ESEA FLEXIBILITY WAIVER APPLICATION

Office of the
State Superintendent of Education (OSSE)

From: Hosanna Mahaley, State Superintendent

Date: 2/28/12

Re: ESEA Flexibility Application, U.S. Department of Education

Dear Stakeholders,

Today is a monumental step toward creating an inclusive view of what successful student growth in the District of Columbia can look like, and as State Superintendent, I am pleased to present the District of Columbia's federal waiver application to the U.S. Department of Education for flexibility regarding the implementation of the Elementary and Secondary Education Act.

Over the course of several months, OSSE leadership has worked collaboratively with numerous area stakeholders and held over 50 in-person and online public engagement events to submit the strongest possible application, including focus groups with parents, teachers and administrators, meetings with District community coalitions and Advisory Neighborhood Commissions, and planning sessions with groups including the State Board of Education, D.C. Public Schools, neighborhood associations and the Public Charter School Board.

We have developed a waiver application that is meaningful, comprehensive and progressive in moving education forward in the District of Columbia and believe our flexibility request reflects both student needs and the actual progress taking place in schools throughout our city.

Thank you all for your support and continued commitment to education in the District of Columbia; we look forward to your feedback.

Sincerely,

Hosanna Mahaley, State Superintendent of Education

ESEA Flexibility

Request

Revised September 28, 2011
This document replaces the previous version, issued September 23, 2011.
(The document was formatted to ease usability on October 14, 2011)

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708
Expiration Date: March 31, 2012

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA's plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.

2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.

3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.

6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.,* State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions,* which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:
- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-5), and assurances (p. 5-6).
- A description of how the SEA has met the consultation requirements (p. 8).
- An overview of the SEA's request for the ESEA flexibility (p. 8). This overview is a synopsis of the SEA's vision of a comprehensive and coherent system to improve student achievement and the quality of instruction and will orient the peer reviewers to the SEA's request. The overview should be about 500 words.
- Evidence and plans to meet the principles (p. 9-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: http://www.ed.gov/esea/flexibility.

    Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address: ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

> Patricia McKee, Acting Director
> Student Achievement and School Accountability Programs
> U.S. Department of Education
> 400 Maryland Avenue, SW, Room 3W320
> Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs will be provided multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, a date to be announced in mid-February 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

To assist SEAs in preparing a request and to respond to questions, the Department will host a series of Technical Assistance Meetings via webinars in September and October 2011.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

TABLE OF CONTENTS, CONTINUED

For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Office of the State Superintendent of Education	Requester's Mailing Address: 810 First Street NE, 5th Floor Washington, DC 20002

State Contact for the ESEA Flexibility Request

Name: Dr. Kayleen Irizarry

Position and Office: Assistant Superintendent, Elementary and Secondary Education

Contact's Mailing Address:
810 First Street NE, 5th Floor
Washington, DC 20002

Telephone: (202) 741-0258

Fax: (202) 741-0227

Email address: kayleen.irizarry@dc.gov

Chief State School Officer (Printed Name): Hosanna Mahaley	Telephone: (202) 727-3471
Signature of the Chief State School Officer: X _Hasana Mahaley_	Date: 2-27-12
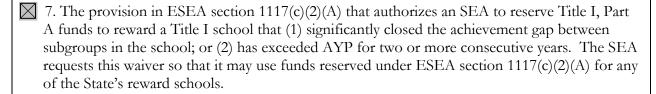
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 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 LEAs.

☐ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 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.
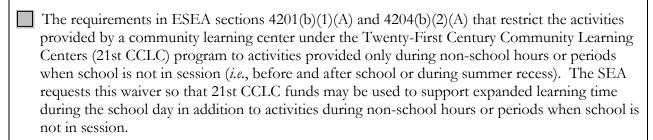
☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

☐ The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

ASSURANCES

By submitting this application, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)

☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

In recent years, the District of Columbia (DC) has been hailed as a leader in many areas of school reform, including educator recruitment, retention, evaluation, and training; robust charter school options, innovation, and collaboration; and universal preschool. The District of Columbia has both the experience and political will to achieve exceptional outcomes. Our strong reform agenda is backed by aligned leadership and support at all levels. The list of factors that position the District of Columbia for success is extensive and includes a vibrant charter-school sector that currently educates 41 percent of publicly educated pupils, a head start on transforming the traditional school system under mayoral control, improved state-level capacity, a supportive network of leading local and national partners, and District-wide interest and urgency around the work that remains to be done.

While we have made much progress, significant challenges remain. Despite the renewed focus on raising achievement, many of our schools and students still struggle. Statewide, only 45 percent of our students are proficient in reading and 47 percent in math, with stubbornly persistent performance gaps between subgroups. For students with special needs, only 16 percent are meeting proficiency and 19 percent in math. English language learners (ELLs) perform slightly better, with 25 percent meeting proficiency levels in reading and 36 percent in math. With the District of Columbia's 2011 proficiency targets set between 70 and 74 percent, only 25 of 187 schools met Adequate Yearly Progress (AYP) benchmarks in both reading and math last year, many because of the "safe harbor" provision that gives credit to schools able to reduce by 10 percent the number of students not meeting proficiency targets. Based on the graduation cohort calculation, which the District of Columbia will employ for the first time this year, we expect a graduation rate of about 51 percent of students graduating within 4 years.

In addressing these challenges, it helps to understand the District of Columbia's unique context. Its 68 square miles of land, divided into eight Wards, contain 54 Local Education Agencies (LEAs) – one large, traditional district, District of Columbia Public Schools (DCPS), and 53 independently operated charter LEAs. Together, these 54 school districts educate 77,000 students mostly from low-income families of color. In 2011, the District of Columbia led the

nation in postsecondary participation, with 71 percent of 17-24 year-old young adults either residing in or relocating to the district having a college degree or enrolled in a postsecondary institution. Yet, many are not graduates of the District of Columbia's elementary and secondary education sector. Furthermore, the District of Columbia has a stratified education gap among residents wherein income and educational attainment differs between the upper Northwest and most of the city east of Rock Creek Park.

For decades, DCPS served as both the state and local education agency. In 2007, the Public Education Reform Act (PERA) created the Office of the State Superintendent (OSSE) to provide leadership in policy for all schools and act as the State Education Agency (SEA) for the District of Columbia. The same law established a State Board of Education, with advisory, approval, and public-engagement mandates. As OSSE continues to provide statewide support, we are committed to ensuring that all students in the capital of the world's most powerful nation have a fair shot at the American dream.

Pursuing ESEA Flexibility is the right approach for improving education in the District of Columbia. Our proposal seeks to reduce by half the number of students who do not meet proficiency within six years. At a minimum, we expect our students to reach proficiency at a rate of 72.5 percent in reading, and 73.5 percent in math, by 2017. Likewise, we expect the graduation rate to increase to 70 percent for students graduating within four years and to 90 percent for students graduating within six years by 2017.

Flexibility will give us the opportunity to boost proficiency, narrow or close achievement gaps, reward successful schools, and support LEAs and schools to enable sustained and sustainable improvement. Toward that end, OSSE plans to build upon the substantial work already undertaken as part of the Race to the Top grant (RTTT), the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium leadership, and School Improvement Grant (SIG) turnaround efforts. Beginning in school year 2012/13, the District of Columbia's new accountability framework will include composition. Science will be added in SY 2013/14.

OSSE will continue to help LEAs and schools transition to the Common Core State Standards; provide differentiated rewards, interventions, and supports by implementing a new accountability index that measures proficiency and growth; and assist LEAs in developing and implementing improved teacher and leader evaluation systems. The ESEA Flexibility Requests from certain ESEA provisions will free up resources - both time and funds - so that school communities can craft interventions and programs tailored to meet their students' unique needs as well as help parents make more informed school choices. TO ensure effective implementation, OSSE is committed to establishing annual benchmarks and monitoring LEA and school progress toward them.

Developing a high quality, comprehensive ESEA Flexibility application and ensuring its successful implementation necessitated an aggressive public-engagement campaign to solicit community and stakeholder input. OSSE conducted extensive outreach for several months to meaningfully engage a critical and diverse group of education stakeholders. They ranged from classroom and special education teachers, to parents, students, administrators, nonprofit partners, political and business leaders, early childhood educators, and residents. In addition to hosting focus groups, OSSE worked in partnership with the State Board of Education to hold dozens of community meetings throughout the District of Columbia's eight Wards.

All told, more than 600 individuals participated in over 55 public events. OSSE also solicited public input via a variety of media and provided opportunities for stakeholders to readily access information about the District's ESEA Flexibility proposal. Most crucially, stakeholders had multiple ways to convey comments or concerns, whether electronically, by mail, or in person at community forums and the State Board of Education's public meetings, which are televised and rebroadcast throughout the month. These multiple opportunities generated a significant amount of public comments that strengthened our ESEA Flexibility Request proposal.

The outreach plan centered on a commitment to keeping the District's public-education community informed of, and involved in, consideration and development of the ESEA Flexibility application to ensure it addressed the needs and concerns of the District's stakeholders. A parallel goal of OSSE's outreach and consultation efforts was to create and fortify partnerships with individuals and groups who will implement, support, develop, or be affected by the educational strategies identified in this application.

OSSE's extensive stakeholder engagement not only helped shape the draft application made available for public comment, it resulted in several changes to the final application for submission. While early group discussions provided information about commonly held concerns and perceptions, the public comment period centered on specific strategies proposed in the draft that demanded greater detail and clarity. In developing the final application, OSSE staff drew on this input to ensure that the District's education plan identified strategies that address issues or problems brought forward by the community, such as how schools will be held accountable for educating all students and not given a "pass" to lower expectations for, or ignore, certain populations. The final application was crafted to improve students' achievement, increase graduation rates, close achievement gaps, and develop globally competitive citizens who are prepared for college and career success while creating a more robust accountability system that strengthens parental engagement and preserves autonomy and flexibility for LEAs and schools.

Engagement with Teachers, Principals, and Union Leaders

As noted above, the District of Columbia operates in an education landscape that includes one large Local Education Agency (LEA), District of Columbia Public Schools (DCPS), and multiple public charter LEAs that are responsible for the oversight of teachers and school administrators. To ensure that District public school teachers and their representatives were partners in the development of the ESEA Flexibility application, OSSE facilitated open forums, extended office hours, and provided online opportunities for teachers to participate in the development of the ESEA Flexibility application. OSSE met with representatives of the Washington Teachers Union (WTU) and the Council of School Officers, which is the association for DCPS principals, assistant principals, and other school leaders. Additionally, teacher-centered focus groups were held to ensure that the ESEA Flexibility Request application addressed the needs and concerns of District of Columbia educators. Teachers also participated in several of the focus groups detailed in the community engagement efforts included in this application. The outcome of these teacher-centered outreach efforts is summarized below.

Teachers expressed general consensus for reforms such as 1) revised school-level performance targets; 2) performance targets that cut the gap in non-proficiency by 50 percent over the next six years; and 3) the implementation of a school rating system that considers multiple measures.

Some participants felt annual measurable objectives (AMOs) should extend beyond the core subjects of mathematics and English Language Arts (ELA) in order to ensure that our public schools produce global citizens who are as academically accomplished and competitive as their peers around the world. Teacher retention and parental involvement were identified as critical components of school climate that should be included in a rating system. Participants also emphasized the importance of implementing evaluations based on assessments that are aligned to schools' curricula and that incorporate such critical barriers to success as chronic truancy.

Some teachers suggested phasing in assessments as PARCC objectives are achieved. Others expressed concerns that growth measures may not capture improvement for students whose performance falls several grades below actual grade level, and that untested grades and subjects present special challenges in teacher evaluation. Options such as end-of-year tests, a portfolio of several assessments, and external assessments (for example ACT or SAT for high school) were discussed as measurements that could inform student performance and teacher evaluations.

Overall, there was clear support for multiple measures of teacher effectiveness and for reporting that will equip the community to recognize, reward, and learn from effective schools and teachers. Teachers encouraged the adoption of strategies that would not prove to be overly burdensome on LEAs, such as the adoption of pre-existing assessments and existing data sets. Teachers also expressed a desire for increased flexibility overall and cautioned against introducing unintentional rigidity by limiting the means of measuring student performance. It was suggested that growth measures be very lightly weighted in teacher evaluations, given that assessments for non-tested grades are of a different nature. Teacher union representatives suggested that assistant principals and possibly lead teachers be included in the teacher and leader evaluation requirements as crucial members of the leadership team.

Participants cautioned against holding schools and staff to the same goals without providing equitable support. Further discussion centered on concerns that accountability systems tend to be implemented and then removed once significant improvement is documented despite the need for supports to sustain and grow academic achievement.

Though supportive of reasonable and achievable objectives differentiated by school, participants expressed concern about having sufficient time to demonstrate progress prior to having to implement prescriptive measures or being labeled as low-performing. For example, secondary teachers were concerned about being held accountable for incoming grades after approximately seven months of instruction. Similar concern also was expressed by rapidly growing charter schools; educators worried about the appropriateness of using assessment data for newly-arrived students to evaluate teacher or school effectiveness.

Throughout the development of the ESEA Flexibility proposal, OSSE also chaired multiple meetings with DCPS, the District of Columbia Public Charter School Board (PCSB), the sole charter-school authorizer, and charter school administrators. Administrators expressed concern about which indicators were to be included in the new accountability system, particularly the inclusion of current science and composition assessments, and the supports and interventions to be provided. While amenable to increased accountability, charter school administrators cited the preservation of flexibility to implement innovative programs and strategies—an authority granted under local charter school rules—as critical. Participants also were concerned about the addition of indicators that would impose added data collection and reporting burdens on LEAs and schools without providing meaningful information to education stakeholders. These concerns are addressed in detail throughout this document.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

In addition to inviting public comment via the state agency's website and at community meetings, OSSE ensured that select stakeholders affected by the District of Columbia's education program had opportunities to participate in smaller focus groups to discuss their unique needs and perspectives. OSSE worked to identify and leverage existing opportunities to obtain input, including consulting with existing advisory groups. Participants included experts and/or advocates representing specific Wards (geographical regions) and groups, including homeless families, charter schools, delinquent students, youth leadership, faith and community-based organizations, parents, students, teachers, LEA administrators, institutes of higher learning, special education experts, local businesses, community liaisons, private schools, English language learners, and elected representatives.

While initial efforts to seek input for the ESEA Flexibility application from the larger community focused on town hall meetings, the engagement strategy was subsequently revised to ensure that appropriate forums and media were utilized for each critical stakeholder group to ensure maximum outreach and stakeholder participation. Some neighborhoods, for example, rely on flyers to receive notice about a public forum; others use E-mail alerts. To eliminate geographical, economical or temporal barriers to participation, focus groups and forums were held in a variety of settings across the District of Columbia, including during evening PTA meetings at schools and in neighborhood association meetings. This community-based approach resulted in transparent public forums in local settings that captured the ideas and concerns of hundreds of stakeholders who otherwise might not have had an opportunity to participate.

Information regarding the ESEA Flexibility application also was made available to the public through a number of media outlets, including the OSSE website (accessed by more than 700 unique users), press releases, Facebook and other social networking sites (600+ tweets on Twitter), E-mail blasts, blogging, print media, public service announcements on the District of Columbia's public access channel, and extended open house and office hours. The OSSE newsletters published to address the ESEA Flexibility option were widely distributed to more than 2,200 recipients. Stakeholders could participate by phone, through written or electronic mail, by webinar, by teleconference, and/or during in-person meetings. More than 55 meetings, town halls, and focus groups were held with stakeholders to discuss reforms related to the ESEA Flexibility request. An open comment period on the resulting draft application

began January 18, 2012 through February 14, 2012. In addition, OSSE provided further transparency by briefing the State Board of Education at its televised monthly public meeting on both the initial draft proposal and revisions suggested from these public feedback sessions.

The strategy of holding focus groups representing unique stakeholder communities produced critical feedback. Participants received an overview of the ESEA Flexibility option and were advised that focus group results would be used to inform the application process. To facilitate and guide discussion, OSSE facilitators asked open-ended questions that became increasingly specific. Participants were encouraged to share opinions, concerns, priorities, and perspectives relevant to the group, and to the four principles of ESEA Flexibility. Discussions addressed how proposed reforms will change the future of public education in the District of Columbia. Finally, participants were told how they could provide further input via E-mail, phone, or in person.

Our outreach efforts resulted in significant, meaningful input from a diverse group of education stakeholders from across the District of Columbia. In the course of developing this application, OSSE worked collaboratively with elected bodies, including the State Board of Education, the Council of the District of Columbia, and Advisory Neighborhood Commissions to solicit and encourage public input. Efforts to engage stakeholders and garner robust discussion regarding the proposed plan continued until February 22, 2012. A summary of the critical of feedback received from District of Columbia education stakeholders is described below.

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

Stakeholders supported this outcomes-based principle across groups and emphasized the importance of including these expectations at the elementary level. The need for reporting, resources, and supports to address the dropout problem, attendance, and college preparation from preschool through graduation was expressed by several stakeholders, who also mentioned a desire for data that provide information regarding the extent to which students will be nationally and internationally competitive. Parents encouraged OSSE 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 eight Wards, and greater emphasis on physical education. There was concern, too, about the lack of support and resources for high quality science education.

Participants also called for more opportunities for internships for all students in all geographic sections of the city to be inclusive of special education students. Some suggested that the

current system of awarding Carnegie units as a graduation requirement be replaced by a competency-based concept of college- and career-readiness that would allow for alternate pathways to college and career readiness.

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

Focus groups generally agreed that current AYP targets had become unreachable and were no longer meaningful. Informal polls of multiple groups revealed a strong preference for setting annual targets to reduce achievement gaps by half within six years, with special provisions for students with special needs or who are English language learners. Participants advocated the development and implementation of accountability measures that reflect inequities related to unique challenges, school-level funding, school supports, and other resources at each public school.

Differentiated Recognition and Accountability: Groups generally agreed that 1) a rating system with multiple indicators would provide more meaningful data; 2) the present accountability model does not accurately document school effectiveness; and 3) growth measures need to be incorporated into the accountability system. Stakeholders strongly encouraged leveraging existing reporting systems to create comparable information for parents and community stakeholders without placing undue reporting burdens on LEAs.

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 accountability plan address the need to provide stakeholders with transparent, meaningful and *comparable* data for all LEAs.

Other Measures: Although some stakeholders preferred an accountability system that does not extend beyond federally-mandated elements, an equal number felt that items that reflect the capacity of District of Columbia students to be nationally and internationally competitive (e.g., writing, technology, etc.) should be included in the accountability plan. Most groups agreed on the importance of setting realistic, attainable goals, but many expressed strong concern that differentiated targets could be interpreted as an indication of student potential and could lower expectations for certain groups. Many participants were concerned about teacher retention and the impact on student achievement.

Parental Engagement: Parents and community advocates asked that the accountability plan clearly identify parent and community involvement as critical to the success of the new education plan. There was a call to provide stakeholders with transparent, meaningful, and comparable data for all schools, including the amount of local funding directly provided to each school.

Support and Interventions: Parent and community representatives urged the inclusion of information regarding the distribution and availability of supports and resources for schools that would not be identified as priority or focus schools. Community advocates strongly expressed concern about how the District of Columbia could ensure that resources reached the neediest schools once federal funds were disbursed to LEAs. There were numerous calls to establish a common understanding that all schools must strive to meet Common Core State Standards while ensuring that the autonomy of LEAs and charter schools was not impinged upon. The importance of developing strong school leaders was identified as critical, as was greater clarity regarding the role of OSSE, as the State Education Agency, 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 OSSE and the community.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

Several groups felt that tremendous focus had been placed on hiring teachers with subject area expertise, while little attention had been given to the unique needs of a high poverty urban district and the skills that teachers need to succeed in these environments. Partnering with universities and LEAs to develop Bachelors of Education programs that prepare new teachers to succeed in a high poverty urban environment was suggested as one way in which the District of Columbia could support effective instruction. This effort is currently being undertaken by the University of the District of Columbia, which recently launched an urban teachers' residency program. There was a call for better data on factors known to impact school effectiveness such as truancy and teacher retention. As noted above, the importance of developing strong leaders was also stated.

PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN

In considering differentiated measures of accountability, stakeholders asked for diligence in ensuring that duplicative and burdensome reporting requirements that have little or no impact on student outcomes be avoided. Although most supported the inclusion of a growth measure,

some stakeholders did not want to see new measures added to the system because of the implied burden on LEAs. Most groups felt strongly that the ESEA Flexibility proposal should leverage the two existing systems of performance (District of Columbia Public Schools' school scorecard and the Public Charter School Board's performance management framework) while working to address parent calls for comparable data across the public school system. Additionally, as noted previously, there were concerns about developing non-academic measures 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 other District of Columbia, Maryland, or Virginia schools.

Summary

Efforts to develop a high quality and comprehensive ESEA Flexibility Request application and ensure successful implementation once approved by the U.S. Department of Education necessitated an aggressive community and stakeholder engagement strategy. Outreach efforts led to energetic and creative discussions regarding all four principles. In developing the final application, OSSE staff drew on this feedback to ensure that that the District of Columbia's education plan as articulated in this application includes strategies that address the challenges identified by a wide array of stakeholders.

In general, parents and other community-based stakeholders expressed support for many of the proposed elements of the ESEA Flexibility Request application while stressing the importance of continuing and regular communication between OSSE and District of Columbia stakeholders. Several stakeholders requested clear statements about objectives, outcomes, timelines, responsible agencies and staff. Continuing communication and collaboration were seen as a precursor to establishing trust and partnership with stakeholders, who spoke of the struggle to maintain ties with a system that has been restructured more than once in a short period of time. There was a call for greater clarity regarding the role of OSSE in monitoring and enforcing the implementation of federal requirements at local schools.

Outreach efforts also re-affirmed or resulted in partnerships that will be nurtured beyond the submission of the ESEA Flexibility application. This is in keeping with OSSE's vision of an educational system that recognizes the vital role of parents and community members as partners in achieving excellent outcomes for all students. The ESEA flexibility ESEA Flexibility Request plan represents a fresh opportunity for parents, students, teachers, schools, OSSE, LEAs, community and business groups, and other District stakeholders to work collaboratively to re-assess, redefine, and redress existing barriers. That information now will be used to

ensure that all components of the District of Columbia's education system, including standards, assessments, and accountability, are aligned so that our public schools serve as pipelines for preparing internationally competitive college- and career- ready adults.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

In 2001, the passage of No Child Left Behind (NCLB) was a watershed moment for education in the United States. For the first time, state education agencies were required to develop standards and assessments to measure student proficiency, enforce a system of accountability for schools, measure performance based on subgroups of students, identify underperforming schools, and implement prescribed interventions in those underperforming schools.

While the core tenets of NCLB are still relevant and important, the "one size fits all" approach needs revision. To meet the law's key requirement of having all students proficient in reading and math by 2014, the District of Columbia set proficiency targets between 70 percent and 74 percent in 2011. Only 25 of 187 schools met Adequate Yearly Progress (AYP) benchmarks in both reading and math. Of those 25 schools, over half made AYP due to the safe harbor provision giving credit to schools that were able to reduce by 10 percent the number of students not meeting proficiency targets. Current NCLB accountability requirements do not

acknowledge schools for making great strides in student growth "below the bar" or for demonstrating progress in other indicators that measure college and career readiness—and that admissions officers and employers value. Moreover, the prescribed interventions rarely resulted in significant improvement in student outcomes.

We respect and support the original intent of the federal law, and want to build upon it so that we can more effectively measure school success. As with NCLB, we expect 100 percent of our students will reach proficiency in the Common Core State Standards. In our proposed new accountability system, we now also expect that 100 percent of our students will show growth each year.

The Office of the State Superintendent of Education (OSSE) believes that students come first and what matters most is what happens in the classroom. OSSE also believes that the teachers and school leaders are best qualified to affect student learning. By removing barriers to education and providing the necessary supports to maximize student learning, then school leaders and teachers who are best qualified to provide solutions can improve student outcomes. That is the fundamental premise behind this proposed action plan.

ESEA flexibility will revitalize our current accountability system and set higher standards and expectations for teaching and learning. The improved accountability system will be based on a diversified set of annual measurable objectives (AMOs) that will allow OSSE, LEAs, and other education partners to target rewards and supports based on academic achievement and needs. Flexibility in the use of federal funds will allow LEAs and schools to tailor programs and interventions, thus ensuring greater success in student outcomes and teacher and leader effectiveness. This improved accountability system will focus on creating incentives for continuous and sustainable improvement and supporting LEAs and schools that need assistance.

Politically, the District of Columbia is unique. Its size, education governance, and reform structures enable aggressive change at the state level that is able to reach individual schools, classrooms, and students with great speed and impact. Roughly 77,000 students attend just over 200 schools, with 90 percent of enrollment represented by 30 of the 54 LEAs that have committed to participate in Race to the Top (RTTT).

The implementation and sustainability of the principles required in the ESEA Flexibility request are underway as part of RTTT starting in June 2010 wherein the District of Columbia adopted the Common Core State Standards. This year, the state assessment – the District of Columbia Comprehensive Assessment System or DC CAS – will be aligned to the Common Core in English

Language Arts, with the math assessment being aligned for the 2013 test administration. OSSE also is providing RTTT funding to District of Columbia Public Schools in its school turnaround work, applying one of four turnaround models to the persistently lowest-achieving 5 percent of schools as well as the broader lowest-achieving 20 percent of schools. OSSE plans to increase capacity and provide additional support to the lowest-achieving 20 percent of schools through a newly formed Innovation and Improvement team as part of the RTTT department.

Also this year, teacher and leader evaluation systems will be implemented in RTTT participating LEAs. To achieve this outcome, OSSE worked in partnership with various task forces consisting of LEA representatives and 1) established requirements for teacher and leader evaluation systems for LEAs participating in Race to the Top; 2) adopted a teacher value-added model to identify levels of teacher effectiveness; and 3) developed an innovative statewide growth model that is currently being used by both charter and traditional public schools to compare schools' ability to improve student performance.

To increase the quality of instruction and improve student achievement, OSSE will focus this upcoming year on providing support, training, and technical assistance around job-embedded professional development and exemplars of best practice as well as aligning state assessments and teacher/leader evaluation systems with the Common Core standards. This work will be carried out by the Department of Special Education Training and Technical Assistance unit within the Division of Special Education in coordination with the Department of Standards, Assessment and Accountability which is part of the Division of Elementary and Secondary Education.

We believe that pursuing ESEA flexibility is the right approach for education in the District of Columbia. Flexibility will provide the opportunity to increase proficiency, close achievement gaps, reward schools, and support LEAs and schools to assure continuous, sustainable improvement and improved student outcomes. The ESEA Flexibility Request of certain ESEA provisions will free up both time and money so that school communities can focus on their unique needs and provide information to help parents make better school choices.

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

1.A   ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B   TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

The Office of the State Superintendent of Education (OSSE) is in a unique position to use the Common Core State Standards to launch the next level of reform for all students in the District of Columbia, both in our traditional public schools and those served by public charter schools. The District of Columbia has 54 local education agencies (LEAs), one being a traditional public school system under mayoral control and 53 charter LEAs that operate independently of District of Columbia Public Schools and each other. This governance structure and the charter LEAs autonomy create an opportunity for the District of Columbia to serve as a model of school choice while maintaining the quality and rigor of instruction that the Common Core State Standards (CCSS) demand.

OSSE's ultimate goal for the adoption of the Common Core State Standards is a District-wide understanding on a deep, internalized, and instructional level that benefits all learners by preparing them to succeed in college and careers. This aligns with our belief that students come first and what matters most is what is happening in the classroom. OSSE has the great opportunity to have a positive, direct impact on all teachers through state level support and professional development. Also, the District of Columbia's small size allows us to comprehensively implement the standards sooner than most states and begin the alignment of our statewide assessment to the CCSS.

Already, District of Columbia students have reaped benefits from our commitment to CCSS implementation. By removing barriers and providing the necessary supports to teachers, including holding information and professional development sessions for instructional coaches and principals, students began receiving instruction aligned to the Common Core State Standards this year, which will improve student outcomes now and in the future. At this point, OSSE defines students as college- and career-ready when they are prepared to enter a post-secondary institution and be enrolled in credit-bearing courses and/or are able to qualify for entrance to a trade or training program, the military or entry-level career.

District of Columbia students have a tremendous opportunity to receive scholarship funds through the DC Tuition Assistance Grant program (DC TAG) to attend any state college in the country for close to in-state tuition. However, just over 10 percent of our graduating high school seniors earn a bachelor's degree. Research shows that even with this financial benefit, often when District of Columbia students enter college, they are required to take remedial courses. Because of this, they can feel unprepared and eventually drop out. Aligning instruction with the CCSS will improve our students' chances of graduating from high school ready for the rigors of college and with and with a better chance of earning a degree.

Public engagement has been a crucial part of the entire CCSS adoption process. Stakeholders, including educators and national experts, were called in from the very beginning to review the standards and provide OSSE with guidance on adoption. The DC State Board of Education held numerous public meetings and several members attended Gates Foundation-sponsored CCSS study sessions with their National Association of State Boards of Education peers. LEA and school leaders were consulted on the implementation plan and transition to the assessment. At each decision point throughout the process, OSSE turned to the District of Columbia's education community for input and guidance.

OSSE's vision is to ensure all students graduate college- and career-ready. The Common Core State Standards focuses our efforts to realize that vision by better preparing all students to

participate fully in today's global, Information Age economy.

Adoption Process

Directly after the National Governor's Association's Center for Best Practices and Council of Chief State School Officers released the draft of college- and career-readiness standards on September 21, 2009, the District of Columbia proactively began the process of adopting the Common Core State Standards. Communication with stakeholders began immediately.

OSSE released a memo on October 1, 2009, inviting public comment on both the English language arts and mathematics standards. Two public surveys were designed and made available to stakeholders via the Internet, with a request for feedback by October 15, 2009. A joint public hearing of the DC State Board of Education and OSSE was held on October 7, 2009 to elicit public comment from the community.

Soon after the initial period for public comment, a joint letter was issued from former State Superintendent Kerri Briggs and former State Board of Education President Lisa Raymond to Gene Wilhoit, Executive Director of CCSSO on October 21, 2009, indicating the continued support of both OSSE and the State Board of Education for the common standards.

Once the newly drafted standards in kindergarten through grade 12 were made available to state education agencies in March 2010, OSSE staff created a comprehensive crosswalk of the District of Columbia's existing content standards with the proposed draft standards. The crosswalk compared the alignment of the Common Core State Standards with current DC standards in order to identify content gaps. OSSE staff brought in over 50 stakeholders to review the crosswalk and collect feedback. The stakeholders included school leaders, instructional coaches, educators (including science and social studies teachers), parents, members of the business community, higher education faculty, and elected officials. Several public meetings were held to discuss the new standards and the changes those standards would bring, and to gather feedback on whether the new standards should be adopted.

The combined feedback was used to propose the adoption of the Common Core State Standards to the State Board of Education, which they approved on July 21, 2010. Then the more difficult job of implementation began.

Timeline for Implementation

After the adoption of college- and career-ready standards, OSSE collaborated with all LEAs to

move towards implementation. In a joint decision by the District of Columbia Public Schools (DCPS) and other charter LEAs, it was decided that the District of Columbia would target an aggressive implementation timeline, starting with 2011 – 2012 school year. Beginning in 2011 – 2012, instruction would focus on the Common Core State Standards for all students in English language arts and mathematics in grades K – 2. For grades 3 – 12, English language arts instruction would focus on the Common Core State Standards with a transition to informational text and writing to a text.

This aggressive timeline for implementation is critical to student success in the District of Columbia because it will begin to prepare them for the skills and knowledge required by the Common Core State Standards and to lay the foundation for success on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment in 2014 – 2015.

The 2012 state assessment system in reading and composition, the DC CAS, will be aligned to the Common Core State Standards. Mathematics instruction would focus on priority standards—those current DC mathematics standards that would most prepare students to be successful after the mathematics transition to start in 2012–2013. These standards were identified in consultations with Student Achievement Partners and are indicated on the 2012 DC CAS mathematics blueprint. In conjunction with the priority standards, teachers are encouraged to incorporate the Standards for Mathematical Practice into instruction. These practices are also included on the 2012 DC CAS blueprint.

The timeline is below.

School Years	Instruction	Assessment
2011-2012	K-2 Math (aligned to CCSS) K-12 English language arts (aligned to CCSS) K-12 Math (DC Priority Standards)	Reading: 3-8, 10 Math: 3-8, 10 – Priority Standards Composition: 4, 7, 10 *Optional Grades 2 & 9: Reading & Math*
2012-2013	K-12 English language arts (aligned to CCSS) K-12 Math (aligned to CCSS)	Reading: 3-8, 10 Math: 3-8, 10 Composition: 4,7, 10 *Optional Grades 2 & 9: Reading & Math*
2013-2014	K-12 English language arts (aligned to CCSS) K-12 Math (aligned to CCSS)	Reading: 3-8, 10 Math: 3-8, 10 Composition: 4,7, 10 *Optional Grades 2 & 9: Reading & Math*

2014-2015	K-12 English language arts (aligned to CCSS)	PARCC Assessment
	K-12 Math (aligned to CCSS)	

It is important to note that OSSE is not responsible for curriculum development. Each LEA develops its own curriculum with support and evaluation by OSSE on a request basis only. However, OSSE will provide professional development and exemplar lessons as resources to inform curriculum development at the LEA level.

Outreach and Dissemination

Outreach to our stakeholders was our first action step in the implementation process. Because we are a small area but with varying governing structures, we knew that for implementation to be successful, our outreach had to be wide and deep and that much guidance and direction would be needed. To do so, OSSE is leveraging all partnerships to be sure stakeholders, especially parents and teachers, have a full understanding of the shifts to the Common Core State Standards so that students will receive the necessary skills.

As a governing state of the Partnership for Assessment of Readiness for College and Careers (PARCC), the District of Columbia is prepared to provide the necessary guidance and direction to assist LEAs in preparing students for success in college and in the workforce. Additionally, our continuing partnerships with the University of the District of Columbia, Achieve, the American Diploma Project (ADP), the Council of Chief State School Officers (CCSSO), and the National Center and State Collaborative (NCSC) provide us with guidance and information to support our transition to the Common Core State Standards and assessments.

In addition to these partnerships, OSSE has accomplished the following:

- The original crosswalk of the DC standards to the Common Core State Standards was posted on the OSSE website for teachers to use in their instructional planning. OSSE then invited teachers to complete this work using the Achieve online tool and sent the analysis to a third party for the next iteration. The final version was reviewed and approved by selected teachers in the District of Columbia. This crosswalk was used to drive the blueprint for the 2012 DC CAS assessment.

- In June 2011, the 2012 DC CAS blueprint with the Common Core alignment was distributed to all LEAs and posted on the OSSE website.

- In August 2011, each teacher for mathematics and/or English language arts in the

District of Columbia received a printed copy of the standards. These standards were sent to each school site where each building leader distributed them to educators.

- OSSE distributed printed Parent Teacher Association (PTA) guides in English and Spanish to schools for each student to have a brochure introducing the Common Core State Standards to take home to parents. These were created for English language arts and mathematics by grade and demonstrate to parents the importance of this shift and what they can expect in the classroom with the new standards.

- OSSE held meetings for LEA leaders and educators to explain the shift to the Common Core State Standards and how this will translate in the classroom. These meetings discussed the changes to the assessment, changes in instruction, and what these changes look like in the classroom. Several experts spoke at these meetings, including David Coleman, one of the writers of the Common Core State Standards.

- Through Race to the Top, OSSE created a Common Core Task Force with members representing over 20 of our 30 participating LEAs. This task force helped to drive decision-making around the implementation plan and became the Common Core experts for their LEAs to deliver updates and information. This Task Force was also asked to create a statewide message around the Common Core State Standards and to identify the shifts in instruction.

- OSSE is currently working with a contractor to create an interactive website with professional development units, sample test items aligned to the Common Core State Standards, information about the PARCC assessment, curriculum guidance, sample lesson plans, exemplar teaching units, student work, and teacher-created videos. OSSE will maintain control of this site to ensure high quality materials aligned to the standards are posted.

- OSSE sends out monthly newsletters and regular Twitter updates, and has plans for future public meetings.

- The District of Columbia is currently planning an instructional and curriculum summit for summer 2012 that will further support teachers in understanding the essential shifts in practice, curriculum, and assessment needed for full Common Core State Standard implementation. This summit will also bring together educators from all public schools to collaborate and share best practices for evaluating and developing curriculum and creating exemplar materials.

- OSSE is collaborating with the University of the District of Columbia to examine the impact of the Common Core State Standards on K-12 instruction. It is our goal that

students who graduate from an LEA in the District of Columbia are college- and career- ready and will not be required to enroll in developmental or remedial courses.

Special Populations

OSSE realizes the challenges implementation of the Common Core State Standards will present to special populations of students. The Common Core standards are for all students and implementation requires making the standards accessible to all students.

For English language learners (ELLs), OSSE has signed a Memorandum of Understanding with World-class Instructional Design and Assessment (WIDA) to align the current language acquisition standards and assessment with the Common Core State Standards. We also convened a group of school leaders to discuss ESEA Flexibility and provide input on the proposed application, AMOs, interventions and, additionally, how to best support our dual-language programs.

The District of Columbia is also a member of the Assessment Services Supporting ELLs through Technology System (ASSESTS) consortium. The consortium will build on the foundation of standards, assessment, professional development, and research already developed by the managing partner, WIDA, to provide comprehensive assessment tools to help English learners succeed in becoming college- and career-ready. The consortium also assists in the development of online summative, benchmark, and screener assessments in addition to formative assessment resources for use in the classroom.

In reviewing our student growth percentile data, our English language learners are those who are making the most growth across the District of Columbia. OSSE will look to those successes to continue the growth in ELLs and will call together leaders in the ELL community to evaluate how to meet the needs of our ELL population while meeting the expectations of the Common Core State Standards. The District of Columbia will continue to provide professional development on English Language Development Standards, language differentiation during content instruction and assessment, and how to effectively use assessment results to increase student achievement.

For our special education students in our 1 percent group (students taking the DC CAS Alternative test), it is most important that our current entry points are aligned to the Common Core State Standards so that teachers can differentiate instruction according to an individual student's starting point and allow students to set challenging but achievable academic goals. These entry points are used to guide the evidence-based portfolio

assessment OSSE uses for these students. OSSE has currently aligned the DC CAS Alt Entry Points to the Common Core Standards for English language arts in preparation for this year's administration.

OSSE has joined the assessment consortium with the National Center and State Collaborative (NCSC) and is a member of the Workgroup One Community of Practice. Through this partnership, OSSE will continue to develop performance level descriptors, claims, focal knowledge, skills, and abilities for mathematics to provide information and guidance about the Common Core State Standards. The goal of NCSC is to ensure that students with significant cognitive disabilities achieve higher academic outcomes to prepare them for post-secondary options. We believe in this goal and are excited to be involved with this work.

Once the Learning Progressions being created by NCSC are released, OSSE will work to adopt these progressions and plans to facilitate teacher and educator professional development on their use to inform Individualized Education Plan (IEP) teams as well as how to link curriculum and intervention resources to ensure standards progression throughout the school year for all students. Additionally, through this consortium we are examining how our definition of college- and career- readiness applies to our special-needs populations.

The District of Columbia currently has a Community of Practice (CoP) comprised of approximately 20 individuals. They include general and special education teachers as well as technical assistance providers to ensure curricular, instructional, and professional development modules developed by NCSC are practical and feasible. The CoP receives training on the Common Core State Standards, the relationship between content and achievement standards, curriculum, assessment, and universal access to the general curriculum. The CoP will implement model curricula and help to refine and clarify materials and resources.

For all students with disabilities, OSSE is providing comprehensive professional development to give school leaders on-going support and resources so that the Common Core State Standards are accessible to all students.

Finally, SEDS, the statewide special education data system, will be upgraded to align with the Common Core State Standards and Learning Progressions. SEDS will contain a drop-down menu listing the Common Core State Standards to inform IEP writers. This functionality will allow educators to use the database to track IDEA (Individuals with Disabilities Education Act) compliance, develop IEP goals aligned with Common Core standards, and monitor student progress toward those goals. OSSE will provide training and support to all LEAs throughout

this process, with this system ready for 2012 – 2013 school year.

OSSE continues to provide ongoing professional development for teachers, allowing them to obtain continuing education graduate credits, meet ESL (English as a Second Language) licensure and certification requirements, take advantage of our free Special Education Praxis preparation materials, and build their capacities to meet the needs of diverse learners.

Preparing for the Next Generation of Assessments

As part of the implementation plan, OSSE decided to transition the statewide assessment to align to the Common Core State Standards as the best way to signal to the field the shifts in instruction. We also felt this would be the best training for our schools, educators, and students in preparation for the shift to the PARCC assessment to begin instruction in the Common Core State Standards as quickly as possible and give our students a head start on success. Starting in the summer of 2010, OSSE worked with its test contractor to modify the current DC CAS. All field test items on the 2011 DC CAS were aligned to a Common Core State Standards, and in 2012, all items on the DC CAS reading will be aligned to a Common Core State Standards with a shift in the blueprint to include more informational text.

This will alert the field to the text complexity and genre selections found in the Common Core State Standards. The swift incorporation was possible because of the close alignment we found in the initial mapping of the DC standards to the CCSS and the CCSS to DC-owned reading items. The 2012 DC CAS math will focus on priority standards to better prepare students for the transition to math Common Core standards in 2012 – 2013. These math standards were identified as the critical skills and knowledge students need to know to be successful on the Common Core State Standards and represent one or two essential skill sets for each grade for teachers to focus instruction.

In addition, OSSE will field test/operationalize new composition prompts that are aligned to the Common Core standards and focus on the essential skill of writing in response to a text. This is in answer to the indications in the PARCC Invitation to Negotiate (ITN) that demonstrates writing to a text will be crucial for students to be successful on the assessment and to address the shift from the old writing standards to the new standards.

Both the reading and the composition DC CAS results will report on the Common Core State Standards in all reports by student, school, LEA, and state levels to give schools, educators, students, and parents an indication on how students are performing on the new, more rigorous standards. OSSE worked with its Technical Advisory Council, comprised of local and

national experts in the field of assessments, and test vendor to ensure that this transition maintains the achievement standards and does not disrupt trend lines in achievement. A cut score review will be conducted in the fall to ensure alignment.

Our transition to a fully aligned DC CAS math assessment to the Common Core State Standards will begin in 2012-2013. Within the Department of Standards, Assessment and Accountability, OSSE has formed an Assessment Task Force comprised of teachers, assessment coordinators, and other stakeholders to guide the development of the math assessments and to address any instructional gaps. This allows the District of Columbia the best opportunity to have all students exposed to, and instructed in, the Common Core State Standards, in preparation for the PARCC assessment in 2014-2015.

Other assessments: Composition and Science

The Composition Assessment in 2013 will be included in the accountability plan detailed in Principle 2. This is a crucial step to signal to educators and families the importance of students being able to write to a text. This is a major instructional shift found in the standards and one where data suggest our school leaders, teachers, and students will need additional support. OSSE first shared this information in June 2011 as part of the initial outreach to introduce school leaders to the Common Core State Standards and the shifts in instruction and assessments.

Over the summer, a panel of teachers reviewed and approved the prompts through content and bias review. In October 2011, OSSE held an initial training for LEAs to explain the shift, describe the new rubric, and release a sample prompt. Additional training and outreach took place at the start of 2012. Once OSSE receives the results of the 2012 assessments, results will be analyzed and used to guide more professional development in summer and fall of 2012.

The District of Columbia's Science standards were recently awarded an "A" by the Fordham Institute. For this reason, and in response to requests from parents, teachers, and other education stakeholders to increase the number of subjects included in the accountability plan, OSSE will include a DC CAS Science assessment in 2014 as detailed in Principle 2. This staggered timeline will allow more educators to be involved with blueprint development, item review, and data analysis. This also will create a positive transition plan for including new subjects while supporting schools and educators through the transition.

As with all other assessment development, educators will approve field test items through

content and bias review; OSSE will provide a strand-level blueprint to support schools and teachers in preparing students for the assessment. This will also signal to the field the importance of science and give OSSE an opportunity to begin the discussions on the Next Generation science standards expected to be completed this summer.

Below is a timeline for implementation.

School Years	Instruction	Assessment
2011-2012	K-2 Math (aligned to CCSS) K-12 English language arts (aligned to CCSS) K-12 Math (DC Priority Standards) K-12 DC Science Standards	Reading: 3-8, 10 Math: 3-8, 10 - Priority Standards Composition: 4, 7, 10 - Field test Science: 5, 8 and biology - Not included in accountability *Optional Grades 2 & 9: Reading & Math*
2012-2013	K-12 English language arts (aligned to CCSS) K-12 Math (aligned to CCSS) K-12 DC Science Standards	Reading: 3-8, 10 Math: 3-8, 10 Composition: 4,7, 10 - Included in accountability Science: 5, 8 and biology - Not included in accountability *Optional Grades 2 & 9: Reading & Math*
2013-2014	K-12 English language arts (aligned to CCSS) K-12 Math (aligned to CCSS) K-12 DC Science Standards	Reading: 3-8, 10 Math: 3-8, 10 Composition: 4,7, 10 Science: 5, 8 and biology - Included in accountability *Optional Grades 2 & 9: Reading & Math*
2014-2015	K-12 English language arts (aligned to CCSS) K-12 Math (aligned to CCSS) K-12 Next Generation of Science Standards	PARCC Assessment

For the first time in 2012, OSSE will administer the DC CAS assessments in reading and math for grade 2, and reading for grade 9, aligned to the Common Core State Standards. Originally, these assessments were only for District of Columbia Public Schools (DCPS), our largest LEA. However, after several charter LEAs also requested the assessments, OSSE assumed DCPS' test contract and will make the assessment available for no charge to charter LEAs as an

option.

At this time, OSSE does not plan to require the assessment or to use the data at the District-wide accountability level; however, that decision may change depending on input from our stakeholders and need for inclusion in the accountability framework. The benefits to offering these assessments are that LEAs have another data point to determine if students are on track to succeed. The second and ninth grade assessments give LEAs an early indicator of students' achievement and instructional competencies aligned to the Common Core Standards.

Through Race to the Top, participating LEAs have agreed to adopt interim assessments aligned with the Common Core Standards in all schools. All other LEAs are encouraged to follow the same practice. OSSE assists LEAs in choosing quality vendors by providing an "Interim Assessment Provider List." LEAs adopting paced-interim assessments have developed a supportive professional development plan designed to build teacher capacity around using student data to drive instruction.

To ensure consistent improvement, each LEA works with its vendor to collect data in a timely manner so the information can be analyzed during professional development to enhance teacher practice and inform future instruction. As we move closer to the PARCC assessment, our goal is to have a robust DC CAS item pool aligned to the Common Core State Standards for LEAs to use as part of our interim assessment system.

The District of Columbia is one of the original governing states of PARCC and has been involved with the work from the beginning. Today, we are leading the work with 17 other states to develop and design the next generation of assessments aligned to the Common Core State Standards. We are a member of the Governing Board, Leadership Team, and Higher Education Leadership Team, and we serve as the chair for the Common Core Implementation and Educator Engagement working group. We also have representation in the PARCC Advisory Committee on College Readiness. The District of Columbia has attended design meetings, Common Core Implementation Institutes, and all other multistate meetings.

Currently, the District of Columbia is using the Model Content Frameworks to guide our LEAs through their creation of curriculum plans aligned to the new standards and will take a team to participate in the Educator Leader Cadres preparatory meetings to develop experts in the field. We are actively involved in all decision making and reviews. Being a governing state allows the District of Columbia to lead the nation in this reform and to inform our stakeholders on the coming shifts through our extensive work with the CCSS and the goals of

the new assessment. This gives the District of Columbia a clear advantage in preparing schools, educators and students for the next generation of assessments that will measure college- and career-readiness.

Supporting Teachers

To promote our overall goal of District-wide understanding of the Common Core State Standards and to ensure successful implementation, OSSE is providing on-going state-level training in the areas of English language arts (ELA), math, pedagogy and assessment. The professional development will disseminate the state-level message as well as assist those LEAs with greater needs around curriculum planning. Lead authors of the CCSS have identified six instructional shifts in both ELA and math. The ELA shifts include balancing nonfiction and fiction text, building knowledge in the disciplines, increasing text complexity with grade advancement, text-based answers, writing from sources, and academic vocabulary. Math instructional shifts include focus, coherence, fluency, deep understanding, applications, and dual intensity of practicing and understanding.

Moving forward, how schools are tiered, as detailed in Principle 2 and 3, will affect the level of professional development OSSE provides. For example, to ensure we meet the needs of teachers in our lowest performing schools or teachers that are not rated effective or highly effective, preference will be given to them to attend live professional development sessions that fill up quickly. OSSE will also be available to provide more on-site trainings at focus and priority schools. For teachers in other school categories, OSSE will make available more webinars and online tools, and will focus in-person trainings on specialized topics.

Rather than offer professional development that simply makes educators familiar with a set of standards, the trainings OSSE offers are delivered through the lens of the instructional shifts, thus promoting and supporting a deep and internalized understanding of the new standards' teaching and learning principles. This approach allows teachers and school leaders to become familiar with the CCSS, compare former DC standards to the CCSS, and develop an understanding of how teaching, learning, and instructional materials will need to evolve to meet the demand of the new standards' increased rigor.

Two specific examples of trainings OSSE offers through the Department of Standards, Assessment and Accountability to teachers and administrators addressing these instructional shifts include: Instructional Routines for Effective Small Group Instruction and Intervention and Authentic Performance Tasks.

The *Instructional Routines for Effective Small Group Instruction and Intervention* training is designed to support teachers across the District of Columbia, where approximately 55 percent of students (elementary and secondary) are scoring below proficient in readings. Based on the "gradual release of responsibility" model (Pearson & Gallagher, 1983) and targeted to address specific reading needs (comprehension, fluency, phonics, vocabulary), the training aims to teach participants six explicit and systematic instructional routines. These routines provide precise teaching moves to accelerate students' learning and boost their ability to understand complex text.

The *Authentic Performance Tasks* training answers the call for building knowledge in the disciplines so that students develop deep understanding of text through intense practice and providing text-based answers. Having a collection of motivating, authentic performance assessments with corresponding tasks and rubrics, aligned to CCSS, across grade levels and content areas is a key strategy to differentiate instruction. Using these tools effectively also will motivate students, increase achievement, and save teachers' time. The seminar provides step-by-step procedures that will help educators make differentiated instruction happen in the classroom.

To effectively implement the Common Core State Standards for Mathematics, OSSE will concentrate on addressing the instructional shifts between our DC standards and the Common Core State Standards while incorporating the Standards for Mathematical Practice. In 2011, OSSE conducted a crosswalk comparing the DC standards and Common Core State Standards. This analysis revealed major areas of difference, and those shifts are now driving the effort to tailor instruction aligned to the CCSS that ultimately will move student achievement upward.

OSSE will provide opportunities for all LEAs to build their instructional capacity through various mediums, such as trainings, accessing videos which model exemplar lessons on our Common Core website, reviewing exemplar tasks and lessons specifically aligned to CCSS-M, and examining sample assessment items that provide students with consistent exposure to higher-level questions expected in instruction and parallels what will be seen on PARCC.

As part of OSSE's commitment to continuous and sustainable improvement, participant feedback is solicited and analyzed after each Professional Development session. The feedback is, and will continue to be, used to inform both stakeholder understanding and future professional development sessions.

For the District of Columbia to be successful in improving student achievement, LEAs must be

integrally involved in supporting teachers as they bring the Common Core standards to the classroom. Through Race to the Top, each LEA created an implementation plan to include professional development, curriculum alignment, program evaluation, and analysis of quality material that was reviewed and approved by the Common Core Task Force. Each year, LEAs must revisit and revise their implementation plan and include in their statement of work how they will support the transition to the Common Core State Standards.

The 2011 Professional Learning Communities of Effectiveness (PLaCEs) grant supported a consortium of Race to the Top participating charter LEAs and DCPS schools in developing a professional learning community that is in the process of creating an online library of 50 Common Core State Standard video lessons per grade in both math and reading for grades three through nine (total of 350) to support every teacher in the adoption of the Common Core State Standards. The consortium uses the internationally recognized technique of lesson study – a collaborative approach in which teachers develop pedagogical content knowledge to research, evaluate, and refine the teaching of Common Core standards. The Consortium's lesson study teams are creating and refining exemplar lessons to add to the video lesson library. In an embedded "each one, teach one" approach, the Consortium's first cohort of 12 schools will mentor a set of schools in Year One which will become the Consortium's second cohort in Year Two.

As a governing state of PARCC, the District of Columbia will make available all resources provided by the consortium, including, but not limited to, the principle of Universal Design for Learning. Currently, the District serves as the chair for the Common Core Implementation and Educator Engagement working group. This group was integral in releasing the PARCC Model Content Frameworks and creation of Educator Leader Cadres. The District has disseminated the Model Content Frameworks and invited educators to take part in informational webinars. We will also participate in the Educator Leader Cadres with members from both DCPS and the charter schools to build expertise in the field.

In 2012, a gap analysis conducted by a third party will determine areas of improvement and/or need as determined by DC CAS scores and the grade correlation between current DC standards and the Common Core State Standards. Transition units will also be developed to help LEAs improve their instruction to the Common Core State Standards.

Through our partnerships with the University of the District of Columbia (UDC), we are actively addressing teacher preparation courses focusing on the CCSS. Specifically, mathematics and ELA courses will be designed to give aspiring teachers greater exposure and interaction with the CCSS with considerations for all student populations. We collectively

recognize that to have successful students who are ready for college and careers, we must have teachers who are more than capable to prepare them. OSSE and UDC are looking at ways that the Common Core State Standards can be infused into teacher preparation courses so that aspiring educators are competent and confident about implementing them in their daily instruction.

OSSE will explore how teacher licensure criteria will change based on the Common Core State Standards, especially in the area of literacy. Because of the literacy standards for science, social studies, and other technical subjects in grade 6 – 12, OSSE must determine if all teachers in those subjects would be required to have some type of formal literacy training, since teachers in those subjects would also be teachers of reading and writing skills. In addition, OSSE will tailor professional development based on school designation described in Principle 2 and the tiered teacher effectiveness plan in Principle 3 to meet the needs of all teachers. OSSE will provide guidance on how teacher effectiveness plans can be aligned to the Common Core State Standards.

Increased Rigor

As the Common Core State Standards are more rigorous than our previous standards, OSSE recognizes the need to find ways to immediately increase the rigor of instruction in the classroom for successful implementation of the CCSS. The District is currently working in collaboration with the State Board of Education to review and revise graduation requirements to include more focus on college and career readiness. Also, a bill was recently introduced in the City Council that would require all students to take either the SAT or ACT and apply to college as part of the graduation requirements.

Through this application, OSSE is reviewing its reporting requirements and plans to include AP and IB participation and proficiency, dual enrollment, ACT and SAT participation and performance, and other indicators of college and career readiness. OSSE also is beginning to collect data through the State Longitudinal Data System (SLED) of post-secondary acceptance, attendance and graduation. All these data points work together to signal to students, teachers, and parents the shift to more rigor in the classroom.

This public reporting will show the continuum of readiness across years and will indicate to schools, parents, and students the progress towards college- and career-readiness while allowing adjustments to be made along the way to ensure success for all students. OSSE's continued partnership with District of Columbia Public Schools, charter LEAs, the Public Charter School Board, and several advocacy groups will continue to push the level of rigor in

all classrooms for all students. Through these partnerships we can align our expectations for college- and career-readiness, work to promote higher-level courses, and share data to gauge student performance.

Summary

Our size and proximity makes the District of Columbia very nimble, which should prove a great advantage in the implementation of the Common Core State Standards and transition to aligned assessments. From the very start of the process, there was stakeholder buy-in, support, and a desire for an aggressive timeframe for implementation. OSSE believes this timeline will allow the District of Columbia to get a head start in providing schools and educators the necessary resources and support so that the standards can be implemented with fidelity by 2014 – 2015. This will give our students the best opportunity to show success on the PARCC assessment and to demonstrate college- and career-readiness.

For additional information, see Attachment 12: Principle 1 Documents
- **Key Milestones Chart**
- **2012 DC CAS Blueprints for Reading and Math**
- **Grade 4, 7, and 10 Common Core Aligned Prompts – Composition**
- **OSSE CORE Professional Development**

1.C   DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.
i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)		i. Attach evidence that the SEA has submitted these

	grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

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

2.A   DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i   Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Despite its small size, the District of Columbia has extensive diversity among its LEAs. There is the traditional, geographic LEA (the District of Columbia Public Schools) that is under mayoral control, and 53 individual, independently administered charter LEAs, which can range from single small school to multi-campus charter networks.

In the past few years, much work has gone into designing and publishing frameworks to be used in school evaluations at the LEA level. The Public Charter School Board created its Performance Management Framework (PMF) and DCPS is using its School Scorecard system. Both were unveiled recently and give valuable insight into how schools compare to each other in the service of students. They provide an array of valuable data points when evaluating school effectiveness on student learning.

In the District of Columbia's special environment, OSSE is committed to the autonomous school bargain – that LEAs are provided autonomy in exchange for accountability for student achievement results overall and for every subgroup. This ESEA Flexibility Request request is the natural extension of that approach – removing restrictions associated with NCLB mandates, addressing limitations in the way federal funds can be used so LEAs can apply them more effectively, and replacing an ineffective accountability system in return for greater student outcomes from LEAs and schools.

Schools that fail to achieve ambitious but achievable goals will receive additional recommendations for improvement and be subject to the return of current restrictions in the use of funds structured in a way that best supports academic achievement. Schools will be required to identify and address needs for improvement, create a plan, and monitor its implementation. However, every LEA in the District of Columbia will have the full ability to design its own system to complete these tasks within a framework supported by the Office of

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Elementary and Secondary Education's RTTT Innovation and Improvement team.

Through the implementation of the new accountability framework, we expect to see a number of educational improvements. During the 2010-2011 school year, 45 percent of District of Columbia students were proficient in reading and 47 percent tested proficient in math. Under the ESEA Flexibility Request, proficiency rates would improve to 72.5 percent in reading and 73.5 percent in math by 2017—or roughly the current benchmarks. Additionally, we expect to see graduation rates improve substantially. For the 2010-2011 school year, the cohort graduation rate is projected to be 51 percent. Our goal is to reach 70 percent of students graduating within four years by 2017. Toward that end, we expect to grow 4 percent a year for the next five years. Likewise, we expect to increase our graduation rates to 90 percent for students who take up to six years to complete their high school diploma.

Educational Improvement through Policy

The District of Columbia has made incredible efforts to support academic achievement in schools through policy changes and support. These efforts include a commitment to charter schools, mayoral control, a focus on providing high quality early childhood education, rigorous programs enacted under Race to the Top, and a strong tradition of school choice.

The District of Columbia has one of the strongest charter school laws in the country, enacted by Congress in 1995 with the passage of the School Reform Act (SRA). In the past fifteen years, charter schools have grown to serve 41 percent of our students, making the District of Columbia the state with the largest share of publicly educated pupils enrolled in charter schools. Each year, new charters are opened, increasing the number of LEAs providing service to students in the District of Columbia. Charter schools also are adding grades each year.

The overall increase in charter schools has had a significant impact on state-level educational policy. Twelve years after the enactment of the SRA, the Council of the District of Columbia passed the Public Education Reform Amendment Act (PERA). That 2007 law brought about major shifts in management, accountability, and oversight. The PERA turned over control of the District of Columbia Public Schools (DCPS) to the mayor. This set the stage for reinvigorated efforts in DCPS including: closing low-performing or under-enrolled schools, a new teacher contract which included an aggressive teacher evaluation component, the creation of the IMPACT teacher and staff evaluation system, bonuses for highly effective teachers, and new momentum around improvement within DCPS. Additionally, PERA eliminated DCPS as a charter school authorizer, put its charter schools under the Public Charter School Board, and, perhaps most crucially, created the State Education Agency (OSSE) and State Board of Education to

provide leadership in policy for all schools.

As City Council Chairman, Mayor Vincent Gray spearheaded an effort to establish universal high-quality Pre-K that would be available to any District of Columbia three- or four-year-old. This initiative has been exceptionally successful. According to the *Education Week* for *Quality Counts* report released January 12, 2011, the District of Columbia has more than 65 percent of three- and four-year-olds enrolled in academic programs, and 87 percent of kindergarten students enrolled in academic programs – the highest participation rates for early childhood education in the nation.

In 2010, the District of Columbia became a second-round winner of the Race to the Top (RTTT) grant. This provides a unique opportunity for collaboration, including sharing best practices across DCPS and public charter schools. Under RTTT, the District of Columbia was the first state in the nation to implement Common Core standards and quickly move towards implementation. The OSSE Division of Elementary and Secondary Education remains a national model for creating a statewide growth model utilized by both charter and traditional public schools.

The District of Columbia's participation in RTTT has enabled an enhanced support system for the bottom 20 percent of Title I schools, development of LEA and state-level data systems to support instructional improvement, and the expansion of new systems of teacher evaluation using student performance to 30 LEAs serving over 90 percent of our K-12 students.

These efforts have brought about tremendous reform within almost all aspects of state policy in the District of Columbia, above and beyond accountability for schools. Additionally, there have been new efforts to build accountability by the PCSB (Performance Management Framework) and DCPS (School Scorecard). Both reframe school performance in terms of tiers, with strong schools no longer labeled "failing" for not making AYP and weak performers rewarded for making progress with struggling students.

The District of Columbia knows that content taught in classrooms is not enough – it is critically important that all students learn, grow academically, have opportunities to apply their knowledge, and achieve proficiency. If OSSE provides LEAs with information on academic outcomes and college success, sets high standards for achievement, and provides supports in identified areas of potential improvement, then LEAs will have the ability to effectively target their resources to areas of need such as implementing effective curriculum based on strong college- and career-ready standards, prioritizing the preparation of all students for college and professions, and creating an effectiveness-driven human capital system for teachers and

leaders to benefit students throughout the District of Columbia.

Under NCLB, there is a weak link to OSSE's approach in respecting autonomy and allowing LEAs to make independent decisions while holding them accountable for strong results. The current AYP structure in the District of Columbia has become an effectively meaningless system. To reinforce this point, two critiques are attached to this ESEA Flexibility Request, one by FOCUS (Friends of Choice in Urban Schools, an educational advocacy organization) and another by E. L. Haynes Public Charter School (one of the highest performing schools in the District of Columbia). They both illustrate the need to move to a more comprehensive accountability system to determine school effectiveness.

To be valuable, the District of Columbia's statewide accountability system must have two components: support, and rewards. The first is a system of informed choice; the second targets the support and accountability system.

Parent Based Accountability

The District of Columbia has both incredible strengths and weaknesses in terms of parental choice. We have among the most extensive school-choice options available anywhere in the United States, including a robust tradition of out-of-boundary enrollment. This choice has allowed higher performing charter schools to fill up and expand around the city, while higher performing (often over-enrolled) traditional schools continue to attract students and keep families in our neighborhoods. However, school choice presumes families have adequate information to make informed decisions. And there lies the crux of the issue.

A recent research report on school choice by Russ Whitehurst of the Brookings Institute found that, "Information that is difficult to obtain, confusingly presented, or that doesn't permit easy comparisons among schools interferes with the choice process and promotes choices that do not accurately reflect the parents' intent." He further states that to support quality choices, information on schools should contain other information. As Whitehurst describes:

> "This information is useful but falls far short of what parents need and would like to know about schools before they make a choice. Best practice for districts includes the provision of additional information on such things as student and teacher absentee rates, measures of parental satisfaction, and course offerings. Also important in a system of open enrollment is information on school popularity as revealed through the ratio of applications to slots."

Over the past two years, the District of Columbia has seen a dramatic expansion in the amount of information available to the public on school performance. While helpful, it has not evolved to produce a consistent set of data that fulfills all the informational needs of parents.

The changes in the accountability system, if the District of Columbia is granted ESEA Flexibility, will provide an opportunity to pull all the stakeholders invested in educational data (LEAs, charter-school authorizers, parents, elected officials, community members, and interested individuals) together to work toward more consistent reports providing essential and comprehensive information that parents need to make the most informed decisions for their children. In essence, OSSE would seek input from a wide array of stakeholders to create more meaningful school reports that include information families care about and could use for making informed decisions about school choice.

Providing parents with higher quality information is a critical issue in the District of Columbia because parents control one of the strongest accountability systems in the country and the strongest one in the city. They can vote with their feet – emptying any school they perceive of negatively – and in the process eliminate its funding. A recent DCPS school-closure announcement, for example, noted that River Terrace Elementary School is "severely under-enrolled, and as the smallest elementary school in the system is unable to sustain a viable" school. Similarly, most charter schools close for financial rather than performance reasons.

The availability of comparable school data is key to school choice. The ESEA Flexibility Request will create a strong motivation for the alignment of DCPS and charter school reports. Either of the two local accountability systems may incorporate the new state accountability index. Moreover, as opposed to the No Child Left Behind AYP system which simply shows that every school has failed, a more nuanced index that tiers schools by performance level and includes indicators useful to parents would bridge the current divide between charter and traditional schools and allow the District of Columbia to truly hold LEAs and schools accountable for student performance.

More Robust School-Level Reporting for all Schools

OSSE will ensure the development of high quality, consistent reports by working in collaboration with Public Charter School Board, DCPS, and Charter LEAs, parents, elected officials, community organizations, and interested individuals to empower all parents with the information they need to make sound educational decisions for their children.

OSSE committed in two previous grant applications (Student Longitudinal Data System and Race

to the Top) to establishing an online data portal that provides a detailed view into the range of data on school performance including enrollment, college readiness, assessments, and the accountability information contemplated in this ESEA Flexibility Request. This portal will be powered by SLED and come on-line to the public with the school performance results for the 2012 DC CAS. It will also make more data available over time.

To make effective use of this information, parents need additional support in interpreting the data so they can take full advantage of the educational options available to them. OSSE will collaborate with community partners to develop a program to help parents understand school and LEA reports and how to use the information to make sound educational decisions.

SEA Based Accountability

In addition to informing parents, the District of Columbia's altered accountability system will focus on simplicity, utilizing growth measures to ensure that every student counts. That means recognizing the importance of serving all subgroups and identifying schools that are truly the highest and lowest performing. These essential components have led to the development of an accountability index that rewards growth and proficiency levels based on the following benchmark questions:

Student	Subgroup	Subject	Overall
• Is the student showing growth or proficiency in the subject?	• What share of the students demonstrated significant growth or proficiency in the subject?	• What share of the subgroups are showing significant growth or achievement in their students on this exam?	• What share of the subjects are showing significant growth or achievement across subgroups?

Each level will produce an index score within every school. A student's test results will be compared to a chart to determine how many points to award depending on the level of growth and proficiency each has achieved. Here's a sample of what this chart may look like:

Points		2011 Performance Level											
		Below Basic			Basic			Proficient			Advanced		
2010 Performance Level		Low	Middle	High	Low	Middle	High	Low	Middle	High	Low	Middle	High
Below Basic	Low	0	0	25	60	80	90	100	100	100	110	110	110
	Middle	0	0	10	40	60	80	100	100	100	110	110	110
	High	0	0	0	20	40	60	100	100	100	110	110	110
Basic	Low	0	0	0	0	20	40	100	100	100	110	110	110
	Middle	0	0	0	0	0	20	100	100	100	110	110	110
	High	0	0	0	0	0	0	100	100	100	110	110	110
Proficient	Low	0	0	0	0	0	0	100	100	100	110	110	110
	Middle	0	0	0	0	0	0	100	100	100	110	110	110
	High	0	0	0	0	0	0	100	100	100	110	110	110
Advanced	Low	0	0	0	0	0	0	100	100	100	110	110	110
	Middle	0	0	0	0	0	0	100	100	100	110	110	110
	High	0	0	0	0	0	0	100	100	100	110	110	110

Growth for all students

It is important to note that some students will lack growth information. There are two potential causes for a student not to show growth – the student might lack a prior score (e.g. a third grade student) or took the alternative assessment. While we will give credit based strictly on proficiency for those students, we will also continue to seek additional ways to calculate growth for all students. Ultimately, our goal is for every student to achieve proficiency. Given the importance of recognizing growth in special needs students, OSSE will investigate the process of creating a growth measure for use with alternative assessments. We expect all students to achieve academic growth every year.

Student Index Score

The individual point values for students will be combined as a way to measure school progress toward overall academic progress. Below is a sample of possible student results to demonstrate how they can be aggregated into subgroup and subject totals.

Example

	Student Reading Index	Student Math Index	ELL	Student Reading Index for ELL Students	Student Math Index for ELL Students
Student A	100	100	x	100	100
Student B	110	100			
Student C	110	110	x	110	110
Student D	25	50			
Student E	25	50	x	25	50
Student F	100	100			
Student G	25	25			
Student H	25	0			
Student I	100	50	x	100	50
Student J	110	100	x	110	100
Student K	100	100			
Total Index Score	830	785		445	410
Number of Students	11	11		5	5
Average Subgroup or All Students Index	830 / 11 = **75**	785 / 11 = **71**		445 / 5 = **89**	410 / 5 = **82**

Utilizing this data the subgroup scores are as follows:

Example continued

	All Students	ELL
Reading	75	89
Math	71	82

Subject Index and Overall Index

Each subgroup score will be averaged with the "all students" group (which will be counted twice) into an overall subject average. This will provide the main summary information for each subject. The subject averages will then be combined into an overall average depending on the particular assessment. Assessments outside reading and math will be combined at half the rate of the main assessments.

Example continued

Subject	All Students	ELL	Subject Index
Reading	75	89	(75 + 75+89) / 3 = 80
Math	71	82	(71 + 71 + 82) / 3 = 75

Overall Index for example is **80+75/2 = 77**

Minimum N Size

OSSE will pull together a group of local stakeholders and experts to discuss lowering the minimum N size for subgroups. Lowering the minimum N from 25 to 10 would result in increasing the number of schools that are accountable for smaller subgroup performance. For example, the number of schools held accountable to special education student performance would more than double, from 74 schools currently to 155. Changing the N size would not present a privacy issue since we already publicly report scores for groups of 10 or more students. The blended nature of this index ensures schools are held accountable for smaller populations of special education, English language learners, and all other student subgroups.
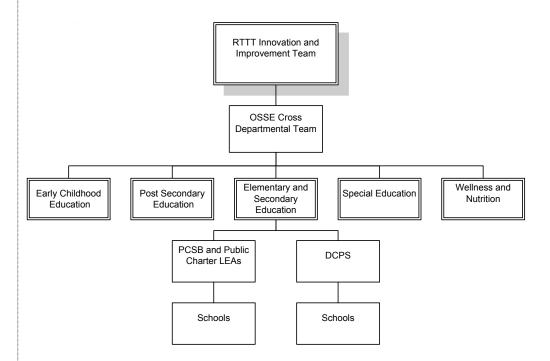
DC Statewide Network of Tiered Recognition, Accountability, and Support

As part of the Division of Elementary and Secondary Education (ELSEC) within OSSE, the statewide network of tiered support will be structured in a way that maximizes resources both within and outside the agency. In the ELSEC division, the Innovation and Improvement team, currently part of the Race to the Top department, will oversee the implementation of supports provided to LEAs and schools. This department then works collaboratively and cross-functionally with other divisions within OSSE to establish a core team of cross-departmental OSSE staff that will then partner and assist LEAs and schools with their needs assessment, coordination, and development of federal grants programs and use of federal funds.

OSSE will also work collaboratively and coordinate with DCPS, PCSB, charter LEAs, schools, and external partners, where applicable including education advocacy groups, community based organizations, and parent groups to develop a strong statewide network of tiered recognition, accountability and support. Below is a diagram of how LEAs and schools will be supported from the SEA level down to LEA and school levels.

Lead by ELSEC's Race to the Top Innovation and Improvement team, these entities will work together to help identify needs, assist in developing an effective improvement plan, support implementation including the realignment of federal resources, monitor progress, and report to the public.

Below is an organizational representation of how the statewide level of tiered recognition, accountability, and support will be managed.

It is our hope that out of this shared ownership of process and accountability within OSSE and outside, the statewide network of tiered recognition, accountability and support will ensure services to LEAs and schools are well coordinated to:

- Maximize agency, LEA and school resources;

- Minimize burden to agency departments, LEAs and schools; and

- Have the greatest likelihood of improving academic achievement and graduation rates, and closing achievement gaps among our lowest performing subgroups and students in special populations.

As part of its SEA level responsibilities, OSSE will help build capacity at the LEA and school level in their efforts to improve student outcomes by providing guidance, technical assistance/support, and opportunities to participate in state-level trainings on Common Core implementation; developing and implementing teacher and leader evaluation systems; understanding the state-level differentiated recognition, accountability, and support system; and serving special populations and how to leverage federal resources (Title I, SIG, Title II, Title III, and other federal) to maximize coordination and academic achievement. Combined with the

activities embedded in the statewide network of tiered support as described throughout 2C, 2D, 2E, and 2F, timely and effective monitoring will take place, LEAs and schools will be held to a high standard of accountability, and schools will be supported as needed to increase academic achievement, improve graduation rates, and close achievement gaps among subgroups.

Summary

This statewide network of recognition, accountability, and support will help address current needs in the District of Columbia. The focus on proficiency and growth will recognize and support gains in academic achievement while eliminating the false labels of failure. Additionally, this system is designed to provide flexibility to LEAs and schools with respect to curriculum and programs in a way that supports all of the education approaches that can effectively lead to growth and mastery of the Common Core competencies and other District of Columbia academic standards. Finally, this system recognizes the continued need to focus on subgroups, particularly English language learners and students with special needs, ensuring that the results are reported for all subgroups and the performance of a subgroup of students' factors heavily in determining subject-level and overall index scores. All of these efforts combined are clearly focused on OSSE's goals to improve academic achievement, graduation rates, and mastery in the Common Core State Standards without additional burdens to schools.

For additional information, see Attachment 13: Principle 2 Documents
- **DC CAS Performance Overview – Graphs**
- **AEI Journal Article: Choice without Options**
- **Why is AYP a Poor School Performance Measure - FOCUS**
- **Letter from EL Haynes**
- **School Reporting Sample**
- **Article: A Closer Look at DC NAEP Scores**

2.A.ii   Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☐ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:

	a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

One of the main criticisms of NCLB is that it narrowed the curriculum. By requiring schools to measure and be held accountable for only reading and math, NCLB sent a clear message to teachers and schools that skills such as writing, critical thinking, the arts, science, and extracurricular activities are not valued in education. Focus groups and conversations with teachers and principals, the State Board of Education members, parents, and community leaders believed this should change. The ESEA Flexibility Request process creates an opportunity to expand what "counts" for students in the District of Columbia with the inclusion of composition and science assessments in the new accountability system. This will clearly indicate the value placed on these broader academic skills and pursuits.

The process of creating quality assessments and adjusting instruction and curriculum in schools to match can be a lengthy process. Thus, the District of Columbia will phase in new assessments with enough lead time for schools to adjust their curricula. Two assessments currently are planned for inclusion: science and composition. However, additional assessments will be evaluated as they become available, including alternative methods of assessment beyond multiple-choice tests, such as portfolio or performance-based assessments. Inclusion of these assessments ties into OSSE's underlying theory of action for the ESEA Flexibility Request, as they will provide additional data on academic performance and in the process reinforce efforts to move to stronger implementation of the Common Core State Standards. Moreover, it will address one of the largest concerns about college readiness: the ability of students to write convincing, elegant prose.

That District of Columbia students need better instruction—particularly in writing—is evident from the following tables showing student performance on the DC CAS over the past four years. By including composition in the accountability system, writing instruction will improve for all students and they will master skills and knowledge necessary to be successful in college or entry-level career.

Composition Proficiency

	2008	2009	2010	2011
Grade 4	40.00%	38.29%	32.20%	34.01%
Grade 7	37.20%	42.07%	45.38%	33.32%
Grade 10	38.60%	24.59%	28.80%	31.01%

For 2012, the DC CAS Composition assessment will be aligned to the Common Core State Standards for English language arts and will focus on the skills necessary to write in response to

a text. In recognition of the important work done by teachers of English language arts and other subjects, students will be focused on learning how to compare and contrast, analyze, and otherwise apply critical thinking skills to engage with written material. This is a crucial step to signal to the District of Columbia the major instructional shifts found in the standards. OSSE first shared this information in June 2011 as part of the initial outreach to school leaders to introduce the Common Core State Standards and the shifts in instruction and the assessments.

Over the summer a panel of teachers reviewed and approved the prompts through content and bias review. In October 2011, OSSE held an initial training for LEAs to explain the shift, describe the new rubric, and release a sample prompt. Additional training and outreach took place at the start of 2012. Once OSSE receives the results of the 2012 assessments, we will analyze the results and use that information to guide more professional development in summer and fall 2012. As a result of LEA feedback, the 2012 test administration cycle will be the first time the newly aligned assessment is given and will become a part of the statewide proficiency index starting with the 2013 administration. This will allow LEAs time to become familiar with the assessment and to continue curriculum alterations in response to the adoption of the Common Core State Standards for statewide assessment.

The move to include science as part of the accountability system is just as important for successful college and career attainment. Including science in the accountability system is also important to promote a comprehensive, well rounded curriculum not limited to just reading and math. By including science in the accountability system, students will receive richer instruction across all content areas and become better lifelong learners through integration of math and science skills. Supporting high quality science instruction also will bolster efforts underway at some LEAs and schools to engage students through hands-on STEM (science, technology, engineering, and math) programs.

The current science proficiency results show that this may be an area that would benefit from additional attention being a part of the accountability system. As can be seen in the charts, science performance is closely tied to performance in both reading and math. Through integrating science into the accountability plan, we expect to see increases in student proficiency across all three subjects.

Science Proficiency

	2008	2009	2010	2011
Grade 5	32.35%	34.78%	38.93%	37.84%
Grade 8	21.93%	29.89%	35.28%	36.90%
Biology	38.60%	24.59%	28.80%	31.01%

Recently, the District of Columbia's science standards earned an "A" in a Thomas Fordham Institute study of each State's science standards. As demonstrated by student performance on the DC CAS science assessment, our highly ranked science standards are not translating to high student proficiency. We believe this is primarily due to disconnects in the implementation of the DC science standards in classroom instruction and the lack of inclusion in the current accountability system.

For these reasons, and in response to requests to increase the number of subjects included in the accountability plan, OSSE will include a DC CAS Science assessment in 2014. The delayed inclusion responds to LEA feedback to allow time for more educators to be involved with blueprint development, item review, data analysis, and professional development around teaching to the standards. This will create a positive transition plan for including new subjects while supporting schools and educators through the transition.

At this time, our proposal seeks to include science in the accountability index at half of the weight of reading or math. As with all other assessment development, educators will approve the field test items through content and bias review, and OSSE will provide a strand-level blueprint to support schools and teachers in preparing students for the assessment. The inclusion of science will signal the subject's importance—underscored by President Obama's recent call to graduate 100,000 more scientists and engineers— and allow OSSE to begin the discussions on the Next Generation of Science Standards which will be completed this summer.

Outreach and Dissemination

To facilitate the transitioning of the composition and science assessments as part of the new accountability system, OSSE will collaborate with DCPS, PCSB, Charter LEAs, and others to ensure schools, teachers, and students are better prepared. Outreach to our stakeholders will be our first action step in the implementation process. OSSE is prepared to provide the necessary guidance and direction to its LEAs to prepare students for success in composition and science. OSSE will also leverage all partnerships to be sure stakeholders, especially parents and teachers, have a full understanding of the shifts the Common Core State Standards so that students will receive the skills necessary for college and career success.

In addition to these partnerships, OSSE is committed to the following:

- Establish a stakeholder working group to help develop an implementation plan that will identify deliverables focused on supports necessary to teachers, schools, and LEAs to

ensure successful transition;

- Review alignment between composition and science assessments to current standards and make adjustments as necessary;

- Provide training and support to LEAs and schools on implementation of composition and science standards in classroom instruction;

- Provide timely access to composition and science data and supports in understanding results to inform teacher professional development, instruction, and student performance

Summary

Feedback from focus groups clearly called for more assessments to be included in the accountability plan so that instead of narrowing the curriculum, instruction would integrate other subject beyond English Language Arts and Math for greater student success. Currently, we are adding Composition to the accountability plan in 2013 and Science in 2014. It is our goal that by including composition and science as part of the new accountability system, students who graduate from an LEA in the District of Columbia will not be required to enroll in remediation courses and are ready for college and careers. The phase-in approach will allow time for teachers to receive the resources and support they need to provide quality instruction to all students. With more data outcomes, schools will have a greater opportunity to identify students who are on track for college and career success.

2.B   SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and

and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

As stated previously, we respect the original intent of the federal law and want to build upon it to more effectively measure school success. Like with NCLB, we expect that 100 percent of our students will meet proficiency in the Common Core State Standards. In our proposed new accountability system, we are now also expecting that 100 percent of our students show growth each year. This tiered accountability approach recognizes both the SEA and LEA role for school accountability. The new accountability index will be used by DCPS and PCSB in their own local level accountability system.

SEA Level Accountability

There will be two Annual Measurable Objectives (AMOs). One will be proficiency based on school level goals that take into account growth and the other will be based on graduation rates. Simplicity was a key factor in initial conversations about the ESEA Flexibility Request. For this reason the statewide accountability identification and AMOs will be based on only these two factors. Additionally, OSSE will seek to benchmark the AMOs to PISA (Program for International Student Assessment) international indicators of academic progress over time.

The proficiency AMO is set to reduce the number of students who are not proficient by half

over six years with targets set for each school by OSSE. Below is an example of what these elements might look like for an individual school.

SCHOOL "A"	2010-2011	2016-2017	Expected Change
All Students	54%	77%	23%
African American	45%	72.5%	27.5%
White	65%	82.5%	17.5%
Economically Disadvantaged Students	40%	70%	30%
Students with IEPs	18%	59%	41%

The lowest performing subgroups are expected to grow the most – reducing the achievement gap over time.

As additional statewide assessments are developed, OSSE will explore including such new AMOs as statewide ACT/SAT testing, additional middle school subjects, 2nd and 9th grade DC CAS assessments, the Quality Rating and Improvement System (QRIS), and school readiness assessments for lower grade students. Any such exploration will involve input from stakeholders including DCPS, charter LEAs, and the community.

Graduation AMO

In addition to the proficiency AMO, the District of Columbia will have a graduation AMO. This will initially use the adjusted cohort graduation rate. The bottom 10 percent of schools will be subject to identification as "focus" or "priority" schools based on their graduation rates.

OSSE will set annual graduation-rate targets to emphasize the need for measurable improvement in student outcomes. The targets for school year by 2017 are:

- 70 percent of students graduating in 4 years

- 90 percent of students graduate in 6 years.

OSSE expects a 4 percent improvement on an annual basis in both four- and six-year graduation rates over the next five years.

Over time, OSSE will work convene an advisory panel of DCPS, charter LEAs, and community stakeholders to inform the development of a graduation index that gives credit not just for graduation in four years, but also improves a school's overall score for graduating students in five, six, or more years—much like the proficiency/growth index.

LEA and School-Level Accountability

Most local areas have their own accountability system that meets their needs in addition to the state accountability system. These systems typically complement the state accountability system but include provisions specific to local needs or policies. The District of Columbia has a similar situation. DCPS recently developed its own accountability system that provides school-level information based on student performance and other factors. DCPS has particular policy concerns and structural aspects that make it beneficial for their internal management to run a school accountability system. Similarly, the Public Charter School Board makes use of an accountability system to deal with school improvement, closure, and key issues (e.g. discipline and services to students in special population) within the sector.

As a result OSSE has partnered with DCPS and PCSB around the accountability structure to create a comprehensive statewide network of tiered recognition, accountability and support both at the state level and within the sectors.

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 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.

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 ESEA Flexibility ESEA Flexibility 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.

2.C   REWARD SCHOOLS

2.C.i   Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

The overall proficiency/growth index score is compared to a set of cut scores to classify a school. The currently proposed cut scores are below. These will be revisited annually and be increased over time as the reward category no longer make up 5 percent of schools.

The current identification criteria are below.

Category	From	To
Reward	80	100+
Rising	45	79
Developing	35	44
Focus	25	34
Priority	0	24

A school will be identified as a reward school if it has an overall index score above 80 and has achievement gaps below the state average across all subgroups. OSSE will calculate a school's achievement gap using the lowest and highest subgroup index.

2.C.ii   Provide the SEA's list of reward schools in Table 2.

2.C.iii   Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The goal of a quality accountability system is not to penalize schools. Instead, it is developed and used to recognize successes and areas of improvement. This information then plays a critical role in supporting all schools to continue to progress. A system can typically only do

this, and be seen as non-punitive when it recognizes the successes. No amount of recognition will ever be sufficient for the great work that many schools do, but an enacted ESEA Flexibility Request will clearly identify schools that deserve recognition and provide them with all of the rewards identified herein as well as any additional rewards that can be funded or provided over time. DCPS and PCSB will also recognize and reward schools. It is our hope that other LEAs and the DC community will similarly recognize and reward highly effective educators, departments, and schools.

SEA Level Recognition and Rewards

The DC Office of the State Superintendent of Education will recognize and reward highest-performing and high-progress schools in multiple ways. OSSE developed its current Academic Achievement Awards policy, aligned with the current ESEA requirements, during the 2010-11 school year in consultation with its Committee of Practitioners. OSSE also reserved Title I funds to make financial rewards to Title I schools that made adequate yearly progress for two or more consecutive years. The plan outlined here builds on the current policy and leverages reserved funds that remain available. The most significant change will be that OSSE will be able to provide financial rewards from reserved Title I funds to highest-performing and high-progress Title I schools according to the identification methodology described above, whereas under current law, OSSE can only use funds reserved for financial rewards for Title I schools that make adequate yearly progress for two or more consecutive years.

OSSE will identify schools, using the methodology described above, eligible to receive a Superintendent's Award in two categories: Proficiency and Progress. A school may receive both awards in a single year if it meets the criteria for both awards. The types of recognition may include:

- Letter/s of recognition from the State Superintendent, President of the State Board of Education, Deputy Mayor for Education, and/or the Mayor;

- School visit by the State Superintendent, President of the State Board of Education, Deputy Mayor for Education, and/or the Mayor;

- Certificate identifying the school a recipient of the Superintendent's Award for Proficiency and/or the Superintendent's Award for Progress, presented to each school at a State Board of Education meeting;

- Press release announcing Superintendent's Award recipients;

- Eligibility for OSSE nomination as National Title I Distinguished School and/or Blue

Ribbon School (as a prerequisite; not all award recipients will be nominated);

- Special invitation to nominate one staff person to compete for one of two new "Superintendent's Award Recipient" positions (one for Proficiency and one for Progress) on the DC State Title I Committee of Practitioners;

- Invitation to participate in a Superintendent's Award colloquium to present/discuss practices that drive proficiency and progress within Title I schools;

- Technical assistance from OSSE to prepare a presentation for the next National Title I Conference;

- Invitation to nominate staff to mentor lower-performing and low-progress schools as Superintendent's Ambassadors;

- Eligibility for substantially reduced SEA monitoring; and

- Eligibility for Title I schools to apply for financial rewards, as funding is available and as described in more detail below.

While all schools that meet the criteria to receive a Superintendent's Award for either Proficiency or Progress will receive the same non-monetary recognition, some Award recipients will also be eligible to apply for financial rewards in any year that funding is available from a reservation of Title I funds under Section 1117(c) of the ESEA (either from that fiscal year or carried over from a previous fiscal year), or from some other source. All Award recipients that meet the following additional criteria, during the school year for which they met the Superintendent's Award criteria, will be eligible to apply for a financial reward if they:

- Had a poverty rate of at least 35 percent;

- Received a Title I allocation and operated a Title I program; and

- Enrolled students without a selective admission process.

The application will require Award recipient schools to identify the practices that led to their high levels of proficiency and/or progress and to propose uses of funds that either (1) ensure the continuation or expansion of those practices and/or (2) address other practices that need to improve to build on previous success. The Committee of Practitioners will serve as the review panel, after applications are received, advising OSSE on the selection of schools to receive financial rewards.

OSSE will develop and distribute information on a methodology for determining reward amounts for schools selected to receive financial rewards. Based on previous consultation with the Committee of Practitioners, reward amounts will be differentiated based on the size of a school's population, the number of consecutive years the school met the criteria to receive a Superintendent's Award, the poverty rate of the school, exact rates of Proficiency for schools eligible based on Proficiency, and exact rates of Progress for schools eligible based on Progress.

LEA and School Level Recognition and Rewards

The District operates in an education landscape that includes one large Local Education Agency, 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 reward schools.

District of Columbia Public Schools Recognition and Rewards

Those schools designated as "Reward schools" will be granted the most autonomy. DCPS plans to ensure that the DCPS Scorecards and Quality School Review process that grants schools autonomy is aligned to the schools identified as rewards 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

Those schools designated as reward schools will most likely earn Tier I status on the Performance Management Framework. Based on weighted data previously described, 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.

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.

- 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 DC Public Charter School Board will acknowledge the success of its reward schools through multiple mechanisms, including: charter school awards galas; press releases, postings of status to the DC Public Charter School website/ Facebook page and twitter feed.

- High Profile Opportunities to include invitation to special events (White House Egg Roll), chosen for site visits when distinguished international and national guests visit.

- Financial awards: At the 2011 Josephine Baker Awards for Charter Schools 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.

2.D   PRIORITY SCHOOLS

2.D.i   Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools.

The overall index score is compared to a set of cut scores to classify a school. The currently proposed cut scores are below. These will be revisited annually and be increased over time as the priority and focus categories no longer make up 15 percent of schools.

The current identification criteria are below.

Category	From	To
Reward	80	100+
Rising	45	79
Developing	35	44
Focus	25	34
Priority	0	24

A school will be identified as priority if it has an overall index score below 25; it is in the bottom 10 percent of schools for graduation rate for two consecutive years, or if it is still implementing a SIG grant.

2.D.ii   Provide the SEA's list of priority schools in Table 2.

2.D.iii   Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

OSSE is committed to closing all achievement gaps and ensuring that all students in DC graduate from high school and are college and career ready. To reach this goal, priority schools must make dramatic and rapid improvements that accelerate student achievement. OSSE will provide tools for LEA and school-based improvement teams to assess their needs, develop a plan for improvement, and implement action steps to ensure student learning improves in each priority school. Through collaboration with the District of Columbia Public Schools (DCPS), Public Charter School Board (PCSB), human capital task force, student growth task force and the Deputy Mayor of Education's Office, State Board of Education, and other partners, OSSE will enhance the effectiveness and coherence of district systems and the effective integration of external partners to support school improvement.

In addition, OSSE will evaluate, support, and monitor schools and LEAs around instructional leadership, curriculum, professional development, instruction, assessments, staff evaluation, human capital and financial/asset management. By doing so, OSSE believes that DC students will show annual academic growth, raise graduation rates, and close achievement gaps, particularly with regard to students with special needs and English language learners in priority schools.

In an effort to go beyond the legal requirements and engage the DC community, OSSE implemented a multifaceted engagement strategy. District public school teachers and their representatives were partners in the development of the ESEA Flexibility Request application. In addition, OSSE facilitated open forums and debriefing with PCSB and DCPS. The feedback from the engagement with various stakeholders showed a preference for setting annual targets to reduce the number of students not meeting proficiency by half within six years.

SEA Level Accountability

In an effort to turnaround the lowest-performing schools, LEAs with priority schools will be required to implement meaningful interventions that meet the Department of Education's Turnaround Principles designed to improve the academic achievement of students in priority schools and must be aligned with all of the following "turnaround principles" and selected with family and community input:

- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;

- ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

- strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;

- using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;

- establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as

students' social, emotional, and health needs; **and**

- providing ongoing mechanisms for family and community engagement.

The LEA may also select one of the four School Improvement Grant (SIG) turnaround models (see http://www2.ed.gov/programs/sif/2010-27313.pdf) after no less than six months and no more than a one year planning period in each of its priority schools. The four SIG models are as follows:

1. Turnaround: Replace the principal, rehire no more than 50 percent of the staff and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

2. Restart: Convert the school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process

3. Closure: Close the school and enroll the students who attended that school in other schools in the district that are higher achieving.

4. Transformation: Replace the principal and take steps to increase teacher and school leader effectiveness; institute comprehensive instructional reforms; increase learning time and create community-oriented schools; and provide operational flexibility and sustained support.

In addition to providing Race to the Top and SIG funding that may be available to support the implementation of these models in schools that meet the federal criteria for receiving SIG funds, OSSE will require an LEA with one or more priority schools to reserve a necessary and reasonable amount from its Title I allocation during the three-year implementation period to support the implementation of meaningful interventions that meet the Turnaround Principles or one of the SIG models in each priority school.

As part of its statewide network of tiered support, OSSE will collaborate and coordinate with DCPS, PCSB, and Public Charter LEAs with schools identified as priority in the process for supporting schools. Schools identified by OSSE as priority schools will have no less than half a year and no more than 1 year to plan for implementation of selected model and interventions. This will allow for sufficient collaborations between LEAs, schools, parents and the school community.

Per ESEA Flexibility Request requirements for priority schools, OSSE will require the

development of a 3-year improvement plan from PCSB for each LEA that has a priority school that is based on a school-level needs assessment or quality school review conducted in each priority school by a visiting review team that includes staff from OSSE and the DCPS Office of School Turnaround for DCPS schools or the PCSB for public charter schools. OSSE will then make recommendations and provide guidance to PCSB and the LEA around the development of its turnaround plan during the planning year.

Upon submission of LEA turnaround plan and performance targets for each priority school OSSE will approve the use of the LEA's Title I funds based on the quality of the school's needs analysis, intervention selection, turnaround plan, mid-year and annual targets, the proposed use of any external partners that can be strategically integrated into the school to help implement the key elements of the turnaround models including, the use of data to inform instruction, the delivery of evidence-based targeted and school-wide interventions to improve student outcomes and enhance school climate, increased family engagement, and the provision of additional opportunities for student learning that are aligned with lessons taught during the school day and the LEA's capacity to implement meaningful interventions that meet the Turnaround Principles described previously.

To ensure that OSSE can provide effective guidance and support to LEAs and schools, each turnaround plan will include mid-year and annual performance targets set by the LEA, in consultation with schools and parents, across four areas: academic achievement, school climate, community and parent involvement, and resource management. These ambitious and achievable performance metrics will be tailored to each school based on its data and needs assessment for OSSE to use in its guidance and support to LEAs and schools. LEAs and schools will be allowed to use Title I reservation to support data management and reporting for the purposes of school improvement reporting. PCSB will submit on behalf of LEAs mid-year and end of year reports for each LEA with priority schools to OSSE so that OSSE can provide guidance and recommendations to ensure improvement. This will support OSSE's oversight of school improvement and its sub-recipients.

During the schools' first year of implementation and each year thereafter until the school exits priority status, OSSE will monitor PCSB in its implementation of the LEA's turnaround plan and the school's progress in meeting its mid-year and year-end performance targets. OSSE will then make recommendations to the LEAs and PCSB to adjust implementation of the improvement plan. Throughout the school year, OSSE will also be available to LEAs and schools to provide support to LEAs and in each priority school, as needed. At the end of the school year, OSSE will analyze all data and monitoring reviews to assess the school's progress in implementing the required interventions and its progress in meeting the mid-year and annual performance indicators. OSSE will then develop an annual progress report for all priority schools that will be

publicly available.

If a priority school fails to meet its mid-year and annual performance targets, OSSE will strongly recommend to PCSB and LEAs with priority schools adjustments to interventions including, but not limited to, a restriction of the flexibility in the use of Title I funds, the redirecting of Title I funds to activities that have a greater likelihood of school improvement such as hiring a school improvement coach and partnerships with external organizations with evidence of effectiveness in the area of school improvement, and the implementation of other SIG requirements such as using the CAPStar tool, found at www.centerii.org/SchoolRestructuring/login.aspx, to manage the school improvement plan and activities. CAPStar is the District of Columbia's online continuous school improvement planning and monitoring tool developed by the Center on Innovation and Improvement that allows schools to assess their implementation of indicators of effective practice, select priority objectives aligned to those indicators, plan action steps to address deficiencies related to those objectives, implement those action steps, and evaluate progress.

At the end of its three-year intervention implementation, if a school that was identified as a priority school is again identified as a priority school, OSSE will make a recommendation for closure or alternative governance. This aligns with an SEA's authority for state takeover in ESEA Section 1116(b)(8)(B)(iv).

LEA and School Level Accountability

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 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 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:

<u>Revise and Continue to Implement Cohort II Plans</u>: 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

<u>School Develops and Implements Turnaround-specific Action Plan</u>: 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

<u>Office of School Turnaround determines alternative governance structure</u>: 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

<u>Consider school closure</u>: 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

<u>Professional Development</u>: 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 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 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 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 with 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 measure by a summative PMF score, or remain in Tier III for three of five years.

Summary

OSSE strongly believes by supporting LEAs and schools in developing and implementing meaningful interventions that are tailored specifically to school/student needs, priority schools

will have the greatest chance of improving academic achievement, increasing graduation rates, and closing all achievement gaps. It is our expectation that students will then be college and career ready. To reach this goal, priority schools must make dramatic and rapid improvements that accelerate student achievement. OSSE will make available tools for LEA and school-based improvement teams to assess their needs, develop a plan for improvement, and implement action steps to ensure student learning improves in each priority school.

2.D.iv   Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

The 14 currently served SIG schools have already begun implementation of meaningful interventions aligned with the turnaround principles. Schools are required to implement the interventions for the entire length of the 3-year grant period. All priority schools that were previously identified as persistently lowest-achieving schools and that are implementing SIG will complete their three-year SIG interventions by the end of the 2012-13 or 2013-14 school years. Having learned the importance of an extended planning period, OSSE will require all newly-identified priority schools to spend at least one half of one school year planning for the implementation meaningful interventions that meet the Turnaround Principles.

Schools listed in 2.D.ii that were not previously identified as persistently lowest-achieving schools will initiate this planning in the 2012-13 school year and begin implementation of the selected model by the beginning of the 2013-14 school year. This means that all newly identified priority schools will be in year two of a three-year intervention model by the 2014-15 school year.

SIG cohorts served 2011 to 2015-16

Cohort	2011-12	2012-13	2013-14	2014-15	2015-16
Cohort 1 (8 schools)	Year 2 implementation	Year 3 implementation	Continued monitoring and support	Continued monitoring and support	Continued monitoring and support
Cohort 2 (6 schools)	Year 1 implementation	Year 2 implementation	Year 3 implementation	Continued monitoring and support	Continued monitoring and support
Additional "priority" schools		Planning year	Year 1 implementation	Year 2 implementation	Year3 implementation

OSSE believes that this timeline aggressively targets persistently low-performing schools for

intensive intervention and support by identifying schools beyond the minimum number of schools the state education agency is required to identify at this time, while also providing sufficient time for planning by schools, LEAs, and OSSE to ensure full, effective implementation that will lead to dramatic increases in student achievement within newly-identified priority schools.

2.D.v   Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

At the end of each school year during the three-year implementation of meaningful interventions that meet the Turnaround Principles, OSSE will determine if each priority school has made "significant progress," "some progress," or "little/no progress" in three areas: meeting academic goals, progress on U.S. Department of Education-defined leading areas, and progress toward fully implementing the selected intervention. Based on these three independent determinations, OSSE will make a summary determination of whether the school is making sufficient progress. In doing so, OSSE will use the same detailed criteria it uses for SIG-served schools to make progress determinations.

Detailed Criteria for Determinations of Sufficient Progress

OSSE's determination of sufficient progress will be based on independent determinations in the following three areas: student achievement results (using new accountability measurement), data on the leading indicators, and school-level progress of intervention implementation. To receive an overall "sufficient progress" determination, the school must have made "significant progress" in at least one of the three areas or have made "some progress" in at least two of the three areas. Consistent with the U.S. Department of Education's final requirements for SIG, any school that meets its annual student achievement goals will automatically receive a determination of "sufficient progress." For schools that do not make "significant progress" in any area and make "little or no progress" in two or more areas, the overall determination will be "insufficient progress."

- Student achievement results: Each school's student achievement target set in the school improvement plan, which aligns with the new accountability metrics, will be compared with its actual end of year student achievement data.

- Data on the leading indicators: Each LEA with one or more priority schools will submit data on the leading indicators listed in the U.S. Department of Education's final SIG regulations for each school year it has one or more priority schools. A school will be

evaluated on the progress it makes for each leading indicator compared to data from its baseline year. For each leading indicators (i.e. attendance, discipline and teacher effectiveness) a school will be given one point if it has made "no to little progress," two points if it has made "some progress," or three points if it has made "significant progress" for the leading indicator during the school year. The average scores across the leading indicators will determine overall progress made in the leading indicators area. Schools with an average less than 1.5 will have made "little to no progress," schools with an average between 1.5 and 2.24 will have made "some progress," and schools with an average of at least 2.25 will have made "significant progress."

- School-level progress of intervention implementation: Each LEA with one or more priority schools will submit a mid-year and annual report that it has one or more priority schools for each school on the progress of the school improvement intervention implementation. From the implementation report and data gathered through on-site and/or other monitoring, OSSE will determine whether a school made "significant progress," "some progress," or "little or no progress" toward full implementation of the intervention. A school will be evaluated on its level of implementation for each of its intervention's required activities. For each required activity, a school will be given one point if it has made "little to no progress," two points if it has made "some progress," or three points if it has made "significant progress" in implementing that required activity during the school year. The average scores from the required activities will determine overall progress for intervention implementation. Schools with an average less than 1.5 will have made "little to no progress," schools with an average between 1.5 and 2.24 will have made "some progress," and schools with an average of at least 2.25 will have made "significant progress."

A school will remain identified as a priority school until it demonstrates sufficient progress toward full implementation of its selected intervention model for three years (not necessarily consecutive), subject to revisions each year that it fails to demonstrate sufficient progress. At that time, the school will automatically transition to identification as a focus school for the subsequent three years.

If a school is deemed to be making sufficient progress at the end of each of the originally-planned three years of implementation, then the school will exit priority status at the end of the original three-year implementation period. If, however, a school is deemed not to be making sufficient progress at the end of any year during its three-year implementation, it will be required to adjust its plan and one additional year will be added to its overall intervention timeline. For example, if a school makes sufficient progress in years one and two, but not in

year three, a fourth year will be added to its implementation, after which it may exit priority status if it makes sufficient progress during that fourth year.

The chart below shows several examples of exit timelines for priority schools; "Yes" indicates that sufficient progress was made, "No" indicates that sufficient progress was not made, and "Exit" indicates that the school exited priority status at the beginning of the school year.

School	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School A	Yes	Yes	Yes	Exit		
School B	Yes	No	Yes	Yes	Exit	
School C	No	No	Yes	Yes	Yes	Exit

These criteria ensure that the lowest-performing schools in the District of Columbia are held to high standards for fully and effectively implementing selected intervention models to ensure that student achievement improves significantly over time. Only when this has been demonstrated will a school exit priority status. That said, three full years of "sufficient progress" indicates that the school has built a foundation for academic achievement that justifies a move to "focus school" status. The automatic identification of a former priority school as a focus school ensures continued OSSE and LEA oversight and support.

As stated previously, if a school that was identified as a priority school is again identified as a priority school at the end of its three-year intervention implementation, OSSE will make a recommendation for closure or alternative governance. This aligns with an SEA's authority for state takeover in ESEA Section 1116(b)(8)(B)(iv).

2.E   FOCUS SCHOOLS

2.E.i   Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools."

The overall proficiency/growth index score is compared to a set of cut scores to classify a school. The currently proposed cut scores are below. These will be revisited annually and be increased over time as the priority and focus categories no longer make up 15 percent of schools.

The current identification criteria are below.

Category	From	To
Reward	80	100+
Rising	45	79
Developing	35	44
Focus	25	34
Priority	0	24

A school will be identified as a focus school if its proficiency and growth index score is between 25 and 34 or if it is in the bottom 10 percent of schools for graduation rate for only one year.

2.E.ii   Provide the SEA's list of focus schools in Table 2.

2.E.iii   Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Similar to efforts to be undertaken with priority schools, OSSE believes that partnering with LEAs will be critical in moving further and faster in addressing persistent underperformance, including closing or consolidating schools. OSSE will make available tools for LEA and school-based improvement teams to assess their needs, develop a plan for improvement, and implement action steps to ensure student learning improves in each priority and focus school. Through collaboration with the District of Columbia Public Schools (DCPS), Public Charter School Board (PCSB), human capital task force, student growth task force and the Deputy Mayor of Education's Office, State Board of Education, and other partners, OSSE will enhance the effectiveness and coherence of district systems to support school improvement.

In addition, OSSE will evaluate, support, and monitor schools and LEAs around instructional leadership, curriculum, professional development, instruction, assessments, staff evaluation, human capital and financial/asset management. OSSE will continue efforts that support significant action with 10 percent of the lower-achieving schools and implement rigorous intervention models to improve academic achievement, increase graduation rates, and close achievement gaps among subgroups, particularly students with special needs and English

language learners.

SEA Level Accountability

In addition to providing Race to the Top and SIG funding that may be available to support the implementation of these models in schools that meet the federal criteria for receiving SIG funds, OSSE will require an LEA with one or more focus schools to reserve a necessary and reasonable amount from its Title I allocation during the one-year implementation period to support the implementation of targeted interventions in each focus school.

As part of its statewide network of tiered support, OSSE will collaborate and coordinate with DCPS, PCSB, and Public Charter LEAs with schools identified as focus in the process for supporting schools. Schools identified by OSSE as focus schools will have no less than half a year and no more than 1 year to plan for implementation of selected model and interventions. This will allow for sufficient collaborations between LEAs, schools, parents and the school community which has indicated the role for OSSE to have stronger oversight.

OSSE will require the development of a one-year improvement plan by the LEA for each focus school based on a school-level needs assessment or quality school review conducted in each focus school by a visiting review team that includes staff from OSSE and the DCPS Office of School Turnaround for DCPS schools or the PCSB for public charter schools. LEAs with focus schools will submit a one-year plan for the implementation of targeted interventions for each of its focus schools. Information gathered from the needs assessment will inform the selection of the targeted interventions and the school's one-year plan. OSSE will then make recommendations and provide guidance to the LEA around the development of its school improvement plan during the planning year.

Upon submission by the LEAs of its school improvement plan and performance targets for each focus school to OSSE, OSSE will approve the use of Title I funds based on the quality of the school's needs analysis, intervention selection, improvement plan, mid-year and annual targets, and the LEAs capacity to implement targeted interventions.

To ensure that OSSE can provide effective guidance and support to LEAs and schools, each school's improvement plan will include mid-year and annual performance targets set by the LEA, in consultation with schools and parents, across four areas: academic achievement, school climate, community and parent involvement, and resource management. These ambitious and achievable performance metrics will be tailored to each school based on its data and needs assessment for OSSE to use in its guidance and support to LEAs and schools. LEAs and schools will be allowed to use Title I reservation to support data management and reporting for the purposes of school improvement reporting. PCSB will submit on behalf of

LEAs mid-year and end of year reports to OSSE so that OSSE can provide guidance and recommendations to the LEA and school. This will support OSSE's oversight of school improvement and its sub-recipients.

During the school's implementation of the school improvement plan and targeted interventions, OSSE will monitor PCSB's implementation of the LEA's turnaround plan and the school's progress in meeting its mid-year performance targets and make recommendations to the LEAs and PCSB to adjust implementation of the improvement plan. Throughout the school year, OSSE will also assign assistance liaisons and accountability monitors to provide support to LEAs and in each focus school, as needed. At the end of the school year, OSSE will analyze all data and monitoring reviews to assess the school's progress in implementing the targeted interventions and its progress in meeting the mid-year and annual performance indicators. OSSE will then develop an annual progress report for all focus schools that will be publicly available.

If a focus school fails to meet its mid-year and annual performance targets, OSSE will strongly recommend PCSB and LEAs with focus schools adjustments to interventions including, but not limited to, a restriction of the flexibility in the use of Title I funds, the redirecting of Title I funds to activities that have a greater likelihood of school improvement such as hiring a school improvement coach and partnerships with external organizations with evidence of effectiveness in the area of school improvement, and the implementation of other SIG requirements such as using the CAPStar tool, found at www.centerii.org/SchoolRestructuring/login.aspx, to manage the school improvement plan and activities. CAPStar is the District of Columbia's online continuous school improvement planning and monitoring tool developed by the Center on Innovation and Improvement that allows schools to assess the their implementation of indicators of effective practice, select priority objectives aligned to those indicators, plan action steps to address deficiencies related to those objectives, implement those action steps, and evaluate progress.

LEA Level Accountability

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 statutory regulations, 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, focus schools will require support 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.

As stated previously, 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 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.

Summary

OSSE will continue to commit to closing all achievement gaps and ensuring that all students in DC graduate from high school to be college and career ready. To reach this goal, focus schools must make dramatic and rapid improvements that accelerate student achievement. OSSE will provide tools for LEA and school-based improvement teams to assess their needs, develop a plan for improvement, and implement action steps to ensure student learning improves in each focus school.

2.E.iv   Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

At the end of the school year during the one-year implementation of a school improvement plan and targeted interventions, OSSE will determine if each focus school has made "significant progress," "some progress," or "little/no progress" in three areas: meeting academic goals, progress on U.S. Department of Education-defined leading indicators, and progress toward fully implementing the school improvement plan and targeted intervention. Based on these three, independent determinations, OSSE will make a summary determination of whether the school is making sufficient progress. In doing so, OSSE will use the same detailed criteria it uses for SIG-served schools to make progress determinations.

Detailed Criteria for Determinations of Sufficient Progress

OSSE's determination of sufficient progress will be based on independent determinations in the following three areas: student achievement results (measured by the DC CAS), data on the leading indicators, and school-level progress of intervention implementation. To receive

an overall "sufficient progress" determination, the school must have made "significant progress" in at least one of the three areas or have made "some progress" in at least two of the three areas. Consistent with the U.S. Department of Education's final requirements for SIG, any school that meets its annual student achievement goals will automatically receive a determination of "sufficient progress." For schools that do not make "significant progress" in any area and make "little or no progress" in two or more areas, the overall determination will be "insufficient progress."

- Student achievement results: Each school's student achievement target set in the school improvement plan, which aligns with the new accountability metrics, will be compared with its actual end of year student achievement data.

- Data on the leading indicators: Each LEA with one or more focus schools will submit data on the leading indicators listed in the U.S. Department of Education's final SIG regulations for each school year it has one or more focus schools. A school will be evaluated on the progress it makes for each leading indicator compared to data from its baseline year. For each leading indicator, a school will be given one point if it has made "no to little progress," two points if it has made "some progress," or three points if it has made "significant progress" for the leading indicator during the school year. The average scores across the leading indicators will determine overall progress made in the leading indicators area. Schools with an average less than 1.5 will have made "little or no progress," schools with an average between 1.5 and 2.24 will have made "some progress," and schools with an average of at least 2.25 will have made "significant progress."

- School-level progress of intervention implementation: Each LEA with one or more focus schools will submit a mid-year and annual report that it has one or more focus schools for each school on the progress of the school improvement plan and targeted intervention implementation. From the implementation report and data gathered through on-site and/or other monitoring, OSSE will determine whether a school made "significant progress," "some progress," or "little or no progress" toward full implementation of the intervention. A school will be evaluated on its level of implementation for each of its intervention's targeted activities. For each targeted activity, a school will be given one point if it has made "little or no progress," two points if it has made "some progress," or three points if it has made "significant progress" in implementing that targeted activity during the school year. The average scores from the targeted activities will determine overall progress for school improvement plan and targeted intervention implementation. Schools with an average less than 1.5 will have made "no to little progress," schools with an average

between 1.5 and 2.24 will have made "some progress," and schools with an average of at least 2.25 will have made "significant progress."

A school identified as a focus school will exit focus status if it is not re-identified as a focus school in any subsequent year, including the first year after its initial identification. If a school meets the criteria in Section 2.E.i to be classified as a focus school for a fourth consecutive year, the school is then identified as a priority school. This plan ensures both that (1) a school remains in focus status as long as it meets the criteria set by OSSE and (2) a school that improves enough to no longer meet the criteria is removed from focus status as soon as possible.

The chart below shows several examples of exit timelines for focus schools; "Yes" indicates that sufficient progress was made, "No" indicates that sufficient progress was not made, and "Exit" indicates that the school exited focus status at the beginning of the school year.

School	Year 1	Year 2	Year 3	Year 4	Year 5
School A	Yes	Exit			
School B	Yes	No	Yes	Exit	
School C	No	No	No	Yes	Exit
School D	No	No	No	No	Priority Designation

These criteria ensure that the lowest-performing schools in the District of Columbia are held to high standards for fully and effectively implementing selected intervention models to ensure that student achievement improves significantly over time. Only when this has been demonstrated will a school exit focus status. That said, evidence of "sufficient progress" indicates that the school has built a foundation for academic achievement that justifies exiting "focus" status. The automatic identification of a former focus school as a priority school ensures continued OSSE and PCSB oversight and support.

OSSE is committed to closing all achievement gaps and ensuring that all students in DC graduate from high school and are college and career ready. Through collaboration with the District of Columbia Public Schools (DCPS), Public Charter School Board (PCSB), human capital task force, student growth task force and the Deputy Mayor of Education's Office, State Board of Education, and other partners, OSSE will enhance the effectiveness and coherence of district systems to support school improvement. In addition, OSSE will evaluate, support, and monitor schools and LEAs around instructional leadership, curriculum, professional development, instruction, assessments, staff evaluation, human capital and financial/asset management. By doing so, OSSE believes that DC students will show annual academic growth, raise graduation rates, and close achievement gaps, particularly with regard to

students with special needs and English language learners in focus schools.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOL

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
See Attachment 9					
TOTAL # of Schools:					

Total # of Title I schools in the State: <u>TBD</u>
Total # of Title I-participating high schools in the State with graduation rates less than 60%: <u>TBD</u>

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D.** Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F   PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F   Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

OSSE believes strongly that those professionals who work most directly with students each day are in the best position to identify and respond to the needs of those students. OSSE also believes that the state education agency must provide the tools necessary for school-based teams to assess needs, develop continuous school improvement plans, and implement action steps to ensure that student learning improves in all schools, particularly low-performing schools and schools with the largest achievement gaps.

OSSE's framework for intervention and support for priority schools, focus schools, and other schools not making progress stems from these beliefs. While the levels of flexibility change from one category of schools to another, OSSE seeks to maximize the flexibility at the district and school level to plan and implement activities that are deemed most appropriate by the professionals working with those schools. For priority and focus schools, OSSE will require a quality review process in collaboration with LEAs to ensure—and support—the most effective use of Title I funds.

All of OSSE's work is supplemental to two very active agencies in oversight of student achievement in the District of Columbia: the DC Public Charter School Board and the District of Columbia Public Schools. In the plans outlined here, OSSE does not seek or implement authority to require school closure. Instead, OSSE will recommend where appropriate, as is the case for priority schools that fail to improve after 3 years. Both the PCSB and DCPS have policies in place to ensure that schools that fail to improve over a significant number of years are closed.

To improve academic achievement and graduation rates and close achievement gaps for all subgroups, particularly students with special needs and English language learners, OSSE will provide opportunities and services to all LEAs and schools based on the statewide network of tiered support.

SEA Level Incentives and Supports

All schools that are not already identified as priority or focus schools and fail to meet their annual measurable objectives will be identified for additional support. In partnership with

DCPS, PCSB and Public Charter LEAs, these schools will be required to identify and respond to the needs of their students using many of the same strategies implemented by focus schools, except these schools will do so with more flexibility and less-directed SEA support.

OSSE will require LEAs that have schools not meeting their AMOs to do the following as part of its Title I grant application:

Describe how the LEA will:

- assess the district's implementation of indicators of effective practice;

- select priority objectives aligned to those indicators;

- plan action steps to address deficiencies related to those objectives;

- implement those action steps; and

- evaluate progress.

Specifically the task of implementing 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 providers, which may include external providers, schools, or local educational agencies,

- 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 plan in support of an objective included by the leadership team.

Differentiated Interventions and Supports

As part of its statewide network of tiered recognition, accountability and supports, OSSE believes that providing a differentiated approach to how it serves schools and the autonomy and flexibility it offers is consistent with the requirements of this ESEA Flexibility Request and will yield maximum benefit to LEAs, schools, and students.

The table below illustrates the level of engagement by OSSE to LEAs and schools based on school designation.

	SEA Engagement	LEA/School Autonomy over Activities	LEA/School Flexibility in Use of Federal Funds
Priority Schools	Very High	Lower	Lower
Focus Schools	High	Moderate	Moderate
Developing Schools	Moderate	High	High
Rising Schools	Low	Very High	Very High
Reward Schools	Very Low	Very High	Very High

Without the "intensive interventions" required for priority schools, "targeted interventions" required for focus schools, and "guided interventions" required for developing schools, schools that are making progress (reward schools and rising schools) have the incentive of maximum flexibility in how Title I and other federal funds are used to support continued performance and growth. Many OSSE supports, including support around common core implementation and statewide professional development, remain available to these schools as the schools choose to use them.

The table below outlines the system of incentives and interventions OSSE will implement for all schools in DC.

SCHOOL CATEGORY:	Reward School	Rising School	Developing School	Focus School	Priority School
Receive SEA Recognition	Yes	No	No	No	No
Eligible to Receive SEA Financial Reward	Yes	No	No	No	No
Flexibility in the Use of Funds	Yes	Yes	Yes	No	No
Describe Continuous Improvement in Title I Grant Application	Yes	Yes	Yes	Yes	Yes
Implement Self-Selected Interventions	No	No	Yes	Yes	No
Receive Progress Monitoring to Inform Plan	No	No	No	Yes	Yes
Implement Meaningful Interventions	No	No	No	No	Yes

OSSE recognizes the significant value added by supplemental reports available to LEAs and schools through work completed by DCPS and the PCSB. Both the DCPS School Scorecard and the PSCB PMF provide comprehensive information on school performance that goes beyond the focused data incorporated into OSSE's system of classifying schools for recognition, accountability and support. This information can be used by LEAs and schools to inform the assessment of needs and planning for continuous school improvement. Within the system of interventions outlined below, LEAs and schools retain the autonomy and responsibility for identifying and implementing strategies and activities that will most significantly and positively affect student achievement.

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.

Summary

The statewide network of tiered recognition, accountability and support as described in this section will improve academic achievement, increase graduation rates and close achievement gaps. Working in partnership with DCPS, PCSB and Charter LEAs will be critical to the successful implementation of our new accountability system.

2.G   BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2.G   Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
  i.   timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
  ii.   holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools; and
  iii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).
Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Building capacity at OSSE, LEAs and schools is critical for increasing student achievement, improving graduation rates, and closing achievement gaps. Throughout this document, examples of how OSSE – in its role as the SEA, DCPS, PCSB and Charter LEAs will support the work already underway as part of RTTT and that needs to be further enhanced to meet the requirements of CCSS implementation, differentiated recognition, accountability, and

support system, and teacher effectiveness.

The District of Columbia Office of the State Superintendent of Education (OSSE) is in a unique position to use the Common Core State Standards to launch the next level of reform for all students in DC, both in our traditional public schools and those served by public charter schools. OSSE's ultimate goal for the adoption of the Common Core State Standards is a District-wide understanding on a deep, internalized and instructional level that benefits all learners by preparing them to be college-and career-ready. OSSE has the great opportunity to impact all teachers through state level support and professional development. Also, because of our small size and proximity, we are able to comprehensively implement the standards sooner than most states and begin the transition of our assessment to be in alignment.

OSSE will build the capacity for LEAs and schools to:

- implement the common core through technical assistance and training on the standards;

- develop websites and publications helping teachers align instruction to the common core and share exemplary lessons;

- provide training on anchor papers and other assessment preparation technical assistance;

- provide high quality data at the standard and strand level on DC CAS aligned to both the historical DC standards and to the Common Core State Standards;

- connect schools struggling with implementation to external partners to ensure that students reap the maximum benefit from the Common Core State Standards; and

- provide support for schools to utilize that information to improve their instruction.

OSSE is committed to closing all achievement gaps and ensuring that all students in DC graduate from high school and are college and career ready. In order to reach this goal, priority and focus schools must make dramatic and rapid improvements that accelerate student achievement. OSSE will provide tools for LEA and school-based improvement teams to assess their needs, develop a plan for improvement, and implement action steps to ensure student learning improves in each priority and focus school. LEAs will be provided with flexibility in the appropriate tools to use in the process and the RTTT Innovation and Improvement team will provide targeted technical assistance in this process.

Also, the inclusion of science in the accountability system is important because DC has made a significant commitment to STEM as science it is important for careers in the next century. The new accountability system will ensure that it does not promote narrowing the curriculum to reading and math. This will require support for all LEAs. To determine the most appropriate form of this support, OSSE is convening an implementation taskforce for Science. This group will guide how resources and support for the implementation of Science will be used.

The Office of the State Superintendent of Education, Department of Special Education Training and Technical Assistance unit within the Division of Special Education in collaboration with other divisions within OSSE provides core professional development, trainings and technical assistance to all local education agencies in the District of Columbia. One major aspect of the core professional development is to provide high quality evidenced based trainings to all educators in the District of Columbia with a specific focus on improving the educational outcomes for students with disabilities. The local education agencies have been provided with professional development and on-going trainings on specific special education topics in a sequential order to build a solid core instructional background knowledge in research evidenced based best practices to address the instructional needs of all children.

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 the following 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

As described previously, the Division of Elementary and Secondary Education (ELSEC) within OSSE, the statewide network of tiered recognition, accountability and support will be structured in a way that maximizes resources both within and outside the agency. In the ELSEC division, the Innovation and Improvement team, currently part of the Race to the Top department, will oversee the implementation of the supports provided to LEAs and schools. This department then works collaboratively and cross-functionally with other divisions within OSSE to establish a core team of cross-departmental OSSE staff that will then partner and assist LEAs and schools with needs assessment, coordination and development of federal grants programs, and use of federal funds.

Additionally, the OSSE Office of Data Management (ODM) will utilize SLED to provide LEAs with a variety of data elements that can help support instructional improvement. The first phase of this will be access to more comprehensive information on all DC state assessments, college attainment data, and college readiness assessments. Over time ODM will provide technical assistance in understanding and making effective use of this data as well as use it as a mechanism for dissemination of technical assistance in the use of data.

OSSE will also work collaboratively and coordinate with DCPS, PCSB, Public Charter LEAs, schools and external partners, where applicable including education advocacy groups, community based organizations, and parent groups to develop a strong statewide network of tiered support.

With respect to supporting teacher and leader evaluation and support systems, OSSE will help LEAs develop more rigorous systems by providing standards, guidance, and technical assistance. These rigorous and meaningful evaluation systems will improve instructional practices, resulting in increased teacher and leader effectiveness, greater student achievement, and higher graduation rates. To advance this work, OSSE has formed a teacher effectiveness team that will provide exemplars, technical assistance and training to LEAs, and

will coordinate peer reviews and other intra-district collaboration.

As part of its SEA level responsibilities, OSSE will build capacity at the LEA and school level by providing guidance, technical assistance/support, and opportunities to participate in state-level trainings on common core implementation, developing and implementing teacher and leader evaluation systems, understanding the state-level differentiated recognition, accountability, and support system, serving special populations, and how to leverage federal resources (Title I, SIG, Title II, Title III, and other federal) to maximize coordination and academic achievement. Combined with the activities embedded in the statewide network of tiered support as described in this document, timely and effective monitoring will take place, LEAs and schools will be held to a high standard of accountability, and schools will be supported as needed to increase academic achievement, improve graduation rates, and close achievement gaps among subgroups.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A   DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
☐ If the SEA has not already developed any guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

	adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	

The Office of the State Superintendent (OSSE) believes that students come first and what matters most is what happens in the classroom and that the best qualified professionals to impact student learning are teachers and school leaders. To that end, if we remove barriers to education and provide the necessary supports to maximize student learning, then school leaders and teachers who are best qualified to provide solutions can improve student outcomes.

OSSE's theory of action with respect to supporting teacher and leader evaluation systems is to provide standards, guidance, and technical assistance to help LEAs develop more rigorous teacher and leader evaluation and support systems. These rigorous and meaningful evaluation systems will improve instructional practices, resulting in increased teacher and leader effectiveness, greater student achievement, and higher graduation rates.

As part of the outreach efforts to obtain stakeholder input in the development of this ESEA Flexibility Request, 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. Teachers also expressed concerns that growth measures may not capture growth for students whose performance falls several grades below actual grade level. Teachers and leaders 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 and a portfolio of several assessments and external assessments (ex: ACT/SAT for high school) were discussed. It was suggested that growth measures be very lightly weighted in teacher evaluations given that assessments for non-tested grades may be of questionable quality and validity. It is for these reasons that OSSE will ensure that teachers and leaders are prominently involved in the development of

new evaluation systems to ensure buy-in for the new process, the measures included, and the recipients of these evaluations find them meaningful toward improving practice.

With respect to public charter schools, the DC School Reform Act of 1995 provides Charter LEAs with complete autonomy over personnel, including evaluation systems, hiring, and firing. Therefore, like other State Education Agencies, OSSE's role is to develop policy that allows for local flexibility, provide guidance, disseminate best practices, and monitor to ensure LEAs meet state and federal guidelines.

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 is based 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; 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 charter campuses that did not sign up for the funding, about half serve untested populations such as early childhood, adults and disengaged youth working toward GEDs. Of the remaining that serve tested grades, half of them are considered "Tier 1" by the PCSB's Performance Management Framework. 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.

Based on DC's participation in Race to the Top (RTTT) and the number of LEAs that are currently implementing more rigorous evaluation systems, OSSE is selecting Option B. We have existing state teacher and leader evaluation requirements for RTTT participating Local Education Agencies (LEAs). RTTT LEAs are about 57 percent of the District's LEAs and these LEAs enroll approximately 90 percent of District students. After extensive feedback from the PCSB and charter LEAs, it has been determined that since the ultimate goal of these more rigorous evaluation systems is to improve student achievement, charter LEAs that are already helping students achieve and are designated as having only reward, rising, or developing schools in our new accountability framework will not have to meet these new evaluation requirements. Therefore, only Title I LEAs with focus and priority schools will have to

implement the new ESEA Flexibility requirements in those schools. Race to the Top LEAs will continue to meet RTTT Teacher and Leader Evaluation Requirements and if they have focus and priority schools, they will also need to implement the ESEA Flexibility evaluation requirements in those schools.

To support the implementation of high quality teacher and leader evaluation systems, OSSE will work closely with LEAs, schools, and other education partners. Specifically, OSSE will disseminate state evaluation requirements, develop voluntary professional standards for teachers and leaders, identify exemplary evaluation systems, provide technical assistance around research and best practices, and review and approve LEA evaluation systems.

Other strategies that relate to increasing teacher and leader effectiveness include the support of high quality teacher and leader pipelines, the improvement of teacher and leader preparation programs, and the revision of teacher licensure regulations that take the Common Core State Standards (CCSS) into account. These strategies will improve teacher and leader preparation practices to better prepare teachers and leaders to improve student learning and achievement. Projects related to these strategies are described below.

Race to the Top Alignment with the ESEA Flexibility Request

DC's Race to the Top application was designed with the unique human capital context described above in mind. Increasing teacher and leader effectiveness was a primary goal of DC's successful grant application. DC understands that effective teachers and leaders are the foundation for a high-performing educational system. One of RTTT's primary strategies for increasing teacher and leader effectiveness is to improve the quality and rigor of educator evaluation systems. These systems should provide teachers and leaders with clear expectations, a common vision of effective instruction, meaningful feedback about how to improve practice, and inform teacher and leader professional development needs. RTTT staff worked with the Human Capital Task Force to develop evaluation requirements that will improve instructional practice and therefore student achievement in RTTT participating LEAs.

Additional Race to the Top initiatives that align with the goal of increasing teacher and leader effectiveness and thereby student achievement, include the Charter School Teacher Pipelines Grant and the Teacher Preparation Scorecard. The Charter School Teacher Pipelines Grant supports the development or expansion of teacher residency programs that recruit, train, evaluate, and place highly effective teachers into both traditional and charter public schools in DC. The Teacher Preparation Scorecard is intended to evaluate teacher preparation programs in DC using a number of indicators of performance, including evaluation data which will measure program completers' impact on student achievement.

Finally, another competitive grant, the Professional Learning Communities of Effectiveness grant focuses on developing professional learning communities that work together to address an educational challenge. Last year a grant was awarded to a consortium of LEAs led by E.L. Haynes to develop an online library of video lessons aligned to Common Core Standards. In addition, OSSE's Educator Licensure and Accreditation unit plans to incorporate CCSS components in its Elementary, English, and Mathematics licensure requirements as the unit revamps it state accreditation and licensure requirements in coordination with the signing of a renewed state partnership agreement with the Council for the Accreditation of Educator Preparation (formerly NCATE).

OSSE's Race to the Top grant requires that school leader evaluations include student growth to a significant extent and that teacher evaluations include student growth as 50 percent of the evaluation rating for teachers in English/Language Arts and mathematics in grades 4-8. Including student growth in educator evaluations ensures that educators are focused on improving student achievement. RTTT LEAs must also provide timely and specific feedback to educators about their performance.

Continuous and constructive feedback is critical to improving instructional practice, and feedback is most useful if it is immediate. In addition to providing specific feedback, LEAs are required to provide targeted professional development based on evaluation findings to ensure that professional development focuses on the needs of educators in their schools. LEAs will gauge educator performance using a variety of measures to provide a holistic picture of educator performance. Finally, evaluation results are only meaningful if they are used to improve teacher practice and to inform personnel decisions. OSSE requires that LEAs use these results to inform personnel decisions, such as those about compensation, retention, and promotion.

OSSE will modify the Race to the Top Teacher and Leader Evaluation requirements to meet the guidelines in the U.S. Department of Education's ESEA Flexibility Request and adopt them for all Title I LEAs that include Focus and/or Priority schools. Charter LEAs that are not part of Race to the Top and do not include Focus and/or Priority schools would be exempt from these teacher and leader evaluation requirements, since they have autonomy over personnel. Specifically, to the requirements that are not addressed in the Race to the Top Teacher and Leader Evaluation Requirements are:

- **Ensure validity of measures;**

- **Conduct training for evaluators;**

- **Provide student achievement or growth measures for all teachers and leaders; and**

- **Include teachers and principals in reviewing and revising evaluation systems.**

More detail about these requirements is specified in the next section.

Non-Race to the Top LEAs with Priority and/or Focus schools will have to incorporate student growth as a significant percent to be determined by the LEA of the evaluation rating. Non-Race to the Top LEAs will not have to use the value added model and will not have to count student growth as 50 percent of the evaluation rating. OSSE will encourage all LEAs to consider how their evaluation systems are aligned with Common Core standards by providing guidance, technical support and training in thinking through this alignment.

Teacher and Leader Evaluation Systems in DC

Race to the Top LEAs have developed a variety of unique evaluation models that meet Race to the Top requirements. Every RTTT LEA has developed an evaluation system that is rigorous and meets the unique needs of the LEA. District of Columbia Public Schools' IMPACT evaluation system is one of the more established systems and has received national attention from researchers, policymakers, and practitioners. KIPP DC provides another model of a rigorous evaluation system that also provides continuous feedback and support to teachers. Below is a description of both of these systems.

District of Columbia Public Schools

IMPACT is the District of Columbia's Public Schools' system for assessing the performance of teachers and other school-based staff. IMPACT ratings for teachers are based on the following elements:

- **Student Achievement** – DCPS believes that a teacher's most important responsibility is to ensure that her or his students learn and grow. For this reason, educators are held accountable for the growth their students make on the DC CAS, or on other assessments if they do not teach a DC CAS grade or subject.

- **Instructional Expertise** – This is assessed through five formal observations each year – three by teachers' administrators and two by independent, expert practitioners called master educators. Feedback and guidance for growth are provided in five post-observation conferences.

- **Collaboration** – Education is very much a team effort. IMPACT factors collaboration by measuring the extent to which educators work together on behalf of students.

- **Professionalism** – Teachers are also held accountable for key professional requirements including following all school policies and procedures and interacting

with colleagues, students, families, and community members in a respectful manner.

KIPP DC

KIPP DC has a system for evaluating teachers and supporting them in their professional growth through observation, coaching, and feedback. Teachers are evaluated on the basis of the following elements:

- **Student Achievement (50 percent)**. This component includes value added results for teachers in DC CAS tested grades and subjects and other measures of student achievement for other teachers.

- **School Outcomes Survey (5 percent).** KIPP DC administers a survey that assesses leading indicators of school health to students, parents, and faculty. These indicators assess school culture and climate and teaching and learning.

- **Teacher Performance on the Competency Model (35 percent).** KIPP DC has a rubric that assesses teachers' performance on six competencies: Planning; Teaching (instruction and delivery); Managing (behavior, culture, and systems); Assessing; Leadership and Professionalism; and Beliefs and Character.

    School-wide Achievement (10 percent). All teachers are evaluated in part based on school-wide performance on the DC CAS and another standardized measure of school-wide performance.

Teachers set goals with one of their school leaders at the beginning and mid-point of the school year. Throughout the school year, school leaders engage in both formal and informal observations and coaching sessions that involve lesson plan feedback, lesson observation feedback, student work and achievement feedback, goal progress, and on-going support. All teachers have at least two formal observations each year.

Modifying State Requirements

During our stakeholder engagement, participants expressed concern about the capacity of LEAs to conduct validity analyses of their evaluation systems. Therefore, OSSE now proposes to conduct these analyses by looking for alignment between teacher and leader evaluation ratings and student achievement and growth in a school. Stakeholders were also concerned about the ability of LEAs to identify student growth measures for teachers in non-tested grades and subjects. OSSE has broadened its definition of student growth measures from student growth only to allow for both measures of growth and achievement for teachers in

non-tested grades and subjects.

In developing evaluation requirements for Title I LEAs that have focus and priority schools, OSSE will build on the RTTT evaluation requirements to address the U.S. Department of Education's ESEA Flexibility guidelines, to reflect lessons learned from the first year of implementation of the requirements and to allow maximum LEA flexibility for non-Race to the Top-participating LEAs. These guidelines will reflect the idea that evaluation systems go beyond informing personnel decisions. They are also about providing support to teachers and opportunities for professional growth as determined by the LEA.

OSSE will then adopt these requirements for all Title I LEAs that include Priority and/or Focus schools by January 2013. These LEAs will develop evaluation systems that meet these requirements and will pilot these systems for one year before full implementation.

Race to the Top LEAs with focus and priority schools will need to address the following new criteria:

- Ensuring validity of measures: OSSE will analyze the relationship between student achievement and LEA teacher and leader evaluation ratings by analyzing the alignment between teacher and leader evaluation ratings and student growth and proficiency in a school. OSSE will share results with LEAs so that modifications can be made to their evaluation systems. OSSE will also provide exemplars of valid observation rubrics that LEAs can choose to adopt.

- Training for evaluators: LEAs will be required to provide training to all of their evaluators and develop plans to work towards inter-rater reliability among evaluators within the LEA.

- Student growth for teachers and leaders: LEAs will be required to include a measure of student growth as a significant component of teacher and principal evaluations in tested grades and subjects and other measures of student achievement or growth in non-tested grades and subjects in grades K-12. LEAs will use standardized measures, where available. LEAs may pilot an assessment before using it for evaluation purposes. In the absence of standardized assessment results, OSSE will grant LEAs flexibility to propose their own assessments. For teachers in non-tested grades and subjects, LEAs may use end-of-course tests, objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA. The SEA will hire a contractor to develop a list of possible assessments that could be used for the various subject

areas. The contractor will also work with OSSE to explore assessments for potential use in early childhood and adult education classrooms in future years. LEAs may also volunteer to participate in the statewide teacher value-added model. Finally, OSSE will offer the school-wide growth measure as an option for teacher and/or principal evaluation. LEAs may choose to use the school-wide growth measure as a portion of the evaluation rating of all teachers in a school, rather than having subject specific growth measures. OSSE will review and approve LEA plans for measuring student growth for use in teacher and leader evaluations.

- Include teachers and principals in reviewing and revising evaluation systems: LEAs will be required to describe how they will include teachers and principals in reviewing and revising teacher and principal evaluation systems and making revisions as needed.

In addition, there are several ways OSSE will support LEA efforts to implement the Common Core State Standards and to infuse the CCSS into classroom teaching and evaluations. For example, OSSE will provide professional development to LEAs in assessing the quality and complexity of texts teachers are teaching and their ability to help students respond to text-based questions and write evidence-based responses. OSSE will also assist LEAs with infusing the CCSS in teacher evaluation systems by:

- providing professional development around interpretation of the CCSS;

- developing a voluntary competency exam that LEAs and teacher and leader preparation programs can use to assess teachers' knowledge of the CCSS; and

- identifying observation rubrics that are aligned with CCSS.

As part of this flexibility ESEA Flexibility Request application, OSSE requests that the LEAs with approved evaluation systems be exempt from various Highly Qualified requirements under NCLB. Once an LEA has an approved evaluation system in place, they will no longer need to develop Highly Qualified Teacher improvement plans nor set aside specific funds to ensure their teachers are Highly Qualified. However, the expectation remains that LEAs will continue to ensure teachers are Highly Qualified. OSSE will shift from providing technical assistance to LEAs in developing and implementing their HQT improvement plans to developing and implementing high quality teacher and leader evaluation systems.

With stakeholder involvement, OSSE will also develop and adopt voluntary teacher, leader, and professional development performance standards by December 2012 as a way of providing guidance to the LEAs that are developing new evaluation systems. The standards will reflect the skills that teachers are expected to have in order to teach Common Core State Standards. OSSE will develop teacher performance standards based on the Interstate Teacher

Assessment and Support Consortium Standards (InTASC), promising models from other states, CCSS, and existing LEA standards. OSSE will develop school leadership performance standards based on the Interstate School Leaders Licensure Consortium (ISLLC), New Leaders for New Schools, and promising models from other states as well as LEA standards. For the professional development standards, OSSE will draw from Learning Forward's professional development standards which articulate a vision of professional development that is continuous, job-embedded, and part of the school day.

Guidance and Technical Assistance

OSSE will provide and facilitate technical assistance to LEAs as they develop and implement evaluation and support systems. To ensure alignment with Common Core State Standards, OSSE will provide guidance and technical assistance in aligning the CCSS with teacher and leader evaluation systems, and in evaluating teachers of English Language Learners and special education students. To support this work, OSSE can use discretionary grant funds to provide technical assistance from national providers to LEAs in developing their systems.

Identifying exemplary evaluation systems is critical to this process. To that end, OSSE will identify exemplary evaluation systems that national organizations have determined are research-based and have evidence of validity. These exemplars will provide guidance to LEAs in developing or modifying their evaluation systems.

OSSE will also develop a web page that will be the source of information about teacher and leader evaluation requirements, standards, and evaluation systems. This web page will include OSSE policies, information about best practices, and presentation materials that LEAs can use in their communications with teachers and leaders. OSSE will also create forums for LEAs to share information about their challenges and successes in implementing teacher and leader evaluation systems.

Professional Development

Like many of the key components already mentioned, robust professional development opportunities will support development and implementation of teacher and leader evaluation systems. OSSE will also continue to provide high quality professional development offerings to teachers and leaders throughout the District to help them effectively implement CCSS and address areas of need identified through evaluations. The Office of Training and Technical Assistance Unit offers a variety of professional learning experiences for special and general educators that focus on:

- Compliance with federal and local requirements for special education and related

services;

- Effective pedagogy and rigorous curriculum, including alignment to the CCSS;

- Implementation of differentiated instruction and behavioral support; and

- Appropriate use of accommodations, modifications and assistive technologies.

OSSE publishes a guide annually about its many professional development offerings. The Office of Standards, Assessments and Accountability also provides professional development sessions that focus on interpreting the CCSS and their inclusion on the new DC CAS. This office also provides professional development on understanding and interpreting the ACCESS assessment for English Language Learners and on providing appropriate instruction and assessment for English Language Learners.

Stakeholder Input

OSSE has received input from the RTTT Human Capital Task Force comprised of various stakeholders on revisions to the Evaluation System Requirements and will also seek feedback from other key stakeholders. Beginning in the 2012-13 school year, the Human Capital Task Force will be expanded to include non-RTTT LEA representatives. OSSE will also create two new advisory groups—a group of teachers and a group of leaders from both public charter and District of Columbia Public Schools (DCPS) —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. Finally, OSSE will post the final requirements for all teacher and principal evaluation systems in January 2013 and will conduct webinars and meetings to educate LEAs about the new standards and requirements.

Teacher and Leader Evaluation Review Process

Title I LEAs with Priority and/or Focus schools will submit evaluation plans that provide responses to each of the ESEA Flexibility requirements by June 1, 2013. Race to the Top LEAs will only need to submit responses to the new or modified requirements. OSSE will then conduct a review process and approve all plans by August 1, 2013, so that LEAs are ready to implement the pilot year of their evaluation system (or second year of full implementation for RTTT LEAs) in 2013-2014.

Similar to the review process conducted for Race to the Top LEAs, if LEA plans do not meet the requirements, OSSE will provide specific feedback for LEAs to revise their plans and

resubmit for review and approval. 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 made public in any way, as the intent of this data collection is to track progress in improving teacher effectiveness and to respond to federal reporting requirements. Ratings will only be published in aggregate form with an explanation that acknowledges that the ratings are based on unique LEA evaluation systems. A data policy will be disseminated this spring that indicates that OSSE will not report individual teacher data.

Summary

By publishing state requirements and ensuring Title I LEAs with Priority and Focus Schools meet these requirements, OSSE is raising the bar for the quality of teacher and leader evaluation and support systems. OSSE will support LEAs in developing rigorous evaluation systems by providing professional development, technical assistance, and identifying high-quality resources and materials that provide teachers and leaders with meaningful feedback.

For additional information, see Attachment 14: Principle 3 Documents
- **Definition of Teacher Value Added Model**
- **Definition of School-wide Growth Model**

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B   Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

To ensure that Title I LEAs that include Priority and/or Focus schools are meeting the new evaluation system requirements, OSSE will review and approve LEA teacher and leader evaluation systems. These more rigorous evaluation systems will permit LEAs to better focus on teacher and leader needs and areas for improvement to maximize student learning and improve student outcomes. Since the ultimate goal of these more rigorous evaluation systems is to improve student achievement, charter LEAs that are already helping students achieve will not have to meet these new evaluation requirements.

Process for Implementation

As discussed in the Overview for 3A, some public charter schools chose not to receive RTTT

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 charter campuses that did not sign up for the funding, many serve untested populations such as early childhood, adults and disengaged youth working toward GEDs. Those that do serve tested grades, about half of them are considered "Tier 1" by the PCSB's Performance Management Framework.

It is for this reason that all Title I LEAs that include Priority and/or Focus schools will have to create teacher and leader evaluation systems that address each of the OSSE requirements and submit them to OSSE. RTTT LEAs will only have to develop plans to address the four new criteria required by the flexibility ESEA Flexibility Request that were not already required by Race to the Top. OSSE staff will then review the plans and provide feedback where necessary to LEAs. The OSSE review will focus on whether LEA-proposed systems meet state requirements, including whether student achievement or growth measures are proposed for all teachers and leaders and whether standardized assessments are used where feasible. Based on this review, LEAs will then have to make revisions based on the feedback.

Summary

Through state guidelines and a review process, OSSE will assist LEAs with the implementation of rigorous teacher and leader evaluation systems. These systems will offer frequent and timely feedback, and will be used to inform professional development needs and personnel decisions. With higher quality information about teacher and leader performance, LEAs will be better able to design strategies that increase teacher and leader effectiveness and ultimately increase student achievement, increase graduation rates, and close achievement gaps.

This Flexibility ESEA Flexibility Request in its entirety supports the Office of the State Superintendent's (OSSE) belief that students come first and what matters most is what happens in the classroom. Because The best qualified professionals to impact student learning are teachers and school leaders, it drives our efforts to remove barriers to education and provide the necessary supports to maximize student learning. With this support and focus on improving teacher and leadership effectiveness, the school leaders and teachers who are best qualified to provide solutions can improve student outcomes.

Below is a table that presents key milestones for the implementation of the requirements of Principle 3.

Key Milestone or Activity	Detailed Timeline	Party(ies) Responsible	Evidence	Resources (e.g., staff time, additional funding)	Significant Obstacles
Solicit members for advisory groups	March2012	OSSE staff	List of members	One staff member to solicit volunteers	Finding effective educators who have the time to participate
Develop Voluntary Teacher, Leader, and Professional Development Standards	April-July 2012	OSSE Staff, Teacher Task Force, Leader Task Force, Human Capital Task Force	Draft Standards	Two staff members to review model standards and draft DC 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.
Revise Evaluation System Requirements	August-December 2012	OSSE Staff, Teacher Task Force, Leader Task Force, Human Capital Task Force	Draft of Revised Evaluation System Requirements	Two staff people to convene meetings to get input and make revisions to the document	None
Adopt Educator Performance Standards	December 2012	OSSE staff	Performance Standards	One staff member to finalize performance standards	None
Adopt Evaluation Requirements for all Title I LEAs with Priority and/or Focus schools	January 2013	OSSE staff	Evaluation Requirements	One staff member to finalize evaluation requirements	None
Conduct trainings on Evaluation Requirements	February-March 2013	OSSE staff	Training materials and attendance lists	One staff member to conduct trainings	None

Conduct review process of teacher and leader evaluations	June 1-August 1, 2013	OSSE staff	Evaluation Review Tracking Sheet	Two staff members to conduct the review process	Allocating staff time to this activity
Non-Race to the Top LEAs with Priority and/or Focus schools pilot evaluation systems/Full implementation for Race to the Top LEAs	School year 2013-2014	LEAs/OSSE staff	Approved Evaluation Plans, Title I monitoring visits	Staff members to conduct monitoring visits	None
Full implementation of evaluation systems for all Title I LEAs with Priority and/or Focus schools	School year 2014-15	LEAs/OSSE staff	Title I monitoring visits	Staff members to conduct monitoring visits	None

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 difficultly 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 pursing 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, avoiding 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.

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,

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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:
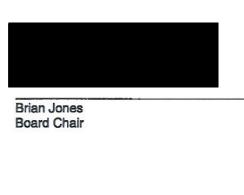
1) Transition to college and career-ready standards. The document needs to emphasize that charter schools are subject to the CAS, which embodies the standards, but are not required to explicitly adopt a prescribed set of standards, and do not have to follow any specific subject progression, scope and 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

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 Flexbility 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.

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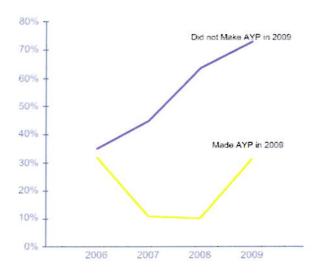
This section needs to be rewritten after the Accountability Index has been created.

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 Adcanced on DC CAS
SY2006-2009

Did not Make AYP in 2009

Made AYP in 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?
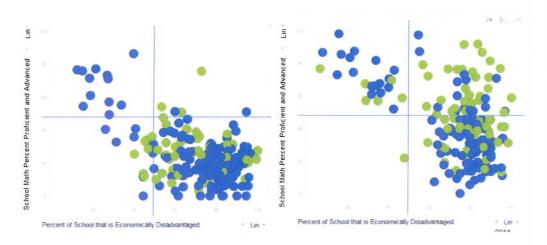
This graph shows that 73% of the students at the purple-lined school scored proficient or advanced, vs. 31% at the yellow-line school made AYP through Safe Harbor, the high-performing school "failed" because one student subgroup missed the 2009 AYP target. This is a common occurence: in any given year 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

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 status[1] 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.

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[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.

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

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
810 First Street NE, #5025C
Washington, DC 20002

202.741.6412 (Main OSSE)

Robin.Bessler@dc.gov

www.osse.dc.gov

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Let Your Voice Be Heard – Help the District become a more livable, vibrant, and inclusive city – for everyone.
Open to all DC residents
Sign up at www.onecitysummit.dc.gov

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 Colombia 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:

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

Schools in the Archdiocese of Washington SY 2011-12

DISTRICT OF COLUMBIA

Early Childhood Programs
DC Early Childhood Programs — 0
Total Early Childhood Program Schools = 0

ARCHDIOCESAN ELEMENTARY SCHOOLS — DC ELEMENTARY ARCHDIOCESAN SCHOOLS

Consortium of Catholic Academies
1. PK-8 — Sacred Heart School
2. PK-8 — St. Anthony School
3. PK-8 — St. Francis Xavier School
4. PK-8 — St. Thomas More Catholic School

Non-Consortium
5. K-8 — Annunciation School
6. PK-8 — Blessed Sacrament School
7. K-8 — Holy Trinity School
8. PK-8 — Our Lady of Victory School
9. PK-8 — St. Ann's Academy
10. PK-8 — St. Augustine School
11. PK-8 — St. Peter's Interparish School

Total ADW Elementary Schools = 11

INDEPENDENT ELEMENTARY — DC ELEMENTARY INDEPENDENT SCHOOLS
1. 6-8 — Lt. Joseph P. Kennedy Institute
2. 6-8 — St. Anselm's Abbey School
3. 6-8 — San Miguel Middle School
4. 6-8 — Washington Jesuit Academy
5. 6-8 — Washington Middle School for Girls

Total Independent Elementary Schools = 5

ADW HS — DC SECONDARY ARCHDIOCESAN SCHOOL
1. 9-12 — Archbishop Carroll High School

Total ADW High Schools = 1

INDEPENDENT HIGH SCHOOL — DC SECONDARY INDEPENDENT SCHOOLS
1. 9-12 — Georgetown Visitation Preparatory School
2. 9-12 — Gonzaga College High School
3. 9-12 — St. Anselm's Abbey School
4. 9-12 — St. John College High School.

Total Independent High Schools = 4

Total DC Schools = 21

MONTGOMERY COUNTY

MC Early Childhood Programs
1. PK — Resurrection Church Preschool
Total Early Childhood Program Schools = 1

MC ELEMENTARY ARCHDIOCESAN SCHOOLS
1. PK-8 — Holy Cross School
2. K-8 — Holy Redeemer School
3. PK-8 — Little Flower School
4. PK-8 — Mary of Nazareth School
5. PK-8 — Our Lady of Lourdes School
6. K-8 — Our Lady of Mercy School
7. PK-8 — St. Andrew Apostle School
8. PK-8 — St. Bartholomew School
9. K-8 — St. Bernadette School
10. PK-8 — St. Catherine Labouré School
11. K-8 — St. Elizabeth School
12. PK-8 — St. Francis International Academy
13. K-8 — St. Jane Frances de Chantal School
14. K-8 — St. John the Baptist School
15. PK-8 — St. John the Evangelist School
16. PK-8 — St. Jude Catholic School
17. PK-8 — St. Martin of Tours School
18. K-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 ADW Elementary Schools = 22

MC ELEMENTARY INDEPENDENT SCHOOLS
1. 1-8 — Brookewood Academy
2. 6-8 — Connelly School of the Holy Child
3. 1-8 — Mater Del School, Inc.
4. K-8 — Mother of God School
5. PK-8 — Stone Ridge School of the Sacred Heart
6. 3-8 — The Avalon School
7. 3-8 — The Heights School
8. PK-8 — The Woods Academy

Total Independent Elementary Schools = 8

MC SECONDARY ARCHDIOCESAN SCHOOL
1. 9-10 — Don Bosco Cristo Rey

Total ADW High Schools = 1

MC SECONDARY INDEPENDENT SCHOOLS
1. 9-12 — Academy of the Holy Cross
2. 9-12 — Brookewood Academy
3. 9-12 — Connelly School of the Holy Child
4. 9-12 — Georgetown Preparatory School
5. 9-12 — Our Lady of Good Counsel 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 = 8

Total MC Schools = 40

PRINCE GEORGE'S COUNTY

PGC Early Childhood Programs
1. PK — Pallotti Early Learning Center (Independent)
2. PK — St. Jerome Child Center
Total Early Childhood Program Schools = 2

PGC ELEMENTARY ARCHDIOCESAN SCHOOLS
1. PK-8 — Holy Family School
2. K-8 — Holy Redeemer School
3. PK-8 — Mount Calvary School
4. PK-8 — St. Ambrose School
5. K-8 — St. Columba School
6. PK-8 — St. Jerome School
7. PK-8 — St. John the Evangelist School
8. PK-8 — St. Joseph School
9. PK-8 — St. Mary of the Mills School
10. K-8 — St. Mary School of Piscataway
11. K-8 — St. Mary School
12. PK-8 — St. Matthias Apostle School
13. PK-8 — St. Philip the Apostle School
14. PK-8 — St. Pius X Regional School
15. PK-8 — St. Michael School

Total ADW Elementary Schools = 15

PGC ELEMENTARY INDEPENDENT SCHOOLS — 0
Total Independent Elementary Schools = 0

PGC SECONDARY ARCHDIOCESAN SCHOOL — 0
Total ADW High Schools = 0

PGC SECONDARY INDEPENDENT SCHOOLS
1. 9-12 — Bishop McNamara High School
2. 9-12 — DeMatha Catholic High School
3. 9-12 — Elizabeth Seton High School
4. 9-12 — St. Vincent Pallotti High School
5. 9-12 — St. Ann's High School

Total Independent High Schools = 5

Total PGC Schools = 22

SOUTHERN MARYLAND

SoMD Early Childhood Programs
1. PK — Christian Beginnings Preschool
2. PK — Good News Preschool
3. PK — Our Lady's Little Christians Preschool
4. PK — St. Mary, Star of the Sea Preschool
Total Early Childhood Program Schools = 4

SoMD ELEMENTARY ARCHDIOCESAN SCHOOLS

Calvert County
1. PK-8 — Cardinal Hickey Academy
2. K-8 — Our Lady, Star of the Sea School

Charles County
3. PK-8 — Archbishop Neale School
4. PK-8 — St. Mary School
5. PK-8 — St. Peter School

St. Mary's County
6. PK-8 — Father Andrew White, SJ School
7. PK-8 — Little Flower School
8. PK-8 — Mother Catherine Spalding School
9. K-8 — St. John's School
10. PK-8 — St. Michael School

Total ADW Elementary Schools = 10

SOMD ELEMENTARY INDEPENDENT SCHOOLS — 0
Total Independent Elementary Schools = 0

SOMD SECONDARY ARCHDIOCESAN SCHOOL — 0
Total ADW High Schools = 0

SO MD SECONDARY INDEPENDENT SCHOOL
1. 9-12 — St. Mary's Ryken High School

Total Independent High Schools = 1

Total SoMD Schools = 15

Total Number of Schools in the Archdiocese of Washington = 98

n = 7 · N = 78 · n = 58 · n = 10 · N = 20 · n = 18 · n = 2

From: ███████████ 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 TitleIA in the same manner—low-income students residing inTitle 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)

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

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.

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 elelmentary 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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"Putting District Residents Back to Work – One Hire at a Time"
Learn more at http://onecityonehire.org

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.
    - o 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

Georgia Avenue Campus
3600 Georgia Avenue, NW
Washington, DC 20010
(202) 667-4446 (Grades 3-8)

Kansas Avenue Campus
4501 Kansas Avenue, NW
Washington, DC 20011
(202) 706-5828 (Grades PS-2)
(202) 706-5838 (Grades 9-12)

info@elhaynes.org
www.elhaynes.org

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.

WHAT EVERY PUBLIC SCHOOL
COULD AND SHOULD BE

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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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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, than 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

From:	N'Deye Diagne <ndiagne@wmstpchs.net>
Sent:	Tuesday, February 14, 2012 9:30 AM
To:	Bessler, Robin (OSSE)
Subject:	ESEA Flexibilty - 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:

███

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

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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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"Putting District Residents Back to Work – One Hire at a Time"
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. *Per previous conversations with the OSSE, DCPS believes this has already been removed.*
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.	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.
38, 43	Inclusion of science results in 2013	Remove Parent-based accountability from waiver based on current conversations around the state-wide accountability model being created for the AMOs.
		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	Change to 2013 (since 2012 is first administration of newly aligned assessment)
43	School readiness	Typo (confirmed on page 43)
	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

66	Ensuring validity of measures	but I would not want requirements around assessing use of CCSS explicitly. 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.	Remove from waiver application
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.	
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

Page	Quote	Comment
	"disseminate a data policy this spring that indicates that OSSE will not report individual teacher data"	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.
Thro ugho ut	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.
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

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

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

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 increasing 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

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.

Schedule of Focus Group and Community Meetings:
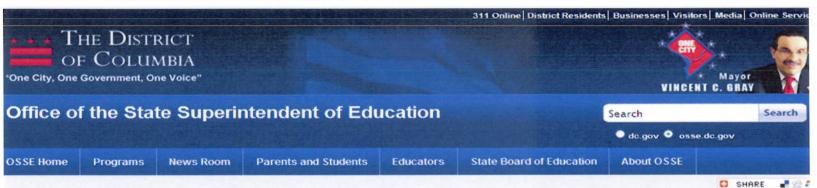
Focus Group/Community Meeting	Date
Public Charter School Board	11/4/2011
DC Public Charter School Board	11/7/2011
DC Council Chairman Kwame Brown	11/8/2011
DC Public Schools	11/8/2011
Race to the Top Student Growth Task Force	11/8/2011
DC CAS Technical Advisory Committee	11/15/2011
DC State Title I Committee 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
LEA Leaders	1/9/2012
Race to the Top Student Growth Task Force	1/10/2012
Miner PTA Meeting (Ward 6)	1/11/2012
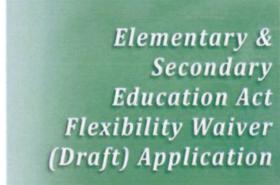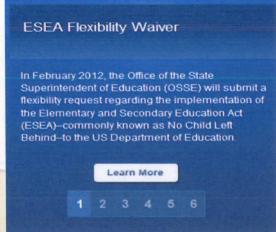
Institutes of Higher Learning	1/12/2012
Ward 8 Community Meeting	1/13/2012
Special Education Target Group (webinar)	1/17/2012
Ward 5 Council on Education	1/17/2012
CHPSPO	1/17/2012
Institutes of Higher Learning	1/18/2012
LEA Leaders	1/18/2012
ANC Leadership	1/18/2012
Ward 3 Democratic Committee	1/19/2012
21st Century Community Leanings 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

Office of the
State Superintendent of Education

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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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- Adequate Yearly Progress
- Educator Licensure and Accreditation
- 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

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Office of the
State Superintendent of Education

OSSE ESEA Flexibility Waiver Application: An Introduction

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

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

![Office of the State Superintendent of Education website screenshot]

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Office of the State Superintendent of Education

Office Hours
Monday to Friday 8:30 am to 5:30 pm

How to Reach Us
810 1ST STREET NE, 9th Floor
WASHINGTON, DC 20002
Phone: (202) 727-6436 TTY: 711

Ask the Superintendent
Agency Performance

State Superintendent Hosanna
Mahaley,
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 Mahaley, State Superintendent of Education

Attachment(s)

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
SBOE 01-25-12.ppt	1.01 MB
ESEA FAQs f.pdf	384.80 KB

Strong Start Campaign

If your child isn't walking, maybe you should take the next step.

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Go to College Now!

Go to College Now!

Get up to $10,000 for college
Learn more

Community Building Often Starts with OSSE Dollars

Kipp Will Academy Gym, initial 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 7th, 2012 – 6:30PM John Eaton Home & School Association Meeting	John Eaton Elementary School – Library 3301 Lowell St, NW
February 7th, 2012 – 7:30PM Palisades Citizen Association	Palisades Recreation Center 5200 Sherrier Place, NW
February 8th, 2012 – 7:00PM 1A ANC Meeting	Harriet Tubman Elementary School 3101 13th St, NW
February 8th, 2012 - 7:00PM 4C ANC Meeting	Petworth Library 4200 Kansas Ave, NW
February 13th, 2012 – 6:00PM Presentation at IDEA PCS	IDEA Public Charter School 1027 45th St, NE
February 13th, 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,

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.

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 Once 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.democracyinaction.org/o/5874/p/salsa/event/common/public/?event_KEY=46349 or call (202) 709-5132.

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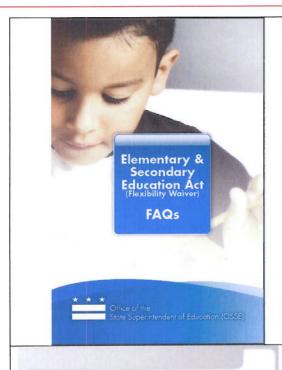
Dr. Kayleen Irizarry
Kayleen.irizarry@dc.gov
202.741.0258

Questions? Please contact China Terrell, Director of Intergovernmental Affairs, at china.terrell@dc.gov or 202.415.2916.

Elementary & Secondary Education Act
(Flexibility Waiver)

FAQs

Office of the
State Superintendent of Education (OSSE)

ESEA FAQs

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 honest 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 this 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 so 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 roles 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 released and approved, you can work with your school and district on implementing effective learning plans that help students become college and career ready.

OSSE

SAMPLE

ESEA FLEXIBILITY FOCUS GROUP SUMMARY REPORT

OSSE Facilitator(s):	Sheryl Hamilton, Vairie Brown, Jeffrey Noel and Vaiida 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 9th 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	
• College- and Career-Ready Expectations for All Students	Participants emphasized the important 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.
• State-Developed Differentiated Recognition, Accountability, and Support	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.

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 (PMF rules) (graduation requirements). Option: Tie the Median Growth Percentile to SPED level or number of hours on the IEP.

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 |

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.

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.

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 Direct scores for Connors Scale) or that show growth but normally will not be captured/noted when using the DCCAS or alt CAS. Failure to do so means no reported growth and this pulls down results for schools that might actually being 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 normed scores would allow growth to be more easily documented.**

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?

• 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.
• Reducing Duplication and Unnecessary Burden	None

OTHER DISCUSSION	

Additional questions?

- 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 Superintendant 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 Superintendant 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 Superintendant 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 Superintendant 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 Superintendant 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 Superintendant 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

ONE CITY

Mayor
VINCENT C. GRAY

Office of the State Superintendent of Education

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.

COMMUNITY

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)	2.46 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

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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

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

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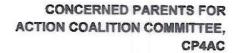
PROPOSED

A PROPOSAL TO: Office of the State Superintendent of Education, OSSE

NCLB FLEXIBILITY WAIVER
APPLICATION (2012)
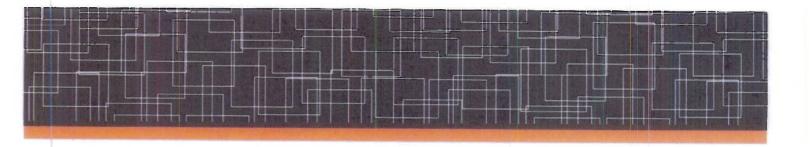
2012 NCLB FLEXIBILITY WAIVER APP

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 FLEXIBILILTY 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. .
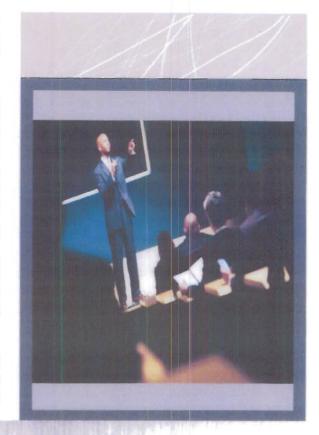
REFLECTIVE ASSESSMENT AND ANALYSIS ON NCLB AND EDUCATION REFORMS IN WASHINGTON, D.C.
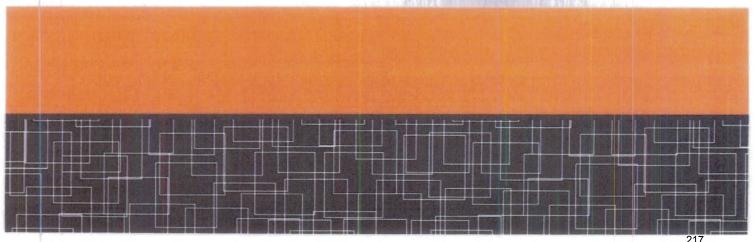
PROPOSED RECOMMENDATIONS FROM CITYWIDE PARENT GROUPS Cont.

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.
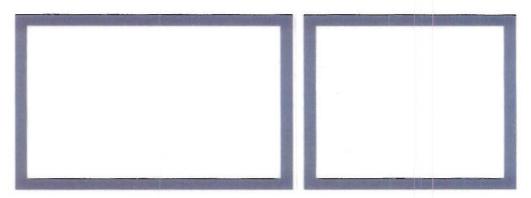
NCLB FLEXIBILITY WAIVER QUESTIONS/CONCERNS:

CONCERNS ABOUT ACCOUNTABILITY AND EQUITABLE RESOURCES FOR STUDENTS (LOW-INCOME/HOMELESS, ETC.)
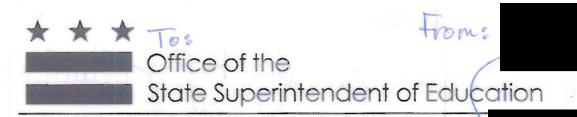
2. The requirements in ESEA section 1116(b) for an LEA to identify for improvemen corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutiv years or more, to make AYP, and for a school so identified and its LEA to take certai improvement actions. The SEA requests this waiver so that an LEA and its Title I schools nee 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
  before)

* Built in supports:
  * leadership
  * Professional development

* Information to parents

*

COMMENTS & FEEDBACK FORM

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 @ EASTERN

⑤ All children must learn to swim prior to graduation
   ⓐ DCPS traditional public or publicly funded charter schools

@ Before/After/Universal

⑥ Stipends for engaged parents who are getting results

⑦ I want to SEE TAG programs in Ward 7 & 8, pilot @ Houston ES
   HD Woodson, Phelps
   Ron Brown MS

220

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 schools (K-2) have initiated Common Core State State Standards? What mechanism does OSSE have in place?

② How many schools and how much (%) of the professional development $ were used in SY 9-10, 10-11? Per school (DCPS)

③ How many schools and what percent of parent involvement $ were used by the school in SY 9-10, 10-11 (DCPS)

④ What is the % of administrative (4 FTE) are to in each DC PS school?

Suggestion:
Concentrate on elementary schools
Engage, teach, train, improve parents from PreK. and kindergarten

MCS ENGAGE
EMPOWER
ACHIEVE

MULTICULTURAL COMMUNITY SERVICE

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 Proficency (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
755 8th Street, N.W.
Washington, D.C. 20001

To Who It May Concern,

I am a grandparent at the Prospect Learning Center 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 bought 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. ██████████████ ██ 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,

██████████████

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.

DC WIC

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)

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| ▮▮▮▮▮▮▮▮ | f: 202.776.7788
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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 leaning,==
    - 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 leaning,==
    - 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.

---

[1] 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.

[2] 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.

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 the 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.
202-383-4543

reading partners
one tutor one child infinite possibilities.

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, 202-674-3230
Jason Lody, Regional Executive Director (DC and Baltimore)

From:	Diana Stockwell███████████████████████
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 ██████████████

Sincerely,

Diana Stockwell

"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 ████████████

Sincerely,

████████████

Walker, Valida (OSSE)

From: Diana Stockwell ████████████████████
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 ██████████████████

Thank you,

Diana Stockwell

"To whom it may Concern:

My name is ██████████████ and my daughter █████████ attend Prospect Learning Center 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 ████ 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,

████████████████████

Walker, Valida (OSSE)

From:	Diana Stockwell ████████████████
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 ████████████████

Sincerely,

Diana Stockwell

"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,

████████████████

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)
202-744-4079 (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)

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)

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,

Ron Joiner
Club Z! In HomeTutoring Services

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); ▮▮▮▮▮▮▮▮▮▮ 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

= = = = = = = = = = = = = = =

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.
   - CCLC programs result in academic and social gains.
   - CCLC solve problems for children, school principals and their staff and families.
   - 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.
   - Constraints make this funding require rapid staffing and funds only short term programming.
   - 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

PAL

People. Animals. Love.

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 institu6tion, 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 <u>maximize attendance</u>, 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 Educations' 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)

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 Oyster Elementary and a 3 year old pre-schooler at my in-boundary school Garrison 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, it is 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
202 251-9415

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 managers[1] 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,

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[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)
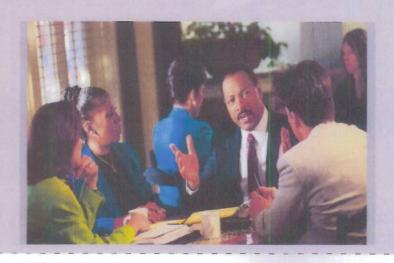
PROPOSED

A PROPOSAL TO: Office of the State Superintendent of Education, OSSE

NCLB FLEXIBILITY WAIVER
APPLICATION (2012)

ATTACHMENT 4

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

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

Theodore l Traf
_____
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:
  o Are comparable across states at the student level;
  o Meet internationally rigorous benchmarks;
  o Allow valid measures of student longitudinal growth; and
  o Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  o Decisions about promotion and graduation for individual students;
  o Teacher and leader evaluations;
  o School accountability determinations;
  o Determinations of principal and teacher professional development and support needs; and
  o 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 ESEA;

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 Ted 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.

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: *Vincent C. Gray*	
Printed Name: VINCENT C. GRAY	Date: 2/27/12
Signature of the Chief State School Officer: *Hosanna Mahaley*	
Printed Name: Hosanna Mahaley	Date: 2-23-12

ATTACHMENT 7-N/A

ATTACHMENT 8

District of Columbia
Assessment and Accountability
Data Reports

OSSE
DC Office of the
State Superintendent
of Education

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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	486	450	92.59%	3.33%	20.67%	51.56%	24.44%	483	99.38%	3.52%	14.29%	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%	7.76%
	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	98.18%	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%	17.39%
	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/Nep (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%	5.65%
Non-Lep/Nep (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	97.84%	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%	7.45%
	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 Total: (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

Attachment 9 Table 2 - School Designation

School	Category	Overall Index	Achievement Gap Index	Title 1
School Without Walls SHS	Rewards	104.0	4.8	No
Benjamin Banneker SHS	Rewards	99.6	2.8	Yes
Mann ES	Rewards	95.4	3.2	No
Key ES	Rewards	94.9	6.7	No
Janney ES	Rewards	92.8	16.5	No
McKinley Technology HS	Rewards	89.3	2.7	Yes
St. Coletta Special Education Pcs	Rewards	88.0	8.4	Yes
Kipp Dc: College Preparatory Pcs	Rewards	87.4	14.5	Yes
Washington Latin - Middle School	Rewards	84.2	31.0	Yes
Murch ES	Rewards	83.6	36.7	No
D.C. Preparatory Academy Pcs - Edgewood Middle Campus	Rewards	83.5	48.1	Yes
Ellington School of the Arts	Rewards	82.4	16.9	No
Lafayette ES	Rewards	81.2	45.4	No
Eaton ES	Rewards	81.1	30.1	No
Howard University Math And Science Pcs	Rewards	81.1	11.1	Yes
Deal MS	Rewards	80.7	67.5	No
Hyde-Addison ES	Rewards	80.1	20.9	No
Oyster-Adams Bilingual School (Oyster)	Rising	79.8	46.6	No
Stoddert ES	Rising	79.1	35.9	No
Achievement Preparatory Academy Pcs	Rising	76.9	32.0	Yes
Ross ES	Rising	75.4	4.4	No
School For Educational Evolution And Development Pcs	Rising	73.3	15.8	Yes
Thurgood Marshall Academy Pcs	Rising	72.8	10.4	Yes
Community Academy Pcs - Butler Campus	Rising	72.0	5.3	Yes
Kipp Dc: Aim Academy Pcs	Rising	71.4	58.8	Yes
Kipp Dc: Key Academy Pcs	Rising	70.0	45.3	Yes
Cesar Chavez Pcs - Bruce Prep Campus	Rising	69.7	31.9	Yes
Brent ES	Rising	69.0	18.2	No
Washington Latin - High School	Rising	67.7	15.6	Yes
Shepherd ES	Rising	67.5	18.0	No
Two Rivers - Elementary	Rising	67.1	60.4	Yes
Cleveland ES	Rising	67.0	23.0	Yes
Latin American Montessori Bilingual Pcs	Rising	66.9	35.4	Yes
E.L. Haynes Pcs	Rising	66.9	70.4	Yes
Hardy MS	Rising	66.5	69.3	No
Hearst ES	Rising	66.3	8.3	No
Potomac Lighthouse Pcs	Rising	66.2	14.5	Yes
D.C. Preparatory Academy Pcs - Edgewood Elementary Campus	Rising	65.9	8.6	Yes
Paul Junior High Pcs	Rising	65.7	48.1	Yes
Kipp Dc: Will Academy Pcs	Rising	65.3	48.4	Yes
Watkins ES (Capitol Hill Cluster)	Rising	64.3	52.2	No
Washington Math, Science And Technology (Wmst) Pcs	Rising	64.2	0.8	Yes
Capital City Pcs - Lower School	Rising	64.1	55.3	Yes
Langdon EC	Rising	64.0	40.6	Yes
Stuart-Hobson MS (Capitol Hill Cluster)	Rising	63.8	79.3	Yes
Barnard ES (Lincoln Hill Cluster)	Rising	61.8	13.2	Yes
Community Academy Pcs - Online Program	Rising	61.6	16.8	Yes
Two Rivers - Middle	Rising	61.4	7.0	Yes
Washington Yu Ying PCS	Rising	60.7	4.9	Yes
Phelps Architecture, Construction, and Engineering HS	Rising	59.5	9.5	Yes
Community Academy Pcs - Amos I	Rising	59.1	16.4	Yes
Elsie Whitlow Stokes Community Freedom Pcs	Rising	58.1	44.4	Yes
Tubman ES	Rising	57.4	23.9	Yes
Francis-Stevens EC	Rising	57.1	8.6	Yes

Attachment 9 Table 2 - School Designation

School	Category	Overall Index	Achievement Gap Index	Title 1
Wilson, W. SHS	Rising	56.2	70.8	No
Capital City Pcs - Upper School	Rising	56.1	34.7	Yes
Friendship Pcs - Tech Prep	Rising	56.1	9.5	Yes
Wilson, J.O. ES	Rising	55.2	1.8	Yes
Hospitality Public Charter High School	Rising	54.7	1.4	Yes
Cesar Chavez Pcs - Capitol Hill Campus	Rising	54.5	12.2	Yes
William E. Doar, Jr. Pcs - North East Campus	Rising	54.1	12.4	Yes
Early Childhood Academy Pcs - Johenning Campus	Rising	53.2	16.9	Yes
Roots Pcs - Kennedy Street Campus	Rising	51.6	22.8	No
Center City Pcs - Trinidad Campus	Rising	51.4	23.1	Yes
Meridian Pcs	Rising	50.2	38.8	Yes
Cesar Chavez Pcs - Parkside Campus	Rising	50.1	47.8	Yes
Burrville ES	Rising	49.9	3.4	Yes
Powell ES (Lincoln Hill Cluster)	Rising	49.9	13.3	Yes
Center City Pcs - Petworth Campus	Rising	49.7	24.1	Yes
National Collegiate Academy Pcs	Rising	49.6	4.0	Yes
Takoma EC	Rising	49.5	18.4	Yes
Friendship Pcs - Collegiate	Rising	49.4	15.7	Yes
Hope Community Pcs - Tolson Campus	Rising	47.9	21.2	Yes
Emery EC	Rising	47.8	3.0	Yes
Columbia Heights Education Campus	Rising	47.7	31.3	Yes
Howard Road Academy Pcs - Mlk Campus	Rising	47.6	11.3	Yes
Bancroft ES	Rising	47.2	24.7	Yes
Ludlow-Taylor ES	Rising	46.9	23.6	Yes
West EC	Rising	46.6	16.7	Yes
Maury ES	Rising	46.5	15.6	No
Sousa MS	Rising	46.1	32.9	Yes
Tree Of Life Community Pcs	Rising	46.0	1.4	Yes
Friendship Pcs - Woodridge	Rising	45.8	40.2	Yes
Center City Pcs - Capitol Hill Campus	Rising	45.4	3.4	Yes
Turner ES @ Green	Developing	44.8	8.1	Yes
Hope Community Pcs - Lamond Campus	Developing	44.7	20.3	Yes
Raymond EC	Developing	44.2	44.0	Yes
Marie Reed ES	Developing	43.8	13.8	Yes
D.C. Bilingual Pcs	Developing	43.7	25.1	Yes
Ideal Academy Pcs - Peabody Street Campus	Developing	43.5	5.0	Yes
Eliot-Hine MS	Developing	43.3	19.7	Yes
King ES	Developing	43.1	8.4	Yes
William E. Doar, Jr. Pcs - Middle And High Schools Campus	Developing	42.9	21.8	Yes
Idea Pcs	Developing	42.8	1.9	Yes
Ideal Academy Pcs - North Capitol Street Campus	Developing	42.5	11.2	Yes
Arts And Technology Academy Pcs	Developing	42.5	5.8	Yes
Thomson ES	Developing	42.3	42.4	Yes
Shaed EC	Developing	41.8	7.0	Yes
Ketcham ES	Developing	41.3	13.4	Yes
Hyde Leadership Pcs	Developing	40.8	25.8	Yes
Randle Highlands ES	Developing	40.7	6.9	Yes
Center City Pcs - Brightwood Campus	Developing	40.4	29.4	Yes
Leckie ES	Developing	40.2	8.6	Yes
Bruce-Monroe ES @ Park View	Developing	40.1	49.0	Yes
Truesdell EC	Developing	39.6	39.6	Yes
Friendship Pcs - Southeast Academy	Developing	39.5	30.9	Yes
Coolidge SHS	Developing	39.1	14.1	Yes
Plummer ES	Developing	38.6	6.0	Yes

Attachment 9 Table 2 - School Designation

School	Category	Overall Index	Achievement Gap Index	Title 1
Seaton ES	Developing	38.6	22.5	Yes
Friendship Pcs - Chamberlain	Developing	38.4	28.3	Yes
Friendship Pcs - Blow-Pierce	Developing	38.3	34.0	Yes
Miner ES	Developing	38.2	2.9	Yes
Mary Mcleod Bethune Day Academy Pcs - Slowe-Brookland Campus	Developing	38.0	8.7	Yes
Shaw MS @ Garnet-Patterson	Developing	38.0	12.4	Yes
River Terrace ES	Developing	37.9	11.6	Yes
Burroughs EC	Developing	37.3	32.4	Yes
Maya Angelou Pcs - Middle School Campus	Developing	37.2	36.3	Yes
Imagine Southeast Pcs	Developing	36.8	6.6	Yes
MacFarland MS (Lincoln Hill Cluster)	Developing	36.8	30.3	Yes
Whittier EC	Developing	36.7	40.3	Yes
Center City Pcs - Shaw Campus	Developing	36.4	7.7	Yes
Kimball ES	Developing	36.3	1.9	Yes
Payne ES	Developing	36.2	8.4	Yes
Houston ES	Developing	36.1	24.4	Yes
Beers ES	Developing	35.8	15.2	Yes
Simon ES	Developing	35.7	11.3	Yes
Ronald Brown MS	Developing	35.7	43.1	Yes
Winston EC	Developing	35.6	22.3	Yes
Booker T. Washington Public Charter High School	Developing	35.5	29.9	Yes
Brookland EC @ Bunker Hill	Developing	35.5	29.8	Yes
Community Academy Pcs - Rand Campus	Developing	35.4	6.3	Yes
Marshall ES	Developing	35.3	5.1	Yes
Jefferson MS	Developing	35.2	45.6	Yes
Kenilworth ES	Focus	34.9	5.9	Yes
Smothers ES	Focus	34.8	4.6	Yes
Garrison ES	Focus	34.6	25.5	Yes
Community Academy Amos III Campus - Armstrong	Focus	34.4	30.9	Yes
Nalle ES	Focus	34.2	5.3	Yes
Luke C. Moore Academy SHS	Focus	33.7	20.7	Yes
Hendley ES	Focus	33.6	28.9	Yes
Brightwood EC	Focus	33.5	35.2	Yes
Orr ES	Focus	33.3	15.6	Yes
Hart MS	Focus	33.2	20.0	Yes
LaSalle-Backus EC	Focus	33.0	47.4	Yes
Center City Pcs - Congress Heights Campus	Focus	32.8	11.8	Yes
William E. Doar, Jr. Pcs - North West Campus	Focus	32.1	22.7	Yes
Browne EC	Focus	32.0	26.8	Yes
Tyler ES	Focus	31.7	16.5	Yes
Cooke, H.D. ES	Focus	31.0	16.5	Yes
Noyes EC	Focus	30.8	21.7	Yes
Kramer MS	Focus	29.9	23.6	Yes
Thomas ES	Focus	29.4	3.7	Yes
Kelly Miller MS	Focus	29.1	24.1	Yes
Patterson ES	Focus	28.9	15.8	Yes
Cardozo SHS	Focus	28.7	14.1	Yes
Walker-Jones EC	Focus	28.2	29.6	Yes
Prospect LC	Focus	28.1	12.8	Yes
Howard Road Academy Pcs - Main Campus	Focus	27.7	26.2	Yes
Terrell, M.C./McGogney ES	Focus	25.5	14.6	Yes
Roosevelt SHS	Priority	24.3	25.5	Yes
Maya Angelou Pcs - Evans Campus	Priority	23.7	3.5	Yes
Aiton ES	Priority	23.6	8.6	Yes

Attachment 9 Table 2 - School Designation

School	Category	Overall Index	Achievement Gap Index	Title 1
Malcolm X ES	Priority	22.1	4.9	Yes
Savoy ES	Priority	22.0	12.5	Yes
Drew ES	Priority	21.5	13.9	Yes
Davis ES	Priority	21.3	9.9	Yes
Dunbar SHS	Priority	21.3	20.2	Yes
Amidon-Bowen ES	Priority	20.5	13.0	Yes
Wheatley EC	Priority	20.4	23.2	Yes
Septima Clark Pcs	Priority	20.0	3.0	Yes
Ballou SHS	Priority	20.0	14.6	Yes
Harris, C.W. ES	Priority	19.5	13.6	Yes
Moten ES @ Wilkinson	Priority	18.9	27.6	Yes
Options Pcs	Priority	18.8	3.3	Yes
Johnson MS	Priority	18.4	20.7	Yes
Stanton ES	Priority	16.3	10.8	Yes
Youth Engagement Academy	Priority	15.6	13.1	Yes
Spingarn SHS	Priority	15.5	5.5	Yes
Ferebee-Hope ES	Priority	15.0	3.2	Yes
Woodson, H.D. SHS	Priority	12.7	15.1	Yes
Anacostia SHS	Priority	11.2	12.0	Yes
Garfield ES	Priority	10.8	6.5	Yes

ATTACHMENT 10, 11

Office of the State Superintendent of Education

Race to the Top
Teacher and Principal Evaluation System Requirements
June 16, 2011

Purpose: The Race to the Top application, Memorandum of Understanding, and Year 1 Scopes of Work commit participating LEAs to ensuring that their teacher and principal evaluation systems meet specific criteria. While the primary criteria are outlined in the RTTT application and MOU, OSSE staff members worked with Human Capital Task Force participants to further define these criteria and to develop rubrics for evaluating LEAs' teacher and principal evaluation plans. The requirements and rubrics are included in this document and will be used to assess participating LEAs' teacher and principal evaluation plans.

Process: LEAs will submit a Teacher and Principal Evaluation Plan to osse.rttt@dc.gov that responds to each of the requirements in this document. OSSE staff will then work with Human Capital Task Force members to conduct a blind review of the evaluation plans using the rubrics included in this document. The plans should address all criteria outlined in the rubrics and ensure that the appropriate documents will be available when OSSE begins the monitoring process. LEAs will also complete the Teacher Evaluation Template and Principal Evaluation Template included in this document to provide evidence for several of the criteria. Some of the components of the Templates will be completed and submitted with the evaluation plans, while other components will be completed after one year of implementation and will be reviewed during the monitoring process.

Due Date: Plans will be reviewed on a rolling basis beginning June 1, but must be submitted by July 29, 2011. OSSE will return plans within three weeks of submission.

Please review the following requirements and submit your Teacher and Principal Evaluation Plans to osse.rttt@dc.gov by July 29, 2011. When drafting your plan, please refrain from using any identifying markers (i.e., LEA names and logos) so OSSE may conduct a blind review. 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.

LEA ID:	
Reviewer ID:	
Plan Approved:	
Plan Not Approved:	

Teacher Evaluation System Requirements

1. **Student growth counts for at least 50% of a teacher's evaluation.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. LEAs should indicate that the common, value added measure adopted by RTTT participating LEAs will account for 50% of the evaluation rating for English/ Language Arts and mathematics teachers in grades 4-8.

2. **The LEA has 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.

3. **Use evaluations to support individualized professional development.** LEAs will provide a narrative explanation that demonstrates that evaluation information informs professional development. LEAs 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.

4. **Use evaluations to inform compensation, promotion, retention, tenure and/or full certification, and removal.** LEAs will explain how evaluation information will inform decisions about compensation, promotion, retention, and/or removal.

    a. The annual evaluation must include the common student value added measure as 50% of the evaluation rating for English/Language Arts and mathematics teachers in grades 4-8. Because the value added results will likely be available in the summer, LEAs have flexibility in demonstrating how they are using the complete evaluation to inform compensation, promotion, retention, etc. For example, an LEA may indicate that it is providing both preliminary decisions about hiring in the spring and final evaluation reports in the summer. Or an 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, all LEAs will have to demonstrate that the annual evaluation is used to inform all of these human capital decisions.

    b. LEAs will also indicate on the Teacher Evaluation Template how individual teachers are rated (using unique teacher identifiers) and the decisions made about that teacher with respect to compensation, promotion, retention, and/or removal. During the monitoring process, OSSE will question a significant disconnect between teacher ratings over time and these decisions, for example, if many teachers rated "1" are retained.

5. **Includes multiple measures for performance besides the growth measure.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The components must include the common teacher value added measure as 50% of the rating for English/Language Arts and mathematics teachers in grades 4-8 and 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. **Divides effectiveness into four tiers.** LEAs will provide narrative descriptions for each tier that describe the full spectrum of performance. The narrative will describe the competencies and skills a teacher at each level is expected to master. LEAs will also describe how a teacher's evaluation score translates into a tier using their evaluation rubric. Finally, after a year of implementation, LEAs will complete the Teacher Evaluation Template, indicating how individual teachers are rated. LEAs should consider the following general guidance in their ratings:

    - highly effective teachers consistently achieve high scores on all elements of an LEA's evaluation system;
    - effective teachers are proficient on almost all elements of a school's evaluation system;
    - minimally effective teachers are those who need additional support in several of the elements of a school's evaluation system; and
    - ineffective teachers are those who are struggling in most of the elements of a school's evaluation system.

7. **Is used to provide teachers with timely and constructive feedback.** LEAs 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, LEAs should indicate the score for each component of a teacher's rating and the total score each teacher received. The Final Evaluation Rating column should indicate the rating each teacher received.

		Teacher Evaluation Template								
		Teachers in Tested Grades and Subjects								
Teacher ID	Raw Value-Added Growth Score	Evaluation Components					Final Score	Final Evaluation Rating (e.g. highly effective, effective)	Date of Final Evaluation	School's Action (retained, not rehired, fired, promoted, etc.)
		50% A Student Growth	% B	% C	% D	% E				
1234										
1235										
1236										
1237										
1238										
		Teachers in Untested Grades and Subjects								
Teacher ID		Evaluation Components					Final Score	Final Evaluation Rating (e.g. highly effective, effective)	Date of Final Evaluation	School's Action (retained, not rehired, fired, promoted, etc.)
		% A Student Growth	% B	% C	% D	% E				
1239										
1240										
1241										

Teacher Evaluation Plan Rubric

Section 1 – Student growth counts for at least 50% of a teacher's evaluation.

LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. LEAs should indicate that the common, value added measure adopted by RTTT participating LEAs will account for 50% of the evaluation rating for English/Language Arts and mathematics teachers in grades 4-8.

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation template indicates that the value added measure adopted by RTTT participating LEAs accounts for 50% of the rating for English/Language Arts and mathematics teachers in grades 4-8.	The evaluation template is not complete or does not indicate that the value added measure adopted by RTTT participating LEAs accounts for 50% of the rating for English/Language Arts and mathematics teachers in grades 4-8.

Label: _____

Section 1 Comments/Feedback:

Section 2 – The LEA has 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
Narrative description indicates the LEA conducts an annual evaluation process for every teacher.	Narrative description does not indicate that the LEA conducts an annual evaluation process for every teacher.

Label: _____

Section 2 Comments/Feedback:

Section 3 – Use evaluations to support individualized professional development.

LEAs will provide a narrative explanation that demonstrates that evaluation information informs professional development. LEAs 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	LIMITED[1]	NOT PROVIDED
A narrative explanation references an evaluation document, individual professional development plan, schoolwide professional development plan, or other document that offers clear evidence that individual teachers' evaluation results are informing future professional development plans.	A narrative explanation references an evaluation document, individual professional development plan, schoolwide professional development plan, or other document that demonstrates a tentative connection between individual teachers' evaluation results and future professional development plans.	No explanation is provided or the explanation does not demonstrate a connection between evaluation results and professional development plans.

Label: _____

Section 3 Comments/Feedback:

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[1] 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 4 – Use evaluations to inform compensation, promotion, retention, tenure and/or full certification, and removal.

LEAs will explain how evaluation information will inform decisions about compensation, promotion, retention, and/or removal. The annual evaluation must include the common student value added measure as 50% of the evaluation rating for English/Language Arts and mathematics teachers in grades 4-8. Because the value added results will likely be available in the summer, LEAs have flexibility in demonstrating how they are using the complete evaluation to inform compensation, promotion, retention, etc. For example, an LEA may indicate that it is providing both preliminary decisions about hiring in the spring and final evaluation reports in the summer. Or an 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, all LEAs will have to demonstrate that the annual evaluation is used to inform all of these human capital decisions.

LEAs will also indicate on the Teacher Evaluation Template how individual teachers are rated (using unique teacher identifiers) after one year of implementation and the decisions made about that teacher with respect to compensation, promotion, retention, and/or removal. During the monitoring process, OSSE will question a significant disconnect between teacher ratings over time and these decisions, for example, if many teachers rated "1" are retained.

SUFFICIENT	LIMITED[2]	NOT PROVIDED
There is clear evidence that teacher evaluation results inform compensation, promotion, retention, tenure and/or full certification, and removal.	There is very little evidence that teacher evaluation results inform compensation, promotion, retention, tenure and/or full certification, and removal.	There is no evidence that teacher evaluation results inform compensation, promotion, retention, tenure and/or full certification, and removal.

Label: _____

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[2] 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 5 – Includes multiple measures for performance besides the growth measure.

LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The components must include the common teacher value added measure as 50% of the rating for English/Language Arts and Mathematics teachers in grades 4-8 and 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.

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation system includes an observation rubric that addresses more than one area of practice.	The evaluation system does not include an observation rubric that addresses more than one area of practice.

Label: _____

Section 5 Comments/Feedback:

Section 6 – Divides effectiveness into four tiers.

LEAs will provide narrative descriptions for each tier that describe the full spectrum of performance. The narrative will describe the competencies and skills a teacher at each level is expected to master. LEAs will also describe how a teacher's evaluation score translates into a tier using their evaluation rubric. Finally, after a year of implementation, LEAs will complete the Teacher Evaluation Template, indicating how individual teachers are rated. LEAs should consider the following general guidance in their ratings:

- highly effective teachers consistently achieve high scores on all elements of an LEA's evaluation system;
- effective teachers are proficient on almost all elements of a school's evaluation system;
- minimally effective teachers are those who need additional support in several of the elements of a school's evaluation system; and
- ineffective teachers are those who are struggling in most of the elements of a school's evaluation system.

SUFFICIENT	LIMITED[3]	NOT PROVIDED
Four tiers of performance that describe the full spectrum of performance are very clearly defined and the cut off points for each are indicated.	The definitions of the four tiers of performance are vague, do not describe a full spectrum of performance, do not describe cut off points for each tier, or are incomplete.	The LEA does not have definitions for each tier.

Label: _____

Section 6 Comments/Feedback:

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[3] 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 7 – Is used to provide teachers with timely and constructive feedback.

LEAs 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	LIMITED[4]	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:

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[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.

Principal Evaluation System Requirements

1. **Student outcome metrics account for a significant proportion of a principal's evaluation.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. LEAs will demonstrate that student outcome metrics (e.g. student growth, student performance, student attendance) account for a significant proportion of a principal's rating. LEAs will explain how their student outcome metrics and the weights assigned to them are consistent with their school mission, values, and goals.

2. **The LEA has 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 will make available evidence that evaluations have occurred during the monitoring process.

3. **Use evaluations to inform human capital decisions.** LEAs 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 "1" are retained.

4. **Includes multiple, qualitative measures of performance.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component 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. **Includes school-specific goals.** LEAs will include more than one, measurable, school-specific goal. These goals may also be the system's student outcome metrics. For example, if an LEA includes DC CAS scores as its student outcome metric 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. **Divides effectiveness into four tiers.** LEAs 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. LEAs will also describe how each tier is translated into a score

using their evaluation rubric. Finally, after a year of implementation, LEAs will complete the Principal Evaluation Template, indicating how individual principals are rated. LEAs 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 and the weight it represents (for example, leadership rubric, student achievement). These columns should be completed with the submission of the principal evaluation plan. The actual scores should be completed one year after implementation of the principal evaluation plan. LEAs should indicate the score for each component of a principal's rating and the Final Score column should indicate the total score each principal received. The Final Evaluation Rating column should indicate the rating each principal received. Please see the example template below for further guidance.

Principal Evaluation Template

PrincipalID	Evaluation Components					Final Score	Final Evaluation Rating (e.g. Highly effective, effective)	Date of Final Evaluation Rating	School's Action (retained, not rehired, promoted, etc.)
	A	B	C	D	E				
	%	%	%	%	%				
1234									
1235									
1236									
1237									
1238									

Example Principal Evaluation Template

PrincipalID		Evaluation Components (score for each component)					Final Score	Final Evaluation Rating (e.g. Highly effective, effective)	Date of Final Evaluation Rating	School's Action (retained, not rehired, promoted, etc.)
		Schoolwide Growth	School Specific Goals	Leadership Framework	Family Engagement	Special Education Compliance				
		40%	20%	30%	5%	5%				
1234		3	3	3	4	2	3.0	Effective	August 15, 2011	Retained

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Principal Evaluation Plan Rubric

Section 1 – Student outcome metrics account for a significant proportion of a principal's evaluation.

LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. LEAs will demonstrate that student outcome metrics (e.g. student growth, student performance, student attendance) account for a significant proportion of a principal's rating. LEAs will explain how their student outcome metrics and the weights assigned to them are consistent with their school mission, values, and goals.

SUFFICIENT	LIMITED[5]	DOES NOT MEET CRITERIA
The LEA provides a clear and robust explanation of how student outcome metrics are incorporated into the evaluation system and why the proportion represented is significant.	The LEA provides an incomplete or vague explanation of how student outcome metrics are incorporated into the evaluation system and why the proportion represented is significant.	The LEA does not provide an explanation of how student outcome metrics are incorporated into the evaluation system.

Label: _____

Section 1 Comments/Feedback:

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[5] 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 2 – The LEA has an annual evaluation process.

LEAs will reference their 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
Narrative description indicates the LEA conducts an annual evaluation process for every principal.	Narrative description indicates the LEA conducts an annual evaluation process for every principal.

Label: _____

Section 2 Comments/Feedback:

Section 3 - Use evaluations to inform human capital decisions.

LEAs 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	LIMITED[6]	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:

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[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.

Section 4 – Includes multiple, qualitative measures of performance.

LEAs will report on the components of their evaluation systems and the percentages assigned to each component 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

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation system includes more than one qualitative measure.	The evaluation system includes one or no qualitative measures.

Label: _____

Section 4 Comments/Feedback:

Section 5 – Includes school-specific goals.

LEAs will include more than one, measurable, school-specific goal. These goals may also be the system's student outcome metrics. For example, if an LEA includes DC CAS scores as its student outcome metric 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:

Section 6 – Divides effectiveness into four tiers.

LEAs 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. LEAs will also describe how each tier is translated into a score using their evaluation rubric. Finally, after a year of implementation, LEAs will complete the Principal Evaluation Template, indicating how individual principals are rated. LEAs 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.

SUFFICIENT	LIMITED[7]	NOT PROVIDED
Four tiers of performance are very clearly defined and the cut off points for each are indicated.	The definitions of the four tiers of performance are vague or incomplete.	The LEA does not have definitions for each tier.

Label: _____

Section 6 Comments/Feedback:

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[7] If an LEA achieves a rating of Limited or Does Not Meet Criteria, LEA staff will need to address the comments and revise the response.

ATTACHMENT 12

Principle 1: Key Milestones Chart

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff, time, additional funding)	Anticipated Obstacles	Benefit to DC Students And Educators
State Professional Development	Beginning June 2011	OSSE staff, Contractor	Professional development calendar	Staff capacity, additional funding	Pre-Activity, Space, Capacity, Low-Turnout, Participant Core Knowledge	Support educators with instructional shifts required by CCSS
Community Outreach	Beginning June 2011	OSSE staff, other stakeholders	Sample power point used	Staff capacity	Capacity, Participation	Involves **all** stakeholders to have a voice and mutually benefit from DC's goal and vision.
DC CAS Aligned to Common Core - Blueprint released	June 2011	OSSE staff, Test vendor	Blueprint document	Staff capacity, additional funding	Completed	Clarifies strength of DC standards and supports transition to new standards
Crosswalk Reading Standards to SPED Entry Points	July 2011	OSSE staff	Crosswalk document	Staff capacity	Completed	Assists SPED educators with transition and alignment of DC Standards to CCSS
Conduct Professional Development Needs Survey	August 2011	OSSE staff	Results of survey	Staff capacity	Completed	Student and educator needs are voiced and identified
Distribute Printed CCSS in Math and ELA	August 2011	OSSE staff, School personnel	Distribution list	Staff capacity, additional funding	Completed	Increase awareness of CCSS to all stakeholders

Principle 1: Key Milestones Chart

Develop New Composition Prompts Aligned to CCSS and Offer Professional Development on the Transition	November 2011	OSSE staff, Test Vendor	Sample prompt released	Additional funding	Completed	Align writing assessment to CCSS and support educators in transition to expectations of CCSS
Review Graduation Requirements for Math	February 2012	OSSE staff, State Board of Education	Final approved policy	Staff capacity	High School / Secondary Math Courses - whether they follow a traditional or integrated pathway.	Ensures DC students are prepared to be college- and career ready
Publish Historical Writing Data	February 2012	OSSE staff	Data charts	Staff capacity	Gathering all data. Creating a base line that is easily defined.	Documents growth per AMOs
Conduct Gap Analysis	February 2012	OSSE staff, contractor	Result report	Staff capacity, additional funding	Capacity, Contracting	Provides instructional and curricular feedback
Create Transition Units in Math	February 2012	OSSE staff, contractor	Sample unit	Staff capacity, additional funding	Capacity, Providing supportive guidance and information	Supports educators in CCSS transition
Distribute PARCC/SBAC Technology Survey	March 2012	OSSE staff, PARCC	Survey results	Delay in creation of survey	Getting information in a timely fashion. Questions from LEAs.	Assesses technology resources in preparation for PARCC assessment
Review Draft of Next Generation of Science Standards	Spring 2012	OSSE staff, STEM committee, stakeholders	Crosswalk of current to new standards	Delay of release, capacity	Gaps found between current and new standards	Provide educators with the best standards possible to improve student learning

Principle 1: Key Milestones Chart

Create Interactive Website	June 2012	OSSE staff, Contractor	Web address	Contract and procurement process	OCTO, Contract and Procurement, Capacity	Access to CCSS resources and best practices, forum for PLC
Transition SEDS to Align to the CCSS	July 2012	OSSE staff, Vendor	Screen shot of new system	Additional funding	LEA capacity, Accessing information, Compliance, Capacity, Contracting	Supports SPED educators and ensures IEP goals are aligned with CCSS
Analyze Composition Data and Provide Additional Professional Development	July 2012	OSSE staff	Results	Staff capacity	LEA buy-in	Educators will be better prepared to teach writing, students will be prepared to meet college- and career ready writing demands
Analyze Science Data	July 2012	OSSE staff, vendor	Results	Staff capacity, additional funding	Data collection and reporting	Inform blueprint decisions and message to stakeholders
Engage Stakeholders on Science Blueprint Decisions	July 2012	OSSE staff	Science Blueprint	Staff capacity	LEA buy in	Educators will understand the alignment of the assessment to science standards
Professional Development for Science	July 2012	OSSE staff	Materials	Staff capacity, additional funding	LEA buy in, space availability	Educators will receive tools to improve integrated science instruction

Principle 1: Key Milestones Chart

Include DC CAS Composition in Accountability Plan	June 2013	OSSE staff	Accountability plan	Staff capacity	Poor test scores	By including composition, DC will signal CCSS driven instructional shifts in writing, thereby encouraging high-caliber writing instruction
DC CAS Science included in accountability plan	July 2014	OSSE staff	Accountability plan	Staff capacity	Data availability, timeline	By including science, OSSE will broaden the curriculum and promote scientific and critical thinking

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%

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	16	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%	48%
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 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%

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%

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

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 Acquisiton & Use	7	0	7	7	8	13%	15%
TOTALS	45	3	48	54	54	100%	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%

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%

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

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%

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

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%

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%	49%
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%

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%	39%
Vocabulary Acquisition & Use	7	0	7	7	9	13%	17%
TOTALS	45	3	48	54	54	100%	100%

2011 Target Blueprint

DC CAS Grade 3

DCCAS 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 4

DCCAS 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 or 8	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%

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)	% Points (Target)	% Points (Actual)
Operations and Algebraic Thinking	7	1	8	10	23%	24%
Numbers and Operations in Base Ten	14	0	14	14	32%	26%
Geometry	5	0	5	5	11%	17%
Measurement and Data	12	1	13	15	34%	33%
TOTALS	38	2	40	44	100%	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 3

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Acutal)	% 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	5	7	12%	12%
Measurement	2	0	2	2	3	3%	5%
Measurement (Priority Standards)*	10	0	10	10	9	17%	15%
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: 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

Grade 4

DCCAS 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 or 7	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

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	5 or 8	0-1	6 or 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	3	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-E.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	3	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-N8, 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

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

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%

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

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
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 • 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 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:

<u>Viewpoints</u>
- 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

<u>Supporting Details</u>
- 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.

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
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
	• 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 *(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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★ ★ ★ Office of the State Superintendent of Education
2011-2012 Core Professional Development Calendar

"One City, One Government, One Voice"

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".
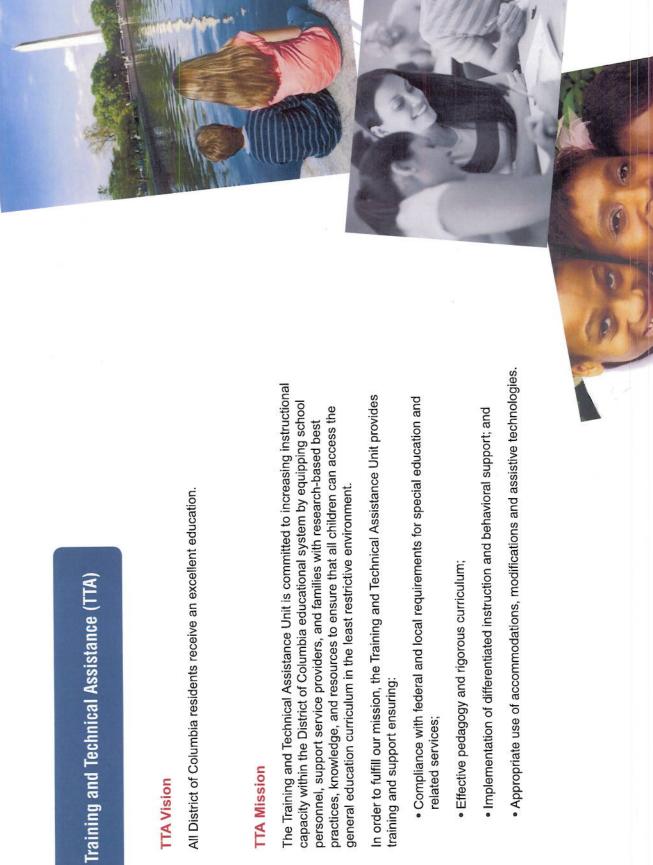
We are thrilled to share the engaging learning experiences that we have put together for you this year. Each year, you provide wonderful learning experiences for your students in your schools and classrooms. It is the intent of the Office of the State Superintendent of Education's Division of Special 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

S	M	T	W	T	F	S
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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, 11/29/11, 1/26/12, 2/23/12, 3/8/12, 5/10/12	M-2	Number Core for Grades 1-5 (Cohort 1)
10/25/11, 11/30/11, 1/27/12, 2/24/12, 3/9/12, 5/11/12	M-2	Number Core for Grades 1-5 (Cohort 2)
11/1/11, 11/30/11	M-4	The Common Core State Standards and a Balanced Math Approach to Instruction (6-12)
11/3/11, 11/4/11	D-1	Data Teams and Data Driven Decision Making for Results Seminar
11/3/11, 1/13/12, 2/10/12, 3/2/12, 5/18/12	M-1	Teaching Mathematics in Pre-Kindergarten and Kindergarten
11/7/11, 11/8/11	B-2	CHAMPS: A Proactive and Positive Approach to Classroom Management
11/15/11, 11/29/11	AST-3	Authentic Performance Tasks Seminar
11/16/11	R-1	Running Records: Guiding Students to Reading Independence (K-5)
11/18/11	R-2	Reciprocal Teaching: Strategies to Increase Comprehension in ALL Readers

Date	Course	Title
12/1/11	R-3	Building Vocabulary in a Systematic, Explicit…and ENGAGING way!
12/1/11, 12/2/11, 1/20/12, 1/27/12, 2/2/12, 2/3/12, 3/23/12, 5/3/12, 5/4/12, 5/11/12	SC-1	Secondary Transition: Planning for Successful Post School Outcomes!
12/6/11, 2/9/12	SP-1	Child Find Identification Process
12/8/11, 12/9/11	R-5	Disciplinary Literacy Seminar for Grades 6-12
12/12/11	R-4	Common Core State Standards (CCSS): Step 1-Overview
1/5/12	AAS-2	Woodcock Johnson (WJ III) - Test of Cognitive Abilities
1/10/12, 1/31/12	AST-1	Power Strategies for Effective Teaching
1/10/12, 2/12/12	R-6	Targeting Reading Behaviors and Instructional Routines for Effective Small Group Instruction & Intervention
1/10/12, 1/11/12	M-3	The Common Core State Standards and a Balanced Math Approach to Instruction (K-5)

Date	Course	Title
1/11/12, 1/30/12, 3/8/12, 5/16/12	R-12	Instructional Coaching With the End in Mind
1/12/12, 1/13/12	B-3	Advanced Classroom Management - Problem Solving and Addressing Chronic Classroom Problems
1/18/12	IL-4	The Administrator's Roles and Responsibilities in Inclusive Schools
1/19/12	SP-2	Instructional Strategies for Teaching Students with Disabilities in General Education Classrooms
1/20/12	R-7	Common Core State Standards and Highly Effective Instructional Strategies
1/24/12, 2/14/12	SP-3	Individualized Education Program (IEP) Process: Connecting All Of The Pieces To The Puzzle For Educational Success!
1/25/12, 2/24/12, 5/4/12	AST-2	Art and Science of Teaching
1/26/12	AAS-5	Emotional and Behavioral Assessment: The Behavior Assessment System for Children (BASC-2)
1/27/12	R-8	Response to Intervention: Using a Tiered Reading Model to Build a Rich Framework (K-6)
1/30/12, 3/10/12	IL-1	A Principal's Guide to Special Education—A Look at the Readiness of School Principals to Preside Over Effective Special Education Programs
1/31/12	B-6	Behavioral Response to Intervention
1/31/12	EC-1	Establishing Orderly Classroom Management

Date	Course	Title
2/1/12, 2/29/12	AAS-1	Common Formative Assessments
2/2/12, 3/1/12	D-2	Advanced Data-Driven Decision Making Seminar
2/3/12	AAS-6	Woodcock Reading Mastery Tests: Diagnostic Reading Assessment Tool
2/6/12, 2/7/12	B-4	Interventions: Evidence Based Behavioral Strategies for Individual Students - Early Stages
2/10/12	AAS-3	Administration and Interpretation of the Woodcock Johnson III (NU) Tests of Achievement Training
2/13/12, 2/14/12	IL-3	Effective Supervision: Supporting the Art and Science of Teaching
2/13/12	R-9	Instructional Strategies to Maximize Achievement for Struggling Readers (K-6)
2/14/12, 2/15/12	AST-4	Building Background Knowledge for Academic Vocabulary
2/15/12	SP-4	Writing IEP Goals That Improve Student Outcomes: Successfully Writing and Implementing An Effective IEP!
2/16/12, 2/17/12	EC-2	Managing Behaviors Using Respectful Communication
2/17/12	AAS-4	Adaptive Behavioral Assessment Vineland II
2/23/12	R-10	Fluency – Integrating Literacy across the Curriculum
2/24/12	R-11	Building a Rich Reading and Writing Vocabulary
2/27/12, 2/28/12, 3/12/12, 3/13/12	R-13	Teach Them All To Read (K-5)

Training Calendar at a Glance

Date	Course	Title
2/28/12 3/16/12	B-1	Functional Behavioral Assessment and Behavior Intervention Plans (FBA/BIP)
3/5/12 3/19/12 5/7/12	R-14	Common Core State Standards (CCSS): Step 2 - Text Complexity and Performance Tasks
3/6/12 3/7/12	B-5	Interventions: Evidence-based Behavioral Strategies for Individual Students - Highly Structured Interventions
3/8/12 3/9/12	EC-3	Developing Vocabularies, Oral Language and Print Concepts
3/13/12 3/14/12	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!
3/16/12 5/3/12	IL-2	The BIG Rocks: Priority Management for Principals - Establishing a Professional Learning Community (PLC)
5/10/12 5/11/12	EC-4	Teaching Early Numeracy and Science Concepts
5/14/12	SP-7	ADHD and Highly Effective Classroom Environments: Successfully Supporting All Students In An Inclusive Environment!
5/17/12 5/18/12	AST-5	The Highly Engaged Classroom
5/18/12	SP-6	Least Restrictive Environment and Inclusionary Practices: Planning for Student Success!
5/21/12 5/22/12	D-3	Reading Assessments Data Driven Decision Making for Results and Rtl (K-8): Reaching & Teaching All Students!

Date	Course	Title
5/24/12 5/25/12	B-7	Positive Behavior Intervention Supports
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!

Art and Science of Teaching (AST)

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 Avene, 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.

Art and Science of Teaching (AST)

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.

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/9cqm25/4W

*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.

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/mcqm6q/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/scqm6z/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;

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/4cqm6z/4W

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/gcqm6z/4W

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.

★ ★ ★ Office of the State Superintendent of Education
2011-2012 Core Professional Development Calendar

"One City, One Government, One Voice"

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/hcqm6z/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.

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*

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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/scqm24/4W

*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.

Data-Driven Instruction: Using Data to Get Results (D)

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/jcqm25/4W

*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

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.

Early Childhood Instruction (EC)

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.

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/xcqm2g/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 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.

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Early Childhood Instruction (EC)

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/7cqm2g/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/lcqmwb/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/4cqmwh/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/qcqmwn/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.

Instructional Leadership (IL)

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, 2102

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

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.

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Mathematics Instruction (M)

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.cvent.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

Mathematics Instruction (M)

- 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.
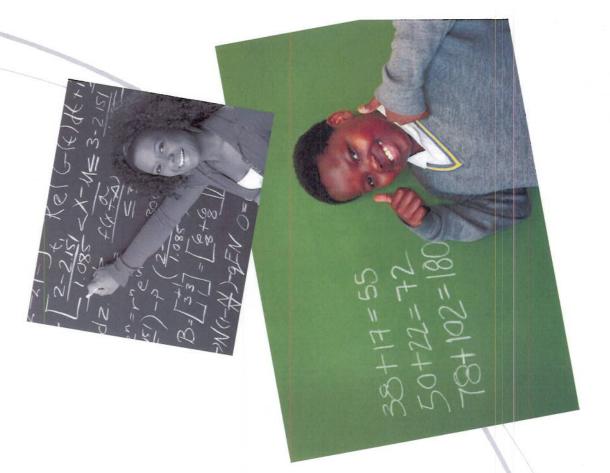
Session 4: The focus of this session is on number relationships as they relate to basic facts. Building on work from previous sessions, participants:

- 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

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;

(Cohort 1)

Presenter(s):	Nancy Low, Math Solutions
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.cvent.com/d/ncqm2p/4W

(Cohort 2)

Presenter(s):	Nancy Low, Math Solutions
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.cvent.com/d/qcqm77/4W

*Note: This is a six-day seminar. Participants should attend all sessions.

Mathematics Instruction (M)

- 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.cvent.com/d/xcqm6m/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

Mathematics Instruction (M)

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/8cqm6j/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

Reading Instruction (R)

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/jcqmwn/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.

Reading Instruction (R)

R-3: Building Vocabulary in a Systematic, Explicit...and ENGAGING way!

Presenter(s): Dr. Angela Schroden, 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 Schroden, 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 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

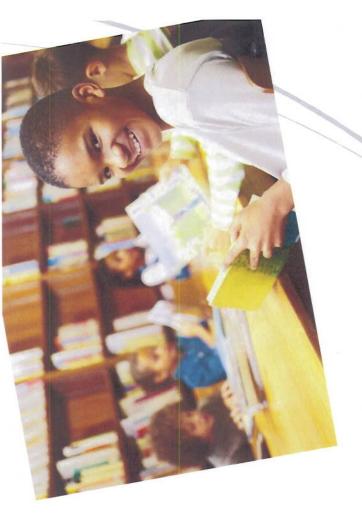**Location:** 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

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.

Reading Instruction (R)

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.cvent.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.cvent.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.

"One City, One Government, One Voice."

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/bcqmrx/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 to use this resources: *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/ccqm68/4W

*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.cvent.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!

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.cvent.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.

Secondary Transition (SC)

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

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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

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/rcqmwm/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

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:

   a. Assessment and planning;

   b. Content, materials, and technology;

   c. Instructional environment;

   d. Teaching practices;

   e. Student participation and involvement;

   f. Evaluation of student learning;

   g. Partnerships among the teachers and other staff members; and

   h. 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.cvent.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

Special Education Support (SP)

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/8cqm6x/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.

Special Education Support (SP)

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/2cqmrc/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.

"One City, One Government, One Voice"

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, 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.
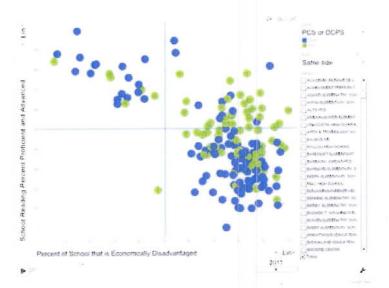
ATTACHMENT 13

DCCAS Performance Over Time

Percent Proficient Reading 2006

Percent Proficient Reading 2011

Percent Proficient Math 2006
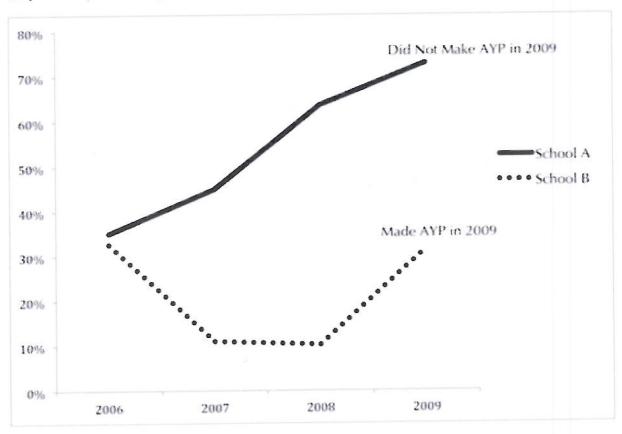

Percent Proficient Math 2011

FOCUS

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.

FOCUS
FRIENDS OF CHOICE IN URBAN SCHOOLS

AEI

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]

Mark Schneider (mark.schneider@aei.org) is a vice president at American Institutes for Research and a visiting scholar at AEI. Naomi Rubin DeVeaux (ndeveaux@focusdc.org) is the director of school quality for Friends of Choice in Urban Schools (FOCUS).

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.
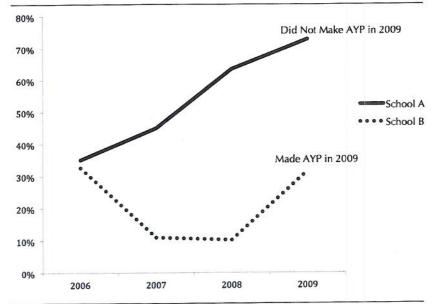
What Is a Desirable School?

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

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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.
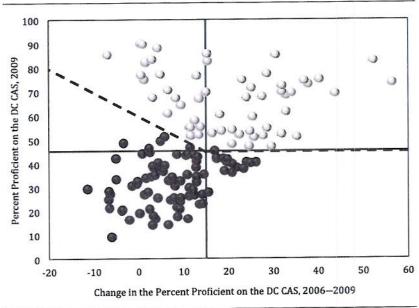
Defining Choice. To track what choices students made, we used three D.C. data sets:

- 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.
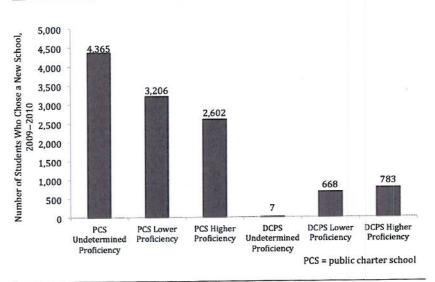
As shown in figure 4, the peak entry point for higher-proficiency public charter schools and DCPS is the preschool level—nine of the nineteen higher-proficiency public charter schools and thirty-five out of thirty-nine DCPS have preschool grades. By kindergarten, the number of students admitted dropped 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 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.

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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info@elhaynes.org
www.elhaynes.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*
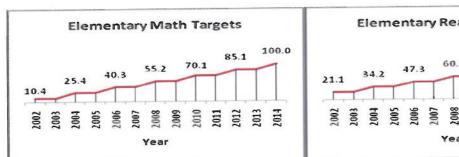
While E.L. Haynes has seen dramatic academic gains of 39 percentage points in math and 26 percentage points in reading over the past four years – outstripping the DC's gain of 16 percentage points and 7 percentage points handily – we have only intermittently made AYP in each subject with every subgroup.

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.)

E.L. HAYNES — PUBLIC CHARTER SCHOOL

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Kansas Avenue Campus
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4501 Kansas Avenue, NW
Washington, DC 20011
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info@elhaynes.org
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Elementary Math Targets

10.4 25.4 40.3 55.2 70.1 85.1 100.0

2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014

Year

Elementary Reading Targets

21.1 34.2 47.3 60.5 73.7 86.9 100.0

2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014

Year

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 then 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

WHAT EVERY PUBLIC SCHOOL
COULD AND SHOULD BE

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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.

WHAT EVERY PUBLIC SCHOOL
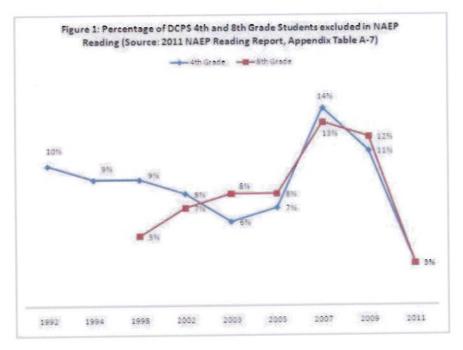COULD AND SHOULD BE

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.
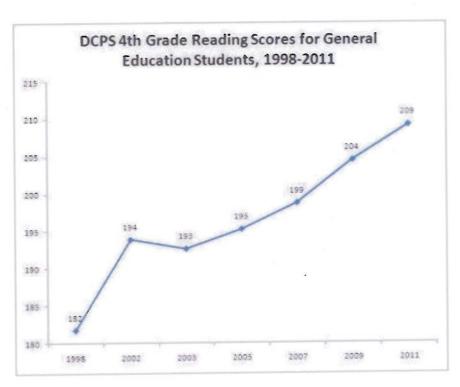
Some states and jurisdictions had far more successful efforts to comply with these efforts than others. As you can see from the figure below, DC would have been far out of compliance with these standards (had they been in place) during the 1990s and (especially) in 2007. In 2007,

DCPS had excluded nearly three times as many students as permissible under the 2011 standards.

Figure 1: Percentage of DCPS 4th and 8th Grade Students excluded in NAEP Reading (Source: 2011 NAEP Reading Report, Appendix Table A-7)
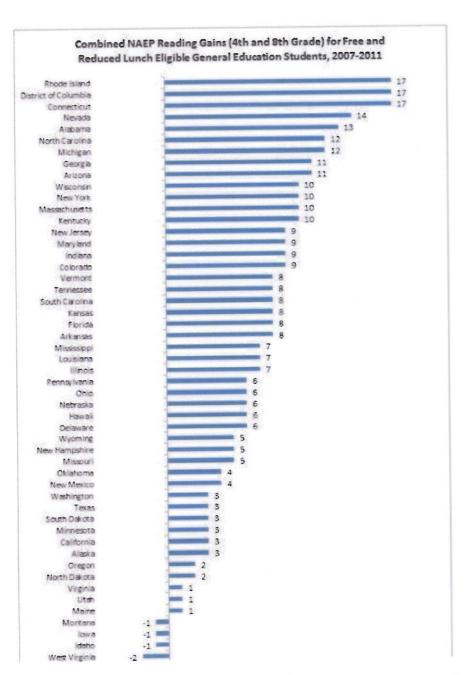
So in 2007, DCPS officials excluded 14% of students from 4th Grade NAEP testing, and in 2011 that figure fell to 3% (the inclusion for all students standard in 2011 was 95%). In 2007, DCPS stood far out of compliance, but came well within compliance in 2011. This is all well and fine, other than the 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:

DCPS 4th Grade Reading Scores for General Education Students, 1998-2011

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 out 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:

Combined NAEP Reading Gains (4th and 8th Grade) for Free and Reduced Lunch Eligible General Education Students, 2007-2011

State	Gain
Rhode Island	17
District of Columbia	17
Connecticut	17
Nevada	14
Alabama	13
North Carolina	12
Michigan	12
Georgia	11
Arizona	11
Wisconsin	10
New York	10
Massachusetts	10
Kentucky	10
New Jersey	9
Maryland	9
Indiana	9
Colorado	9
Vermont	8
Tennessee	8
South Carolina	8
Kansas	8
Florida	8
Arkansas	8
Mississippi	7
Louisiana	7
Illinois	7
Pennsylvania	6
Ohio	6
Nebraska	6
Hawaii	6
Delaware	6
Wyoming	5
New Hampshire	5
Missouri	5
Oklahoma	4
New Mexico	4
Washington	3
Texas	3
South Dakota	3
Minnesota	3
California	3
Alaska	3
Oregon	2
North Dakota	2
Virginia	1
Utah	1
Maine	1
Montana	-1
Iowa	-1
Idaho	-1
West Virginia	-2

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 9th 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 11th 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

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 1to 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 eigh tand 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