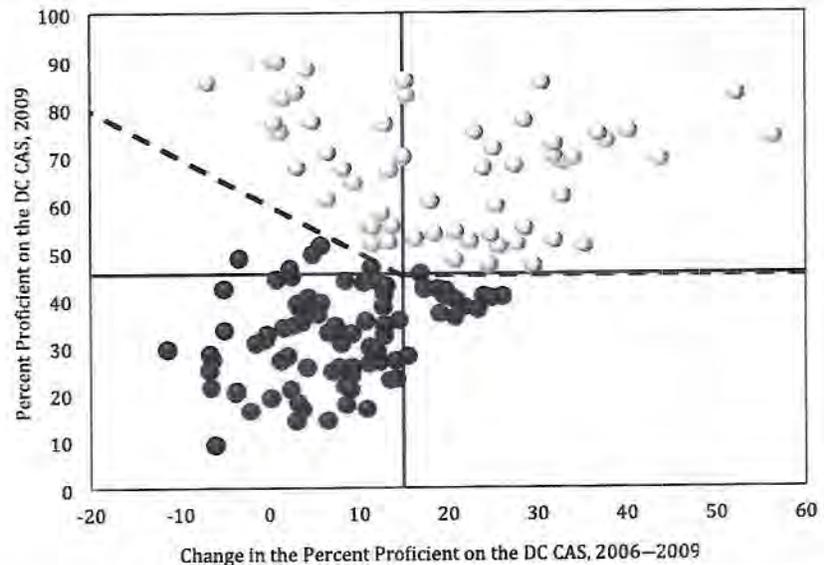
schools above the dotted line (representing 60 percent combined 2009 proficiency and 2006–2009 growth) were designated as "higher proficiency." Other schools below the dotted line were labeled "lower proficiency."

In addition to these two categories, schools with less than four years of testing data were labeled "undetermined proficiency." We excluded schools that only have non-diploma-track GED programs, serve only special populations of students, or are selective high schools requiring an admissions exam. Table 2 summarizes the distribution of schools across these categories.

Defining Choice. To track what choices students made, we used three D.C. data sets:

- Audited enrollment for DCPS and public charter schools, October 5, 2009;
- Audited DCPS out-of-boundary lottery initial results, 2009–2010; and
- Unaudited re-enrollment numbers from the Public Charter School Board, 2009–2010

FIGURE 2
PROFICIENCY DESIGNATIONS



Source: FOCUS, "School Quality Dashboard," available at www.focusdc.org/index.php?option=com_content&view=article&id=436&Itemid=2000 (accessed November 30, 2010).

For DCPS, any out-of-boundary student granted admission to a school in the February 2009 lottery was counted as a newly admitted student. For public charter schools, lotteries are not audited, and there is no central database of lottery results. To determine the number of newly enrolled public charter school students, we subtracted the number of re-enrolled students from the number of enrolled students. Any student who was

TABLE 2

NUMBER OF D.C. PUBLIC CHARTER AND TRADITIONAL SCHOOLS, BY PROFICIENCY DESIGNATION, 2006–2009

| Proficiency Designation | Proficiency Characteristics | Number of D.C. Public Charter Schools | Number of Traditional DCPS | Number of Students |
|--------------------------|--|---------------------------------------|----------------------------|-------------------------|
| Higher Proficiency | More than 45 percent proficient (state average) on 2009 DC CAS AND Change in percent proficient from 2006 to 2009 plus percent proficient in 2009 is greater than 60 percent. | 19 (20 percent) | 39 (29 percent) | 23,416 (32 percent) |
| Lower Proficiency | Less than 45 percent proficient (state average) on 2009 DC CAS OR Change in percent proficient from 2006 to 2009 plus percent proficient in 2009 is less than 60 percent. | 21 (22 percent) | 64 (47 percent) | 29,226 (40 percent) |
| Undetermined Proficiency | School does not have testing grades OR School did not report all four years of DC CAS data (recently opened or temporarily closed). | 50 (52 percent) | 4 (3 percent) | 10,056 (14 percent) |
| Excluded Schools | Non-diploma-track GED programs OR Schools exclusively serving special populations of students OR Selective schools requiring an admissions exam OR High school completion/GED programs | 6 (6 percent) | 29 (21 percent) | 10,013* (14 percent) |

* Includes adult students and special-education students who are not assigned to a grade from all four categories.

SOURCE: Authors' calculations based on audited enrollment for DCPS and public charter schools, October 5, 2009; audited DCPS out-of-boundary lottery initial results, 2009–2010; and unaudited re-enrollment numbers from the Public Charter School Board, 2009–2010.

enrolled in the same public charter school local education agency was counted as re-enrolled.

The Results. Fewer than one-third of all students who chose a new school for the 2009–2010 school year enrolled in a higher-proficiency school. When students do not get into a higher-proficiency school, they are forced to choose schools with no track record of success or with lower proficiency results. As is evident in figure 3, the most common choice was to attend a public charter school of unknown proficiency. The second most common choice was a lower-proficiency public charter school. Together, these represent half of all choices made last

year and show that parents are betting that public charter schools will provide a better education than their neighborhood school.

“Hunting Season”

Grade by grade, public charter schools offer roughly twice as many higher-proficiency choices for students across the city than the out-of-boundary slots available to the same kids at traditional schools. Without charter schools, hundreds of economically disadvantaged and minority students would not have any chance at a slot in a higher-proficiency school.

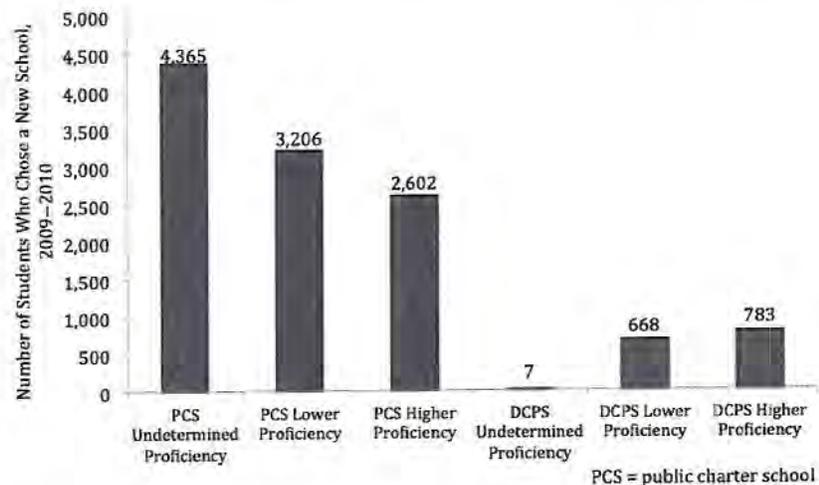
However, slots at higher-proficiency schools fill up quickly—and early. D.C. has a “hunting season” when savvy parents apply to schools for their children by completing DCPS out-of-boundary applications and public charter school applications. In 2009, the hunting season occurred long before tens of thousands of D.C. parents received AYP failure letters in August; DCPS held its out-of-boundary lottery six months earlier, in February 2009, and thirteen out of nineteen higher-proficiency public charter schools had an explicit application deadline before August. Almost every parent spurred by the AYP failure letter to look for a new school in August had to settle for a lower-proficiency school or one without a track record of success.

Not surprisingly, there are more seats available in preschool, sixth grade, and ninth grade—the entry grades to elementary, middle, and high school—than in other years. Since not many students choose to leave a higher-proficiency school before graduation, other grades have significantly fewer seats filled by new students transferring to the school.

As shown in figure 4, the peak entry point for higher-proficiency public charter schools and DCPS is the preschool level—nine of the nineteen higher-proficiency public charter schools and thirty-five out of thirty-nine DCPS have preschool grades. By kindergarten, the number of students admitted dropped by 60 percent. Only 15 percent of higher-proficiency kindergarten seats (287 out of 1,926) were awarded to new students. When students reach age five, the doors to higher-proficiency schools are already slamming shut.

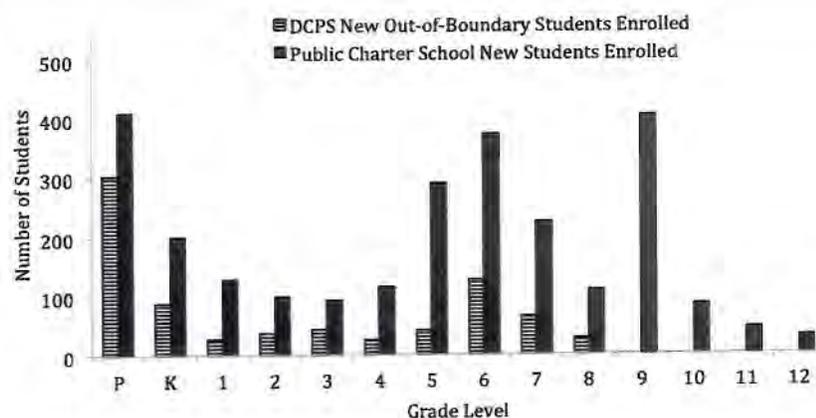
In the middle school years—grades five through eight—public charter schools provided more options for students to transfer into a higher-proficiency school than DCPS did: 79 percent of students in these grades who

FIGURE 3
NUMBER OF STUDENTS CHOOSING A NEW SCHOOL, BY PROFICIENCY



SOURCE: Authors' calculations based on audited enrollment for DCPS and public charter schools, October 5, 2009; audited DCPS out-of-boundary lottery initial results, 2009–2010; and unaudited re-enrollment numbers from the Public Charter School Board, 2009–2010.

FIGURE 4
NUMBER OF NEW STUDENTS ATTENDING A HIGHER-PROFICIENCY SCHOOL OF THEIR CHOICE, 2009–2010



SOURCE: Authors' calculations based on audited enrollment for DCPS and public charter schools, October 5, 2009; audited DCPS out-of-boundary lottery initial results, 2009–2010; and unaudited re-enrollment numbers from the Public Charter School Board, 2009–2010.

chose a new higher-proficiency school chose a public charter school.

Importantly, the only openings in higher-proficiency high schools are at public charter schools. There is only one higher-proficiency nonselective DCPS high school (Wilson), and there were no open seats in any grade in

the February 2009 lottery. By contrast, the four higher-proficiency public charter high schools provided 564 available seats for students, mostly in the ninth grade (404). A total of only forty-five eleventh graders and thirty twelfth graders were admitted to a higher-proficiency public charter high school, and 84 percent of them were admitted to one school—Friendship Collegiate Academy—which accepts students regardless of grade level.

Clearly, public charter schools are providing higher-proficiency options, but access is limited in nonentry grades. This problem has wide-ranging consequences and is likely to get worse; there is a trend of higher-proficiency charter schools creating their own pipeline, drawing students from their own elementary school to middle school to high school. To the extent this happens, there will be a further reduction in access to higher-proficiency seats for nonpreschool students.

As D.C. tries to attract more families back to the city with improving schools, parents with children older than four years of age will have to think twice, given the limited options to enroll their children in a quality school.

Conclusion

D.C. offers considerable school choice, but without many options. As a result, parents are forced to bet on their child's education in lotteries and untested schools. As witnessed in the popular movie *Waiting for Superman* and studies in other cities such as Denver, St. Louis, and Milwaukee, this is a problem found across the country. For school choice to work as it should, the United States needs to radically expand its supply of high-quality schools. The federal government has the opportunity to help states do this when it reauthorizes the Elementary and Secondary Education Act (ESEA).

First, the federal government should redesign the federal charter school program to better support changes in state policies that encourage the creation of high-quality charter schools. For example, incentives should be included in the federal charter school programs to reward states that provide equitable funding to all public schools—at present, charter schools receive considerably less than traditional public schools.⁶

Second, ESEA could help break the longstanding roadblocks that charter schools now face when seeking high-quality facilities. For example, the government could reward states that have laws ensuring charter school access to surplus public school buildings or underused space in operating school buildings. ESEA could also encourage

states to experiment with more aggressive ways of helping charter schools find and finance facilities. The federal government might support states in creating charter school facility authorities modeled after state dormitory authorities. Just as these dormitory authorities use the bonding authority of the state to help their public universities build dormitories, a charter school facilities authority could help charters pay the costs of buildings. This could ease one of the most common and persistent problems that charter schools face at startup and as they seek to grow.

D.C. offers considerable school choice, but without many options. Parents are forced to bet on their child's education in lotteries and untested schools.

Third, the data clearly show that parents are willing to send their children to new and even low-performing public charter schools over their designated neighborhood schools—often because of the charter schools' innovative approach to education. To ensure that schools are encouraged to try new educational approaches, federal programs requiring state or local education agency standardization (including a potential reauthorized Race to the Top) need to respect charter school autonomy. The government should, therefore, refrain from demanding that existing charter schools adopt current “best practices,” and a significant focus should remain on creating new charter models.

Finally, the federal government should encourage states not just to publish school performance data, as is the case with the current school report card required by NCLB, but to make the data “actionable”: the reports should allow parents to make apples-to-apples comparisons among all types of schools, charter and traditional. These reports should be easy to read but still take into account the complexities that make schools different, such as student demographics, size, and educational focus. This actionable school-performance information should be released at a time when decisions can still be made—not after school choice application processes have ended—and updated when new information is released.

The authors would like to thank Steven Taylor, a Carnegie Mellon apprentice at FOCUS, for his help in preparing this Outlook.

Notes

1. A school fails to make adequate yearly progress (AYP) by not meeting state-defined benchmarks on attendance, graduation, or proficiency in reading and math for the whole school or one or more subgroups of test takers. Schools that have failed to make AYP for two consecutive years are assigned a “school improvement status” until they make AYP for two consecutive years.

2. We define “higher proficiency” below.

3. This percentage is in line with studies in Denver, St. Louis, and Milwaukee. See IFF, *Locating Quality and Access: The Keys to Denver’s Plan for Educational Excellence* (Chicago, IL, 2010), available at www.iff.org/resources/content/3/4/documents/Denver%20Locating%20Quality%20and%20Access%202010.pdf (accessed November 30, 2010); IFF, *Public School in St. Louis: Place, Performance, and Promise* (Chicago, IL, July 2009), available at www.iff.org/resources/content/3/4/documents/STL-Place-Performance-Promise.pdf (accessed November 30, 2010); and IFF, *Choosing Performance: An Analysis of School Location*

and Performance in Milwaukee (Chicago, IL, 2010), available at www.iff.org/resources/content/3/0/documents/MRR.pdf (accessed November 30, 2010).

4. The data for this analysis can be found on the School Quality Dashboard, an interactive database created by FOCUS to compare schools’ performance on the DC CAS from 2006 through 2010. See FOCUS, “School Quality Dashboard,” available at www.focusdc.org/index.php?option=com_content&view=article&id=436&Itemid=2000 (accessed November 30, 2010).

5. We did a sensitivity analysis changing the 60 percent threshold to 55 percent and 65 percent and found that only three out of 143 schools changed their category.

6. See Center for Education Reform, “Charter School Funding,” available at http://edreform.com/charter_schools/funding (accessed December 13, 2010); and Chester E. Finn Jr., Bryan C. Hassel, and Sheree Speakman, “Charter School Funding: Inequity’s Next Frontier,” Thomas B. Fordham Institute, August 24, 2005, available at www.edexcellence.net/discards/charter-school-funding.html (accessed December 13, 2010).



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|---|--|---------------------------------------|
| Georgia Avenue Campus Grades 3-5 2901 Georgia Avenue, NW Washington, DC 20010 (202) 657-4416 | Kansas Avenue Campus Grades PreK-2 1501 Kansas Avenue, NW Washington, DC 20011 (202) 796-5628 | John Haynes www.ehaynes.org |
|---|--|---------------------------------------|

To: Capital One Colleagues
From: Jennie Niles, Founder and Head of School
Date: February 21, 2011
Re: AYP Status and Consequences

“What does it mean to say a school or LEA does not meet AYP this year? A school or LEA that does not meet AYP should not be labeled as failing. The designation of not meeting AYP signals that, based on a number of indicators, the school or LEA is not on track for all students meeting the state standards for student achievement by the target year of 2014. The school or LEA as a whole may have strong academic performance, but the designation may be based on a single factor or a single subgroup.”

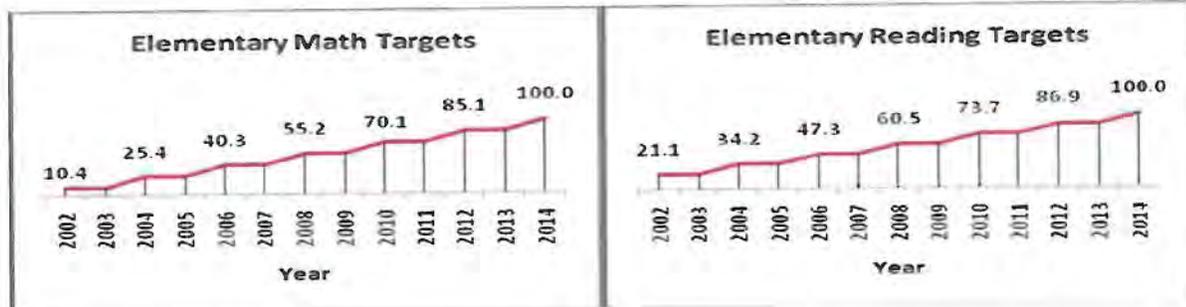
- An excerpt from page 3 of the Assessment and Accountability Manual of District of Columbia Office of the State Superintendent of Education and posted on the OSSE website about AYP

While E.L. Haynes has seen dramatic academic gains of 39 percentage points in math and 26 percentage points in reading over the past four years – outstripping the DC’s gain of 16 percentage points and 7 percentage points handily – we have only intermittently made AYP in each subject with every subgroup.

This memo hopes to highlight two key factors in considering the importance of AYP when determining whether to lend funds to a public charter school in DC. The first factor is the limitations in how AYP is determined in DC which suggests that other measures must be used to evaluate a school’s performance. The second factor is that only the DC Public Charter School Board can close a public charter school in DC; the Office of the State Superintendent does not have the power to revoke a charter agreement, but only monitor the consequences in NCLB.

Factor 1: The limitations of how AYP is determined in DC

In accordance with No Child Left Behind, each state was mandated to set up an assessment system to measure students’ reading and math proficiency. The law stipulated that 100% of students must be proficient in both subjects by 2013-14. NCLB directed states to define each school’s Adequate Yearly Progress (AYP) toward reaching the goal of 100% proficiency; DC did this by taking the difference between the starting level of proficiency and the goal of 100%; dividing the difference by the number of years to get there; and making that amount the increase in adequate yearly progress. Thus, the AYP target for DC schools increases every two years by approximately 13 to 15 percentage points in reading and math. (See below.)



In order to make AYP, a school needs to have every subgroup meet the target or make “safe harbor” which is the reduction of students in that subgroup not making AYP by 10 percentage points. This enables schools which are making progress towards AYP with subgroups to be credited with the improvement in the subgroup’s score. A school must also meet the exam participation threshold and attendance targets for each subgroup as well.

In DC for 2009-10, only 12 elementary schools out of 130 DCPS and public charter schools made AYP, only 7 of which met the targets in every subgroup without safe harbor.

While the intent behind holding schools accountable for all students is extremely important, NCLB did not take some key considerations in determining how states would need to calculate AYP. First and foremost, since AYP does not look at the growth of individual students, schools that take in new students, especially significant numbers of new students, who are below or severely below grade level, have a much harder task to meet AYP than their counterparts who take in few new students from year to year. Because E.L. Haynes is expanding, we have admitted approximately 150 new students every year since we’ve opened. The majority of these students have come to us academically behind. And while we know we will catch these students up, six to eight months is not enough time to get enough of them on grade level. Looking at our remarkable growth in percentage proficient and our three-time win of a silver EPIC award for student growth demonstrate the excellence of our educational model.

Second, making AYP can rest on the scores of just one or a few students in a school which serves hundreds of students. We made AYP in 2008 which meant that if we made AYP in 2009, we would no longer be in any NCLB category. In 2009, however, we reached AYP or safe harbor for every subgroup except for students with special needs in reading. But missing AYP in this subgroup wasn’t just frustrating because we couldn’t reset the NCLB clock, but it was particularly frustrating because the guidelines for giving students with special needs the reading exam changed in February, less than 2 months before the test. Over half of our students taking the reading test were affected negatively by this change. While the change is a good one over the long-term, not having time to prepare the

students sufficiently to do without this accommodation meant we missed AYP in 2009 because of the performance of fewer than ten students which in turn sent us into corrective action for reading rather than having made AYP.

Factor 2: DC PCSB is the only entity that can shut a charter school down

The governance of DC public charter schools is unique. DC Public Charter School Board is the authorizer of all public charter schools in DC, and thus is the only entity that can open or close a DC public charter school. Because public charter schools receive federal funds and because they serve DC students, the Office of the State Superintendent of Education monitors public charter school's use of federal monies, administers the state-wide assessment, and sets the academic standards in so far as the education reform act allows. Thus, OSSE functions as the State Education Agency (SEA) for NCLB in DC which includes all aspects of determining and monitoring AYP and any remedial measures required by NCLB.

The most severe remedial measure that OSSE can require of a public charter school is that it implements a restructuring plan in alignment with NCLB. "In addition to the school improvement and corrective action steps, the LEA must create a plan for restructuring that will take at least one of the following restructuring actions: 1) reopen school as public charter school, 2) replace all, or most of, the relevant staff, 3) contract with another agency to run the school, 4) have the State take over the school, or 5) make other major restructuring reforms." (Page 27 of the Assessment and Accountability Manual of District of Columbia Office of the State Superintendent of Education) Given that only DCPCSB can open or close a public charter school, the first and fourth option are not possible in DC. And the fifth option was designed to give OSSE and other SEA's the flexibility to address individual situations with specific schools. For instance, if E.L. Haynes continued to be one of the highest performing schools in DC, it seems most likely that if E.L. Haynes went into restructuring OSSE would use its discretion in 5) above so that we would not be forced to change the program that has been so successful, especially when the measure that labeled us needing restructuring is so flawed given our continuous growth.

Next Steps

There are many DC officials from OSSE, DCPCSB, and other organizations ready and willing to speak with anyone at Capital One about the impact of sanctions related to NCLB on a public charter schools because they do not see it as a major factor in determining whether to lend to a school or not. They see this as an important issue not just for E.L. Haynes, but for all public charter schools seeking facilities financing in DC. Please let Dwight or me know if and when you'd like to speak with any of them further.

A Closer Look at DC NAEP Scores



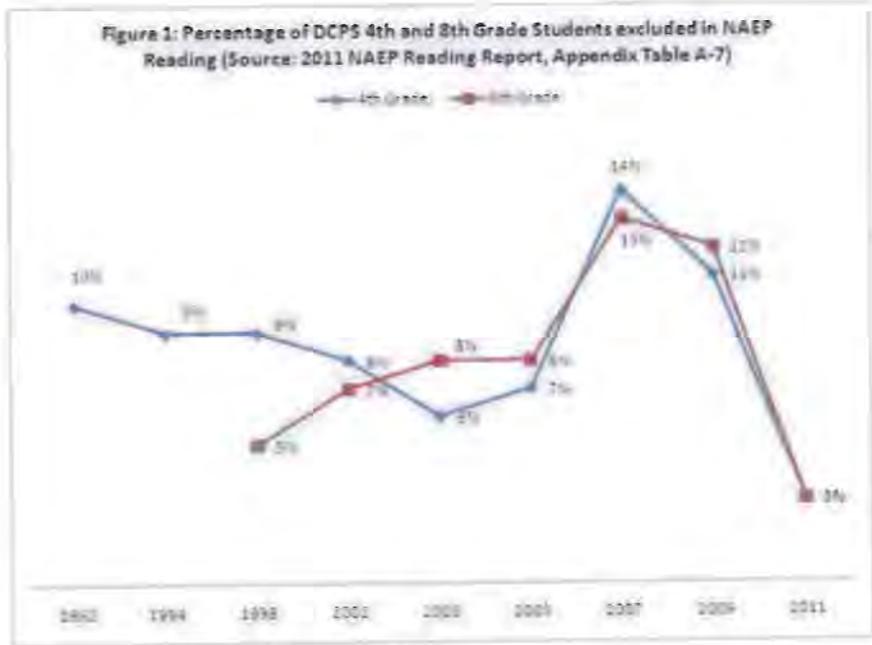
(Guest Post by Matthew Ladner)

A few months ago, [I provided a quick analysis of DCPS NAEP scores under Michelle Rhee](#). Having looked into the fine details, I believe that I underestimated the positive trend in DCPS reading scores during the 2007-2011 period.

NAEP has long dealt with a tricky issue with varying inclusion rates for special education and English language learners between jurisdictions. [In 2011, the NAEP adopted inclusion rate standards for ELL and SD students, and notified readers of jurisdictions that violated those standards in an appendix.](#)

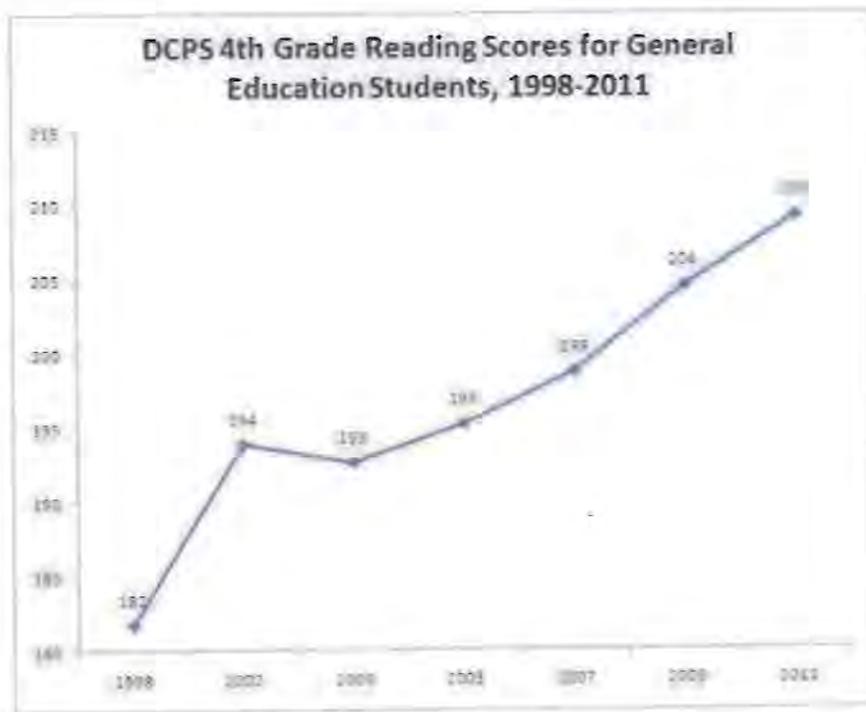
[Some states and jurisdictions had far more successful efforts to comply with these efforts than others.](#) As you can see from the figure below, DC would have been far out of compliance with these standards (had they been in place) during the 1990s and (especially) in 2007. In 2007,

DCPS had excluded nearly three times as many students as permissible under the 2011 standards.



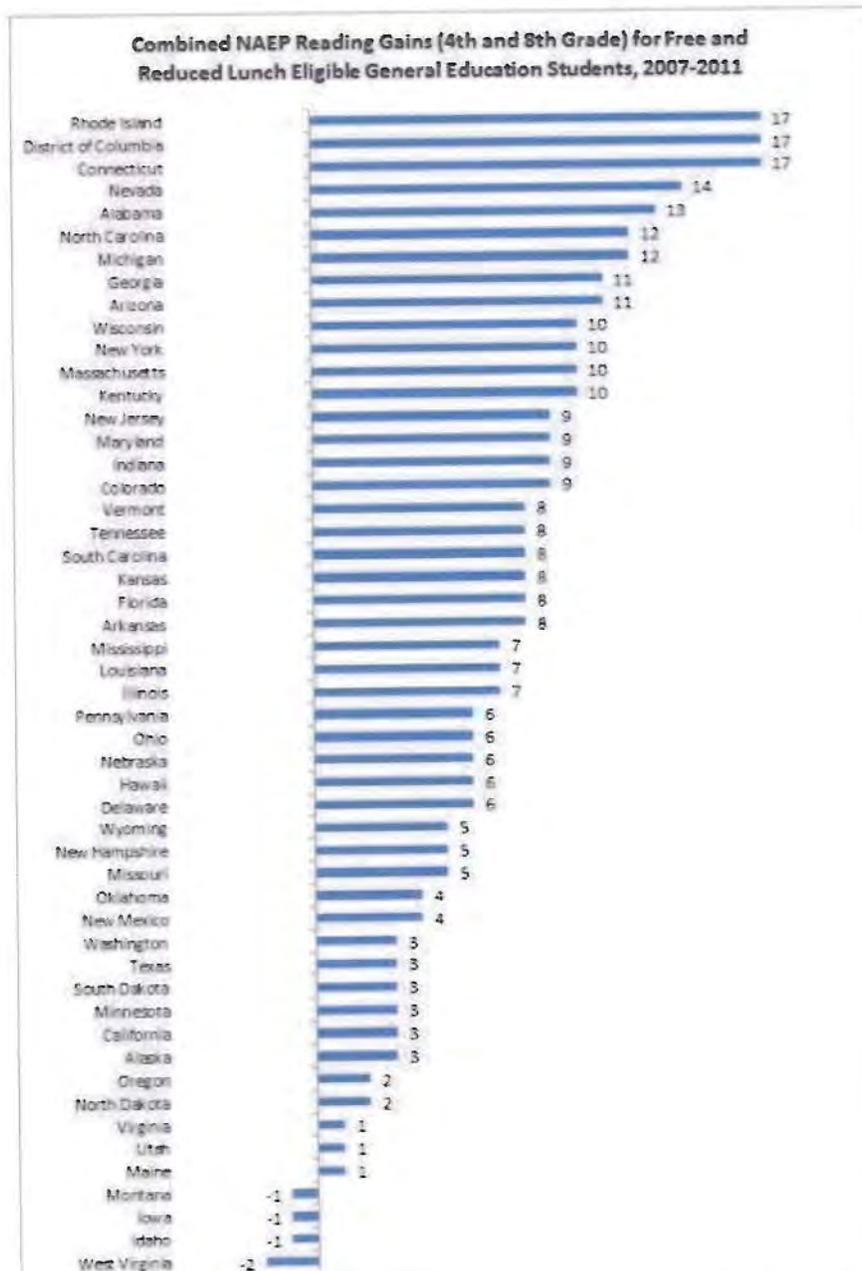
So in 2007, DCPS officials excluded 14% of students from 4th Grade NAEP testing, and in 2011 that figure fell to 3% (the inclusion for all students standard in 2011 was 95%). In 2007, DCPS stood far out of compliance, but came well within compliance in 2011. This is all well and fine, other than the fact that it complicates our ability to assess the recent history of DC NAEP gains.

In order to get a clearer picture on this, I decided to run 4th Grade NAEP scores for students *outside* of ELL or special education programs. This should minimize the impact of inclusion policy changes. Examined in this fashion, you get the following results:



Recall that the unadjusted total scores for 4th grade reading jumped from 197 in 2007 to 202 in 2009 but dropped back a point to 201 in 2011. That is a four point gain in four years, which ranks in *meh* territory. Given Figure 1 above, I am not exactly inclined to trust those scores, and in fact our second table tells quite a different story: general education students in DC made a 10 point gain between 2007 and 2011 on 4th grade reading. Ten points approximately equals a grade level worth of progress, so it is fair to say that DCPS general education 4th graders were reading approximately as well as 2007 general education 5th graders. Ten points ranks as the largest reading gain in the nation during this period for these students. Mind you, a 209 score for non-ELL and non-special ed students is still terribly low. Only gains will get DC out of the cellar, however, and DC banked solid gains during this period.

If you combine 4th and 8th grade reading gains for general education students, and only look at Free and Reduced lunch eligible students for a bit of socio-economic apples to apples, here is what you find:



DC students had the largest general education 4th grade reading gains in the country, and tie for first in the combined 4th and 8th grade reading gains. The District of Columbia, in short, made very substantial reading gains during the 2007-2011 period.

MORE ROBUST LEA AND SCHOOL LEVEL REPORTING FOR ALL SCHOOLS

OSSE will develop cross sector reports – in collaboration with PCSB, DCPS, charter LEAs, and Greatschools.net where possible that can empower all parents to make good educational decisions for their student. Below is a chart that provides examples of the types of data elements we hope to provide in the near future. It focuses on providing information related to academic achievement as it relates to proficiency, academic growth, school climate, college and career readiness, and special populations. This data will be available for all schools within the District of Columbia and can be likely be generated without any new data collections.

| Student Achievement | |
|--|--|
| DC CAS Reading Proficiency | The percentage of students that scored proficient on the DC CAS |
| DC CAS Reading Advanced | The percentage of students that scored advanced on the DC CAS |
| DC CAS Math Proficiency | The percentage of students that scored proficient on the DC CAS |
| DC CAS Math Advanced | The percentage of students that scored advanced on the DC CAS |
| DC CAS Biology | The percentage of students that scored proficient and/or advanced on the biology or science DC CAS |
| DC CAS Composition | The percentage of students that scored proficient or advanced on the composition DC CAS |
| Academic Growth | |
| Academic Growth in Reading | The school growth results in reading |
| Academic Growth in Math | The school growth results in reading |
| School Climate | |
| Re-enrollment | What share of students return on an annual basis |
| Attendance | The average percent of enrolled students who attended school on a daily basis (ADA) |
| Truancy | The percent of students truant |
| Discipline | The percent of students suspended or expelled during the year |
| 9th Grade Completion | The percentage of students who successfully complete 9 th grade |
| Retention of most effective teachers | How many of the teachers that the school believes are most effective return |
| College and Career Readiness | |
| Graduation | The percent of students who graduate from high school |
| On –track to graduate | The percentage of students that advance to the next grade |
| SAT/ACT participation | The percentage of students enrolled in 11 th grade or higher that have participated in the SAT or ACT |
| SAT or ACT achievement | The performance of students on the SAT or ACT |
| AP/IB/college course enrollment participation | The share of students at appropriate grades that participate in AP, IP, or college courses while in high school |

| | |
|--|--|
| AP/IB/college course success | What share of students are successfully completing AP, IB, or college courses |
| Developmental courses | What share of students need developmental courses after entering a two or four year college |
| Career preparation | What share of students complete rigorous career and technical education or programs with career certifications |
| College graduation | What share of students graduate from 2 and 4 year colleges |
| Special Populations (ELL/Special Ed) | |
| ACCESS Results | How are students performing on the ACCESS exam |
| Special education quality metrics | How does the quality of the special education programs rate on the quality and compliance metrics |
| School Choice | |
| Number of newly enrolled students this year | The number of newly enrolled students in the previous fall |
| Mobility | The number of students moving to new schools prior to the final grade in the school |

OSSE and PCSB Authority

The authority of the Superintendent of Education for the District of Columbia was created by Public Education Reform Amendment Act of 2007 (PERAA). All state-level authority (unless given to the State Board) is vested with the Office of the State Superintendent of Education (OSSE) under the Superintendent's supervision. The Superintendent, as the chief state school officer, represents the District of Columbia before the U.S. Department of Education. In other words, OSSE serves as the SEA for the District of Columbia.

The District of Columbia's charter system was created by DC School Reform Act of 1995 (SRA), which was an Act of Congress that directly amended District of Columbia law. Under this law, charter schools are exempted from laws and policies that are established for District of Columbia Public Schools (DCPS) unless the SRA otherwise requires charters to comply.

However, PERAA applies to charters because it has statewide applicability and was not established for DCPS. Congress did not move to disapprove PERAA, signifying that it did not believe PERAA encroached on SRA.

SRA also created the Public Charter School Board (PCSB). The functions of PCSB arise from the section of SRA that discusses eligible chartering authorities. Eligible chartering authorities are required to ensure that each school they charter complies with applicable laws, and to monitor progress in meeting student achievement.

The Elementary & Secondary Education Act (ESEA) says that oversight of charter compliance with ESEA shall be pursuant to State law. SRA states that charter schools will be considered their own LEAs for the purposes ESEA.

However, SRA also exempted charters from specific parts of ESEA, including the LEA accountability functions to identify schools for improvement and enact corrective actions and interventions. Since these ESEA provisions do not apply to charters as per SRA, then charters do not possess those LEA authorities under ESEA.

State law, through the SRA, says that the eligible chartering authority should oversee a charter school's compliance with applicable laws, including ESEA, which puts PCSB in the position of a limited, non-traditional LEA because some LEA functions under ESEA still reside with the school itself. Neither SRA nor ESEA contain language that empowers PCSB to act as the SEA.

District of Columbia Public Schools Accountability

District of Columbia Public Schools plans to hold its schools accountable using the newly-released DCPS Scorecard. The purpose of the Scorecard is to give parents, students, and community members in the District of Columbia a clear, objective picture of school performance. By incorporating multiple measures of school quality into one tool, the Scorecard presents a unique opportunity to compare schools' strengths and weaknesses across District of Columbia Public Schools. If DC receives approval of its ESEA Flexibility Request, the Scorecards will also include the state level Accountability Index described herein.

The metrics within the Scorecard are aligned to the District of Columbia Public Schools Effective Schools Framework and address five areas of school effectiveness – Student Performance, Student Progress, Safe and Effective Schools, Community Engagement and Satisfaction, and Unique School Indicators. With a few exceptions, data are displayed for two prior school years so school performance can be tracked over time. LEA averages for similar schools are displayed when available. Below is a brief description of the key components of the DCPS Scorecard.

Student Performance: Results of annual, standardized assessments do not describe the full school experience, but they do provide the most accurate and reliable signal of student performance. Every DCPS school should demonstrate progress in the core areas of math and reading, as well as cultivate an environment focused on improving performance through outstanding teaching and learning. This measure is also on the PCSB Performance Management Framework (PCSB PMF) in the Student Achievement section.

The following measures are included as part of the DCPS Student Performance Measure:

- Meeting or exceeding math/reading standards: The percentage of students meeting or exceeding state standards by earning scores of Proficient or Advanced on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
- Exceeding math/reading standards: The percentage of students performing at the highest level, Advanced, on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt).
- Median math/reading performance level: The median student's performance on the continuum of Advanced, Proficient, Basic and Below Basic performance levels on the District of Columbia's Comprehensive Assessment System (DC CAS or DC CAS Alt). This performance level is for the median (or middle) student, meaning that among other students in the school, half score above and half score below this point. If the median is at the high end of Basic, for example, the school is closer to having all students meeting standards (Proficient) than if the median is at the low end of Basic.

- **Student Engagement:** A score that signals students' level of effort and interest in their classes, as well as students' confidence in their own educational success. The scale is from 0 to 100, and the score is based on the results of a student survey given every two years.
- **Retention of Effective and Highly Effective Teachers:** The percentage of teachers who are returning to a particular school from the previous year rated Effective or Highly Effective by District of Columbia Public Schools' previous year IMPACT evaluation system.

Student Progress: Compared to student performance, which signals the share of students achieving at various levels, student progress is a measure of how much students grow from year to year. While some schools may have relatively few students meeting or exceeding state standards, it is important to gauge the extent to which those schools help students catch up. This measure is also on the PCSB PMF.

- **Student growth in math/reading:** The median student's growth on the District of Columbia's Comprehensive Assessment System (DC CAS). This score describes the percentage of students the median (middle) student outperforms who started with a similar level of prior achievement. For example, a score of 70 means that this school's median student outperformed more than 70 percent of students in DCPS with the same level of prior achievement.

Safe and Effective Schools: DCPS believes that all schools must provide caring and supportive environments. School environments that are safe and welcoming better enable students and staff to learn and teach. This measure is also on the PCSB PMF in the Leading Indicators section.

- **Student Attendance:** The average percentage of students attending school daily.
- **School Safety:** A score that represents student, parent, and staff perceptions of safety and order at this school. The scale is from 0 to 100, and the score is based on the results of a stakeholder survey given every two years.
- **Expulsions and Suspensions:** The percentage of students who were expelled or suspended for 11 days or more.
- **Student Re-enrollment:** The percentage of students who returned to school the following year. This does not include students in the school's highest grade level.

Family and Community Engagement and Satisfaction: Families and community members play key roles in helping students and schools thrive. When parents, guardians, and family members feel respected and informed about their student's life at school, they are more likely to be involved in helping their child learn.

- **Community Satisfaction:** A score that represents overall student, parent, and staff satisfaction with this school. The scale is from 0 to 100, and the score is based on the results of a stakeholder survey given every two years.

- **Parent Engagement:** A score that represents how well and how often parents felt this school engaged and communicated with them. The scale is from 0 to 100, and the score is based on the results of a parent survey given every two years.

Public Charter School Accountability

The Public Charter School Board (PCSB) holds public charter schools accountable using its recently-developed and -implemented Performance Management Framework (PMF). The purpose of this framework is to provide a fair and comprehensive picture of a charter school's performance using common indicators and to use these results to reward higher achieving schools and support or close the lower achieving ones. The PMF currently divides public charter schools into three tiers based on their performance on statewide assessments and other indicators. The framework is designed to take into account both the autonomy and huge variety of public charter schools and therefore only includes performance outputs. It is also designed to hold schools to higher accountability standards; it uses higher floors and ceilings than is typical in a state system. School reports are publicly released each school year.

Schools currently earn points in four categories: student progress, student achievement, gateway measures, and leading indicators. The PCSB commits to adding the newly developed Accountability Index that OSSE is creating as a 5th category of the PMF, as this will incorporate subgroup performance and ensure that all schools are reducing the achievement gaps that exist both within their schools and across the city. This addition to the framework will be phased in over time, beginning in the 2013-2014 school year. Below is a description of each section of the PMF:

Student Progress: Student progress measures how much a student's performance has improved from one year to the next, relative to other students. Progress is measured using the statewide growth model, first adopted in 2011. The Median Growth Percentile (MGP) model assesses student's growth in Reading and Math on the DC CAS in grades 3-8 and 10. The Office of the State Superintendent of Education provides the MGP results for all students in the state and validates the scores before releasing the charter school results to PCSB for inclusion in the PMF. A student's growth percentile is first calculated to measure how much a student's performance has improved from one year to the next, relative to students statewide with similar DC CAS scores in prior years. The model determines whether a student grew at a faster, slower, or similar rate than the students' peers. The school-level MGP is calculated by taking the median of all student growth rates within the school. For school year 2010-2011, student progress accounts for 40 points in elementary and middle schools and 15 points in high schools, where the emphasis is on achievement and college success measures. This measure is also on the DCPS School Score Card.

Student Achievement: Student achievement is a measure of the percent of students scoring proficient or advanced in Reading and Math on the DC CAS (3rd through 8th grade for elementary and middle schools, and 10th grade for high schools). The Office of the State Superintendent of Education provides the validated DC CAS performance data to PCSB for inclusion in its framework. For high schools, achievement on AP and IB exams are also included in this measure, so as to provide a fuller picture of academic achievement. In school year 2010-2011, student achievement is worth 25 points for elementary and middle schools and 30 points for high schools. This measure is also on the DCPS School Score Card.

Gateway Measure: Gateway measures reflect outcomes in key subjects that, for elementary and middle schools, predict future educational success. For high schools, gateway measures reflect outcomes aligned to a student's predicted success in college and/or a career. For elementary and middle schools, the measure captures students' success in mastering reading, writing, and math as measured by the DC CAS in 3rd grade reading and 8th grade math; for high schools it is a measure of the PSAT performance in 11th grade, SAT performance in 12th grade, graduation rate, and the college acceptance rate. The Office of the State Superintendent of Education provides the valid DC CAS data and the College Board provides the PSAT and SAT data. In 2010-2011, the Gateway indicator is worth 15 points for elementary and middle schools, and 30 points for high schools. This measure aligns with the Common Core State Standards for Career and College Readiness.

Leading Indicators: Leading indicators are a measure of a school's overall climate as measured by their attendance and re-enrollment rates. High schools are also measured by the percent of 9th graders with credits on track to graduate. These factors are seen as predictors of future student progress and achievement and are directly related to a school's overall performance. In 2010-2011, leading indicators are worth 20 points for elementary and middle schools, and worth 25 points for high schools. This measure is also on the DCPS Score Card as part of School Climate.

Accountability Index: As part of the request application, OSSE is developing and implementing a new Accountability Index that takes into account student achievement and growth and weights the performance by subgroup. This measure will also be on the DCPS School Score Card.

PMF Performance Tiers: Using a 100-point scale and based on the scores for the academic scoring screen, standard schools will be identified as Tier I (high-performers), Tier II (mid-performers), Tier III (low-performers) or Tier IV (lowest-performers). In School year 2010-2011, Tier I schools earn at least 65% of the possible points. Tier II schools earn between 35% and 64% of the possible points. Tier III schools earn less than 35% of the possible points. Tier IV will be added in SY2012-2013 and be reserved for the lowest performing public charter schools. A school must meet the thresholds for points for each tier. The threshold points for identifying

each tier will be revised every year through a transparent process, with the aim to continue to raise the bar while adjusting to a new state assessment, PARCC in SY 2014-2015, new national science standards, and changes to the state-defined Annual Measurable Objectives.

Under current PCSB policy, Tier IV schools are subject to immediate closure, and Tier III schools are subject to closure within one year if their PMF scores decline significantly or within two years if they do not improve to at least Tier II. These actions will take place independent of whether a school is designated priority or focus.

LEA and School Level Incentives and Supports

As part of their Title I grant application, rising and developing schools will be required to identify and respond to the needs of their students and do so with more flexibility and less-directed SEA support.

District of Columbia Public Schools Incentives and Supports

For schools identified as developing schools under the SEA Level Accountability Index, DCPS will implement one of the following interventions for each of these schools:

- Develop and Implement an Improvement Plan: School must develop a two-year improvement plan. School must identify reasons for failing to meet AMOs and research based improvement practices.
- Professional Development and Collaboration: School will be required to create more time for teacher collaboration and professional development.
- School Leadership Requirements: School leadership is required to attend mandatory professional development around data interpretation analysis, root cause analysis, and implications for instruction.

The Office of School Turnaround would monitor the progress of plans. For schools in developing status, the specialist assigned to the school from the Office of School Turnaround would work with the Instructional Superintendent and the principal to support the development of a plan, determine the appropriate mid-year and end-of-year targets. Schools would be able to use the data on the School Performance Dashboard Initiative (SPDI) online dashboard to track their on-going progress.

Public Charter Schools Incentives and Supports

Based on the SEA Level Accountability Index, schools not identified as priority or focus schools and who do not earn reward school status will be designated as schools in good standing. This group represents charter schools that are successfully implementing their educational program

and will most likely fall in Tier I and II of the Performance Management Framework. Their success comes from their ability to leverage their autonomy and individually pursue improvement strategies. These LEAs have access to charter support organizations and OSSE-sponsored trainings, as well as PCSB support, if needed. If schools fail to improve on the PMF, they will eventually fall into Tier III, when PCSB will start enforcing stricter monitoring practices, as described in the Performance Management Guidelines.

LEA and School-Level Recognition and Rewards

The District operates in an education landscape that includes one large LEA, the DCPS, and multiple public charter school LEAs responsible for the oversight of teachers and school administrators. For purposes of this section as it relates to ESEA Title I Accountability, the PCSB as the authorizer of charter schools will be viewed to act in the capacity of an LEA for charter schools identified as reward schools.

District of Columbia Public Schools Recognition and Rewards

Schools designated as reward schools will be granted the most autonomy. The DCPS plans to ensure that the DCPS Scorecards and Quality School Review process that grants schools autonomy is aligned to the schools identified as reward schools.

Schools identified as Reward schools will have the following flexibility:

- **Funding:** Schools will have maximum flexibility in spending grant funds.
- **Professional Development:** Schools may develop their own professional development calendar.
- **Model:** Schools will serve as a model for best practices across the district.

Public Charter School Recognition and Rewards

Schools designated as reward schools will most likely earn Tier I status on the PMF. Based on weighted data previously described, schools earn the majority of points toward their score by showing growth and proficiency on state-mandated assessments. Accordingly, schools with high growth and/or high proficiency rates that actualize the original intent of the School Reform Act, which is for the DCPS (inclusive of charter schools) to “become a world-class education system that prepares students for lifetime learning in the 21st century,” will be acknowledged by the PCSB.

The PCSB, as the sole authorizer of charter schools, will recognize and reward high-performing and high-progress schools in multiple ways:

- **Efficient pathways to replication:** The PCSB will support and encourage the highest-performing schools to replicate by developing an alternative, more efficient pathway.
- **Access to facilities:** Based on a 2011 survey by New Schools Venture Fund of charter sector needs, Tier I-rated schools cited “facility support” within their top ten needs.
- **Public recognition:** The PCSB will acknowledge the success of its r through multiple mechanisms, including charter school awards galas, press releases, and postings of status to the DC Public Charter School website/ Facebook page and Twitter feeds.
- **High Profile Opportunities** to include invitation to special events (White House Egg Roll) and selection for site visits for distinguished international and national guests.
- **Financial awards:** At the 2011 Josephine Baker Awards for Charter Schools Excellence and through financial donations, the PCSB was able to grant financial rewards to schools

that demonstrated the highest overall performance and highest overall growth on the Performance Management Framework.

Priority and Focus Schools - LEA and School-Level Accountability

PRIORITY SCHOOLS

The success of this ESEA Flexibility Request and its upcoming implementation is founded on the belief that OSSE plays a supportive role to LEAs and schools. For this reason, we believe in LEA autonomy and with that flexibility, within the boundaries set by statute and regulations therein, in how they implement Title I programs and use Title I funds. For this to be successful, a strong belief in accountability is necessary to improve academic achievement and move students towards college and career readiness. Using the OSSE designated Accountability Index, priority schools will require support to implement their program with fidelity, evidenced by low growth, low achievement, and/or low graduation for all students or for specific subgroups of their population.

The District operates in an education landscape that includes one large Local Education Agency (LEA), District of Columbia Public Schools (DCPS), and multiple public charter school LEAs that are responsible for the oversight of teachers and school administrators. For purposes of this section as it relates to ESEA Title I Accountability, the Public Charter School Board as the authorizer of Charter Schools will be viewed to act in the capacity of an LEA for charter schools identified as priority schools.

To build upon the work already begun by DCPS with their school level scorecard and PCSB with their performance management framework, we have included in this appendix how each party, acting in the role of LEA for purposes of ESEA Title I accountability and school improvement will support schools identified as priority schools.

District of Columbia Public Schools Accountability

For schools identified as Priority under the state-level Accountability Index, DCPS will implement one of the following interventions for each of these schools:

Revise and Continue to Implement Cohort II Plans: For schools previously in Focus status, the first phase of the intervention is to review and evaluate the intervention plan established in the previous phase. The plan should be updated to learn from the strategies that were not successful in the prior plan in order to create a more strategic approach to improving the schools performance. School must identify reasons for failing to meet AMOs and research based improvement.

OR

School Develops and Implements Turnaround-specific Action Plan: School is required to develop a turnaround specific action plan (may be one of the schools selected for Race to the Top Turnaround Leadership Model).

AND

Office of School Turnaround determines alternative governance structure: DCPS would consider one of the following governance structures: charter school partnership, limited contract with an outside provider, hybrid structure of teacher, administrator, community and central office staff (MOU), replace all or most school staff relevant to AMO failure, state takeover or other major restructuring.

OR

Consider school closure: District of Columbia Public Schools would consider school closure for a school that remains in priority status for an extended period of time without showing any growth.

AND

Professional Development: Mandatory professional development around best practices in school turnaround will be required for all staff.

Note: *Any intervention required for Focus, Developing, or Rising Schools may also be applied to Priority Schools.*

The Office of School Turnaround would monitor the progress of Priority schools. For schools in priority status, the specialist assigned to the school from the Office of School Turnaround would work with the Instructional Superintendent and the principal to support the development of a plan and determine the appropriate mid-year and end of year targets. Schools would be able to use the data on the School Performance Dashboard Initiative (SPDI) – online web tool to track their on-going progress. Schools in priority status will have the least amount of flexibility in spending of any federal funds that the school is eligible to receive.

Public Charter School Accountability

PCSB knows that priority schools will fall into one of two categories: unsuccessful schools that are candidates for revocation or minimally successful schools that, with mandated supports and more frequent monitoring, have the capacity to remedy their performance gaps. Because of the unique differences among charter schools and the

autonomy given to them under the School Reform Act (SRA), support for minimally successful schools requires intensive focus on the particular needs of an individual school and their right to choose the best path forward, given their educational philosophy and mission. As such, the PCSB intends this support to include a four-stop process:

Step One – Assess: The DC Public Charter School Board, using historical and current data embedded in its performance management frameworks for finance, compliance and academics, coupled with qualitative data gathered through school visits, will make an initial determination on whether the school is a candidate for A. Charter Revocation or B. Intensive Support.

Step Two – Implementation:

- a. Charter Revocation: For schools with the most severe underperformance, the DC Public Charter School Board will pursue charter revocation, under its authority in section 38.1802-12 of the School Reform Act. The charter revocation process begins with a mid-year vote on proposed revocation. Should this vote pass, families are notified of the school’s status and the school is given the opportunity for a public hearing on the matter. The public hearing provides the school with the chance to state its case and allows all stakeholders to speak on the proposed revocation. Within 30 days of the public hearing, the DC Public Charter School Board votes on the proposed revocation. Should this vote pass, the DC Public Charter School Board staff prepares for an end of school year closure along multiple fronts, including enrollment and finance.
- b. Intensive Support: Schools that are assessed as having the internal capacity to improve based on multiple indicators will be required to craft an action plan. Charter schools will have the autonomy to develop their own actionable strategies that are aligned with their mission and educational philosophy and fall within the current constructs of their charter agreement. Action plans will be reviewed by PCSB staff prior to implementation and will be approved by the PCSB Board. Charter schools will be responsible for implementing their action plan designed to address the needs of specific subgroups or their entire school population. PCSB will require the school to solicit services from a PCSB endorsed third party to help it address its weaknesses.

Step Three - Progress Monitoring: The DC Public Charter School Board will monitor the progress of schools toward their goals outlined in their implementation plan. Because

public charter schools are governed by independent boards of trustees, the PCSB will work directly with the school's board when monitoring interventions. Working with the school board, the PCSB will develop strategies for monthly monitoring, which may include an onsite visit, review of interim assessment data, and an examination of other relevant data to measure the effectiveness of the intervention strategies. The DC Public Charter School Board will, whenever possible, align its monitoring with the third party consultant so as to disrupt the school as little as possible. Staff may join meetings, attend walk-throughs or coaching sessions, board meetings, and otherwise monitor the implementation of the intervention. Priority schools will be required to engage with the DC Public Charter School Board in regular discussions of progress.

Step Four - Re-Assess: At the end of this cycle, the DC Public Charter School Board, in collaboration with the priority school, will assess the progress made in the whole school and/or subgroup performances and decreases in achievement gaps. As an authorizer, the DC Public Charter School Board respects the autonomy of charter schools and is committed to measuring the success of outputs not the value of inputs. In this way, the DC Public Charter School Board will review the school's new Accountability Index score and its performance on the PMF and make a recommendation for charter revocation, continued intensive support, or reduced monitoring. Schools can become candidates for charter revocation if they are once again designated as a priority school, show a decrease in academic performance as measured by a summative PMF score, or remain in Tier III for three of five years.

FOCUS SCHOOLS

To build upon the work already begun by DCPS with their school level scorecard and PCSB with their performance management framework, we have included in this section how each party, acting in the role of LEA for purposes of ESEA Title I accountability and school improvement will support schools identified as focus schools.

District of Columbia Public Schools Accountability

For schools in Focus status, District of Columbia Public Schools believes that it is important to tier these schools into two different categories: Cohort I and Cohort II. The schools in Cohort II will be the schools that are in danger of entering priority status whereas the schools in Cohort I will have more flexibility. The following interventions will be applied Schools identified as Focus:

Cohort I:

- **Maintain and Enhance Continuous Improvement School Activities** Develop and implement a plan to improve school's success in their Comprehensive School Plan. School must identify reasons for failing to meet AMOs and research based improvement.
- **Maximize Instructional Time.** Examine and reorganize school schedule to provide options for increased learning time during the school day.
- **Professional Development.** Mandatory professional development around best practices in school turnaround for all staff.

Cohort II:

- **Cohort I Plan.** Revise and re-evaluate Cohort I plan (Comprehensive School Plan) to learn from successes and failures of prior implementation. Develop and implement a more strategic and aggressive implementation plan. School must identify reasons for failing to meet AMOs and research based improvement.
- **Funding.** Allocate local school funding for the implementation of extended day learning opportunities.
- **Staffing.** Consider replacing relevant school staff.
- **Autonomy.** Decrease school autonomy and increase district oversight, DCPS selects a turnaround model.
- **Professional Development.** Mandatory professional development around best practices in school turnaround for all staff.

Note: Any intervention being required for Continuous Improvement Schools may also be applied to Focus schools.

The Office of School Turnaround would monitor the progress of Focus schools. For schools in focus status, the specialist assigned to the school from the Office of School Turnaround would work with the Instructional Superintendent and the principal to support the development of the plan, determine the appropriate mid-year and end of year targets. Schools would be able to use the data on the School Performance Dashboard Initiative (SPDI) to track their on-going progress.

Public Charter Schools Accountability

Using the Accountability Index, which accounts for performance across subgroups, the Office of the State Superintendent of Education will identify focus schools. Those charter schools designated as focus schools will most likely fall in Tier III on the Performance Management Framework. Therefore, they are subject to closure under current PCSB policies as described above. Scoring within this range indicates that these

schools may be struggling to implement their program, evidenced potentially by low growth, low achievement, and/or low graduation/attendance for all students or for specific subgroups of their population.

Public charter schools are schools of choice that have exclusive control over their curriculum, instruction, personnel and finance; therefore, these schools will be given choices to improve their performance. The wide variety of supports available to schools gives schools plenty of options. The DC Public Charter School Board views focus schools as those that, with additional support, have the capacity to remedy their performance gaps. Because of the unique differences among charter schools, this support requires intensive focus on the needs of an individual school. Furthermore, as outlined in the School Reform Act, as amended, charters schools have the autonomy to implement an academic program aligned with its mission and operate the school as it sees fit. As such, the DC Public Charter School Board intends this support to include a four-step process:

Step One: Assess: The DC Public Charter School Board, using historical and current outcome data embedded in its performance management frameworks for finance, compliance, and academics, coupled with qualitative data gathered through school visits, will make an initial determination on what type of support the school requires to improve its performance.

Step Two: Implementation: Charter schools will be responsible for implementing an action plan designed to address the needs of specific subgroups or their entire school population based on an analysis of data. As dictated by law, charter schools are granted autonomy; this autonomy extends to the rights of charter LEAs to seek partnerships with any of the charter support organizations in the District to aid in the implementation of their plan. As cited in a survey conducted by the New Schools Venture Fund in 2011, many organizations, such as The Achievement Network and the DC Special Education Cooperative, were rated high by Tier I schools. The DC Public Charter School Board will facilitate partnerships between these organizations and focus schools, based on needs identified in the action plan. Support garnered from these organizations offers charters designated as focus schools with an additional layer of assistance that exists beyond the influence of the authorizer. Regardless of potential partnerships, it falls within the auspices of charter LEAs to implement action items and assess progress in whole school and/or subgroup performance.

Step Three: Progress Monitoring: The DC Public Charter School Board will monitor the progress of schools toward their goals. Strategies for quarterly monitoring include onsite visits, review of interim assessment data, and an examination of data on the effectiveness of strategies chosen by the school. Ratings on the success of the

implementation will be followed with a review of the action plan, and possible adjustments. Focus schools will be required to track interim assessment data by subgroup performance and engage with the DC Public Charter School Board in discussions of progress made throughout the year. Additionally, focus schools will be required to develop metrics for assessing the efficacy of strategies outlined in the action plan and tracking their success.

In partnership with the OSSE, the DC Public Charter School Board can also monitor the expenditures of school funds. Focus schools will be required to submit detailed quarterly accounting reports of funds spent toward action items. Based on the action plan and data provided by the school on the effectiveness of implemented strategies, the DC Public Charter School Board will offer guidance and/or correction to schools. PCSB will share this information with OSSE to assist in the review of the school's implementation of the school improvement plan and targeted interventions.

Step Four: Re-Assess: At the end of this cycle, the DC Public Charter School Board, in collaboration with the focus school, will assess the progress made towards improvements in whole school and/or subgroup performance and decreases in achievement gaps. As an authorizer, the DC Public Charter School Board respects the autonomy of charter schools and is committed to measuring the success of outputs not the value of inputs. In this way, the DC Public Charter School Board will the school's new Accountability Index score and its performance on the PMF and make a recommendation for charter revocation, continued support, or reduced monitoring. Schools can become candidates for charter revocation if they are, once again, designated as a focus school, designated as a priority school, shows a decrease in academic performance, as measured by a summative PMF score, or remain in Tier III for three of five years.

Special Education – Trainings and Toolkits

In an effort to address the needs of special education students who are placed in general education settings, we have provided professional development trainings and toolkits in several areas:

- The IEP Process and Standards Base Effective Goal Writing
- Universal Design for Learning
- Least Restrictive Environment and Inclusionary Practices
- Effective Teaching and Learning in Inclusive Classrooms
- The Administrator’s Roles and Responsibilities in Inclusive Schools
- Proactive and Positive Approaches to Classroom Management
- Authentic Performance Tasks
- Common Formative Assessments
- Common Core State Standards and a Balanced Approach to Mathematics Instruction
- Response to Intervention: Using a Tiered Reading Model to Support Struggling Readers
- Behavioral Response to Intervention
- Interventions: Evidence Based Behavioral Strategies for Individual Students
- Reading Instruction for students with disabilities
- Instructional Coaching to Support Teaching and Learning

ATTACHMENT 14

Principle 3, Appendix A: DC Teacher Value-Added Model Summary

Teacher Value-Added Model

For the 2011-12 school year, Race to the Top LEAs are participating in the teacher value-added model that DC Public Schools developed with Mathematica Policy Research and uses in their IMPACT evaluation system. Teachers in grades four-eight in English/language arts and mathematics in Race to the Top LEAs will receive value-added scores in the summer of 2012. There is a Technical Support Committee, consisting of LEA representatives, that is advising OSSE on the implementation of the teacher value-added model for the 2011-12 school year and is making recommendations to OSSE about adjustments to the model for the 2012-13 school year. The teacher value-added model calculates how a teacher's students are likely to perform, on average, on the DC CAS at the end of the year given their previous year's scores and information on students' background characteristics. Mathematica then compares that likely score with the students' actual average score. Teachers with high value-added scores are those whose students' actual performance exceeds their likely performance. For more information about the technical aspects of the model, please see the technical report located here: <http://10.201.5.28/DCPS/Files/downloads/In-the-Classroom/Design%20of%20Value-Added%20Models%20for%20DCPS%202010-2011.pdf>

Principle 3, Appendix B: DC School-wide Growth Model

Definitions

What is the DC school-wide growth model?

The DC school-wide growth model is used to compute each student's progress on the DC Comprehensive Assessment System (CAS) from one grade to the next compared to students with similar prior test scores. It is based on a statistical method called quantile regression and is sometimes called a "student growth percentile" (SGP) or "median growth percentile" (MGP) model.

The DC Public Charter School Board (PCSB) voted to adopt this model and a Race to the Top advisory group, including educators, district-level staff, and representatives from OSSE and PCSB also selected the same model for use across the district. A Student Growth Advisory Committee consisting of representatives from local education agencies (LEAs) and a charter advocacy group provided input on the specifics of the model design and implementation.

What is growth?

Generally speaking, *growth* refers to a change in performance on the DC CAS over time. Using a measure of growth allows schools whose students enter at different levels of performance to be compared fairly.

What is a student growth percentile?

A student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores. Comparing a student's growth to the growth of similar students helps provide some understanding of his or her progress.

A SGP describes a student's growth as a number from 1 to 99, with higher numbers indicating greater growth compared to similar students. For example, a student whose SGP is 80 showed more growth than 80 percent of the students with similar prior test scores.

Students with similar *current* test scores can have very different SGPs if they have different *prior* test scores. Students who have very low current test scores can have very high growth percentiles; conversely, students who have very high current test scores can have very low growth percentiles. So, two different students with an SGP of 90 may have very different growth rates.

What are median growth percentiles?

The median growth percentile (MGP) summarizes student growth for a school. It tells us how much the students in a

Calculating Median Growth Percentiles

The DC schoolwide growth model is a statistical model that computes each student's progress on the DC CAS from one grade to the next compared to students with similar prior test scores. Individual SGP scores are then summarized for a school to create an MGP. The MGP indicates how much the students in a school are growing academically compared to similar students in other schools. The following table provides an example of how SGPs and MGPs are generated (note, however, that the DC model uses two prior test scores when available).

Computing Student Growth Percentiles

| Student Year 1 Score | Student Year 2 Score | SGP |
|----------------------|----------------------|-----|
| 330 | 440 | 50 |
| 330 | 450 | 60 |
| 330 | 460 | 70 |
| 330 | 470 | 80 |
| 330 | 480 | 90 |

Finding the median of the student SGPs produces the school's MGP score—in this case, 70.

school are growing academically compared to similar students in other schools. For example, an MGP score of 75 means that, overall, the students in that school grew faster than 75 percent of similar students in other schools.

Calculations

How are student growth percentiles calculated?

SGPs are computed using a statistical model that describes the relationship between each student's current test score (the outcome variable) and one or two years of his or her prior scores (called predictors). Two years of data are used if available. For example, a student in Grade 4 will only have one prior year of scores available (for Grade 3), and students new to DC may not have two years of prior DC CAS scores.

The model does not include any student or school characteristic other than test scores and an indicator for missing test scores—this indicator ensures that students who have only one year of prior scores are not excluded from the analysis.

Data are analyzed separately for each grade and subject. For example, one model uses Grade eight mathematics scores as the outcome variable and Grades six and seven mathematics scores as predictors; another model uses grade ten reading scores as the outcome variable and Grades eight and seven reading scores as predictors.

How are median growth percentiles calculated?

Because averages cannot be computed using percentiles, the median is used as an aggregate measure of school growth. Medians also provide a measure that is less influenced by outliers than an average. Taking the median of all student SGPs in a school gives the median growth percentile score for the school.

Are all students included in median growth percentile calculations?

To be included in the MGP calculations, students must have at least two test scores (one outcome score, and one or two prior year scores—two if available, including scores from up to four years prior). Students without any past score, such as those in Grade three, are excluded. In addition, students who are excluded from reporting in DC's adequate yearly progress (AYP) reports are not included in MGPs. These may include, for instance, DC students who have been placed in alternative or private programs. For more information about AYP, please visit <http://seo.dc.gov/service/adequate-yearly-progress>.

Interpreting Results

What is a low median growth percentile score? What is a high median growth percentile score?

MGP scores indicate where a school stands in terms of student growth in relation to other schools. A MGP of 60 means that a school's students, on average, outperformed 60 percent of similar students in DC.

What if a school has a bad year because of a sudden influx of low-performing students?

A school's MGP is affected by the academic growth that its students achieve, not by students' single-year performance. Schools receive credit for all students whose academic growth is positively affected.

Using Results

How are education agencies in DC using median growth percentiles and why?

As part of its Race to the Top grant, OSSE is providing student- and school-level growth data to all LEAs. These data can be used at the LEA level to analyze school-wide performance, program performance, performance within grades, or the performance of subgroups of students. They are intended to inform instructional practices and program design. However, it is important to note that student-level SGPs should not be used on their own to make decisions about individual students.

The DC Public Charter School Board (PCSB) will incorporate the MGP data into its Performance Management Framework, which also includes data on student achievement, and indicators like attendance, re-enrollment, graduation rate, and college acceptance rate.

DC Public Schools will report MGPs on its School Scorecard. The purpose of the DCPS School Scorecard is to give parents, students, and community members a clear, objective picture of school performance. By incorporating multiple measures of school quality into one tool, the Scorecard presents a unique opportunity to compare schools' strengths and weaknesses across the District. The DC median growth percentile metric is included in the 2011–12 Scorecard for informational purposes but is not used to rate or rank individual schools.

Do all schools get a score? Why or why not?

Very small schools (those with 10 or fewer full academic year students) will not receive an MGP.

For the purposes of the PCSB Performance Management Framework, charter schools without two tested grades with DC CAS results will not receive an MGP. This includes early childhood programs, adult education GED programs, schools that administer the DC CAS Alternative Assessment, and new schools.

DCPS will display median growth percentiles for elementary and high schools on the School Scorecard, but the metric will not appear for alternative high schools, special education centers, placement programs (such as Youth Services Center), or STAY schools with evening programs.

Can I directly compare median growth percentile scores across schools?

Yes, the metric is comparable across schools.

Can scores be disaggregated by grade, subject, and/or subgroup of students?

Each LEA will receive MGPs for each of its schools as well as the individual SGPs for the students in its schools. These SGPs can be aggregated in different ways to report on the median growth for

relevant subgroups if desired. For example, a LEA could choose to examine academic growth of boys compared to girls.

Are median growth percentiles used to determine adequate yearly progress? What is the relationship between median growth percentile and school proficiency?

No, MGPs are not used to determine adequate yearly progress (AYP). AYP and school proficiency are different measures than the school-wide growth MGP measure. The MGP measures the *growth* of students in each school. AYP and proficiency pertain to the *level* at which students achieve.

How can I help raise my school's median growth percentile score?

Educators can contribute by helping all students improve on the DC CAS, whether they are low- or high-achieving students. When student growth from year to year in a school improves more quickly than in other schools, that school's MGP goes up.

When will scores be made public and how?

School-level MGPs will be made available to the public through the OSSE, PCSB, and DCPS websites in the coming months.

Where can I get more information?

Please visit:

OSSE website: <http://osse.dc.gov/>

PCSB website: <http://www.dcpubliccharter.com/>

DCPS website: <http://profiles.dcps.dc.gov/>