



OSSE Review/January 2012

THE MEANING OF ESEA FLEXIBILITY

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

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

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

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

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

ESEA Public Comment Period

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

OSSE Announcements:

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

One City Summit

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

Continued from Page 1

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

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

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

Sincerely,

Hosanna Mahaley,

State Superintendent of Education

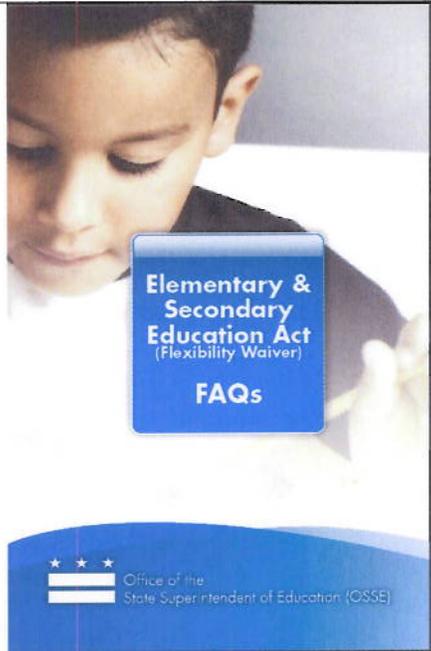
For more information on the District's ESEA Flexibility Waiver application, please contact:

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

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



Office of the State Superintendent of Education



Elementary & Secondary Education Act (Flexibility Waiver) FAQs

Office of the State Superintendent of Education (OSSE)

ESEA F.A.Q.S

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 better accountability that recognizes and rewards success and – where schools fall short – targeted and focused strategies for the students most at risk.
- **For Teachers** – A collaborative learning culture where teachers can target instruction toward the needs of students and offer a well-rounded curriculum. Fair and responsible evaluations that are based on multiple measures including peer review, principal observation, and classroom work.
- **For Principals** – Greater flexibility to tailor solutions to the unique educational challenges of their students and recognition for progress and performance.

3. What is the Office of the State Superintendent of Education's role related to ESEA Flexibility?

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

4. Which federal requirements will be waived in exchange for the District of Columbia's plan?

In exchange for a comprehensive plan from DC, the U.S. Department of Education will release DC schools from several specific requirements, including:

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

5. How will schools be held accountable for raising performance and closing achievement gaps?

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

6. How will DC's plan ensure that the lowest-performing schools improve?

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

7. How does this plan fit within broader initiatives here in DC and beyond?

This plan reaffirms that schools and school districts in DC are responsible for their students' achievement, providing them with flexibility from current requirements so they can implement the plans that they believe will lead to the greatest improvements. It also highlights the special 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 submitted and approved, you can work with your school and district on implementing effective learning plans that help students become college and career ready.

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SAMPLE

ESEA FLEXIBILITY FOCUS GROUP SUMMARY REPORT

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

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

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Monday, October 24, 2011

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

Invites Comments from Sub-recipients by October 28th

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

See the full text of the proposed request below.

Conference Call

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

Comments

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

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

Full Text of Proposed Waiver

Dear Acting Assistant Secretary Yudin:

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

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

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

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

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

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

District of Columbia

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



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Tuesday, November 29, 2011

OSSE Community Outreach Plan for ESEA Flexibility

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

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



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

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

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

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

Attachment(s):

Active Early Engagement.pdf	355.13 KB
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Wednesday, January 18, 2012

OSSE Releases ESEA Draft Application for Public Comment

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

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

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

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

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

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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."

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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.

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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:	
<ul style="list-style-type: none"> • 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

From: [Irizarry, Kayleen \(OSSE\)](#)
To: [Noel, Jeffrey \(OSSE\)](#); [Grant-Skinner, Jeremy \(OSSE\)](#)
Subject: Fw: FOCUS Comments on ESEA Waiver Draft
Date: Wednesday, January 04, 2012 5:53:34 PM
Attachments: [OSSE ESEA Flexibility Request Draft 1 4 12 FOCUS Comments.docx](#)

FYI

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

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

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

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

Kayleen --

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

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

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

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

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

Thanks, Robert

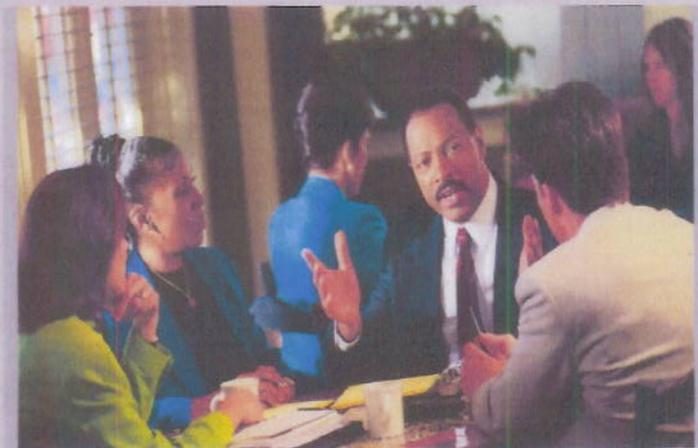
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Robert Cane
Executive Director
Friends of Choice in Urban Schools (FOCUS)
1436 U St. N.W. #204, Washington DC 20009
[202/387-0405](tel:2023870405)
www.focusdc.org

FEBRUARY 21, 2012

PROPOSED

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



FEBRUARY 21, 2012

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

2012 NCLB FLEXIBILITY WAIVER APP

PROPOSED RECOMMENDATIONS FROM CITYWIDE PARENT GROUPS

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

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

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

FEBRUARY 21, 2012

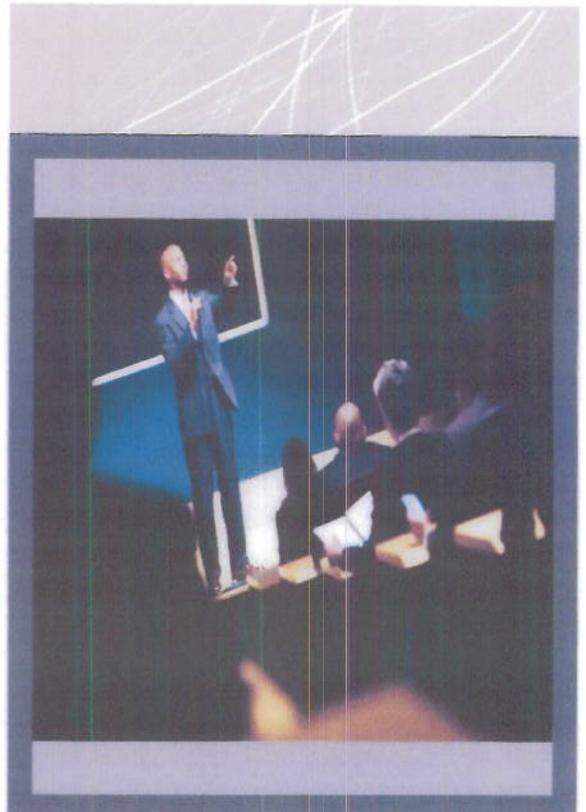
REFLECTIVE ASSESSMENT AND ANALYSIS ON NCLB AND EDUCATION REFORMS IN WASHINGTON, D.C.

PROPOSED RECOMMENDATIONS FROM CITYWIDE PARENT GROUPS Cont.

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

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

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

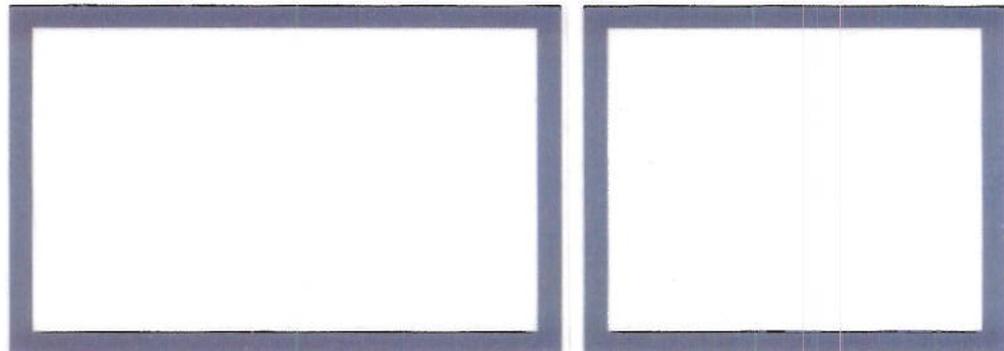


NCLB FLEXIBILITY WAIVER QUESTIONS/CONCERNS:

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

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

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



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

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

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

PLAN

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



To:



Office of the



State Superintendent of Education

From: Alicia Rucker

202.674.5531

COMMENTS & FEEDBACK FORM

experiencesinfeducation
@uphoo.com

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

① Who controls the purse strings?

② 12:1 student teacher ratio
for all schools

③ Universal testing for undetected vision related learning disorders

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

⑤ All children must learn to swim prior to graduation

@ DCPS traditional public or publicly funded charter schools

⑥ Stipends for engaged parents who are getting results

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

before/after law
universal



Office of the



State Superintendent of Education

COMMENTS & FEEDBACK FORM

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

- ① How many ^(K-2) schools have initiated Common Core State Standards? What mechanism does OSSE have in place?
- ② How many schools and how much (%) of the professional development \$ were used in 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 ^{FTE} ~~staff~~ are \$ in each DCPS school?

Suggestion:

Concentrate on elementary schools
Engage ^{teacher train} ~~emphases~~ parents from PreK and kindergarten

Diane Scroggin



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 Proficiency (LEP). With its extensive experience serving D.C. parents, MCS believes that the flexibility OSSE seeks will benefit D.C. students. We are pleased to support this request for flexibility in implementing ESEA.

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

Sincerely,

Jared D. Cohen, MBA
Executive Director

2437 15TH STREET, NW, WASHINGTON, DC 20009

PHONE: 202.238.9355

WWW.MCSDC.ORG INFO@MCSDC.ORG

January 30, 2012

Re: The Budget Cut for
KID POWER, INC
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 brought to my attention that the KID POWER program may be cut for the Children with Special Needs that attend the Prospect Learning Center School.

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

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

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

Sincerely,

Conchita McDowell-Bonner
202-693-4468 (wk)
202-678-3809 (hm)
202-421-4302 (cell)

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

Submitted By:

Prospect Learning Center

Keesha Blythe, Principal

Larry M. Norman, Instructional Leader

January 30, 2012

SUMMARY

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

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

Modified CAS (Mod-CAS)

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

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

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

Modified Academic Standards

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

Mod-CAS Reading and Mathematics Performance Level Descriptors

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

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

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

Mod-CAS Reading

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

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

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

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

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

Mod-CAS Mathematics

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

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

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

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

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

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

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

- The student requires and receives modified academic achievement standards aligned with the Common Core Standards for the student's grade-level during assessments and instruction. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.

- The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not yet making progress at grade level.

- The student must demonstrate that he/she cannot attain proficiency on the actual grade level DC CAS, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

Growth Modeling

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

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

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

Value Table Growth Model

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

- Delaware
- Michigan
- Minnesota

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

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

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

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

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

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

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

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

Technical Considerations for Value-Table Model

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

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

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

Conclusion

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



January 31, 2012

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

Dear Superintendent Mahaley:

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

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

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

Sincerely,

Allison Gerber
Executive Director, Workforce Investment Council

Walker, Valida (OSSE)

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

Hi,

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

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

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

Thanks, Kristin

kristin walega
deputy director, city year washington, dc

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

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

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

Performance Index Overview

Questions:

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

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

Implementation of Interventions in Focus and Priority Schools

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

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

2.D.iii: Intensive Intervention

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

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

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

Suggested Change highlighted:

- ☐ School-level progress of intervention implementation

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

2.E.iii: Targeted Intervention

Suggested Change Highlighted:

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

Suggested Change Highlighted:

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

2.F: Guided Intervention

Suggested Change Highlighted:

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

^[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.

²¹ Heinrich, Meyer, and Whitten 2009; Rickles and Barnhart 2007

Burch, P. 2007. "Supplemental Educational Services under NCLB: Emerging Evidence and Policy Issues." Boulder: Educational Policy Research Unit, University of Colorado.

Jacobson, Joan. (2011). "Sending Out An S.O.S. For SES (Supplemental Educational Services): No Child Left Behind's "free" tutoring program for poor children costs the public millions, but is it working in Baltimore City and Maryland schools?" The Abell Report.

Walker, Valida (OSSE)

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

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

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

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

We have hands on science and math lessons through gardening and cooking. We have physical learning activities through timing our splits during track and measuring things such as our pulses while learning about our bodies. Youth learn life skills such as baking, shopping, ironing and washing clothes. Students have been learning how to make smart decisions through a Kid Power partner - Metro Teen Aids.

Students learn self confidence and also how to improve their communities through service learning activities. Kid Power brings a different energy and approach to the school, which enables the kids to get a fresh experience of learning after-school.

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

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

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

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

Thank you very much for your time and consideration.

Best,
Patrick

Patrick DiSalvo
Site Director - Prospect LC
Kid Power, Inc.
202-383-4543



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)

Walker, Valida (OSSE)

From: Diana Stockwell <ds2199a@student.american.edu>
Sent: Friday, February 10, 2012 1:28 PM
To: OSSE Comments (OSSE)
Subject: OSSE flexibility waiver-CBO support

Follow Up Flag: Follow up
Flag Status: Completed

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

Sincerely,

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 (202) 725-3965.

Sincerely,

Elizabeth Serrano"

Walker, Valida (OSSE)

From: Diana Stockwell <ds2199a@student.american.edu>
Sent: Friday, February 10, 2012 1:40 PM
To: OSSE Comments (OSSE)
Subject: OSSE flexibility waiver-CBO support

Follow Up Flag: Follow up
Flag Status: Completed

I am a staff member at Kid Power Inc. writing on behalf of Barbara Robinson.

Thank you,

Diana Stockwell

"To whom it may Concern:

My name is Barbara Robinson and my daughter Bria Mudd 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 Bria 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,

Barbara A. Robinson"

Walker, Valida (OSSE)

From: Diana Stockwell <ds2199a@student.american.edu>
Sent: Friday, February 10, 2012 1:33 PM
To: OSSE Comments (OSSE)
Subject: OSSE flexibility waiver-CBO support

Follow Up Flag: Follow up
Flag Status: Completed

I am a staff member at Kid Power Inc. writing on behalf of Sheila Richmond-Howard.

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,

Sheila Richmond-Howard
(202) 506-4395"

Walker, Valida (OSSE)

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

To Whom it May Concern,

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

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

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

LANGUAGE FOR WAIVER:

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

Sincerely,

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

1419 Columbia Rd., NW
Washington, DC 20009
202-319-2246 (direct line)
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)

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

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

Sent from my iPad

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

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

Walker, Valida (OSSE)

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

OSSE

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

Sincerely,

Ron Joiner
Club Z! In Home Tutoring Services

Walker, Valida (OSSE)

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

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

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

State Superintendent Mahaley
State Board of Education Members
DC OSSE Staff

Good Evening,

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

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

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

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

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

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

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

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

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

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

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

Explanation:

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

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

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

Explanation:

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

Erich Martel

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Opinion: “A” for effort shouldn’t count

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

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

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

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