

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

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

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

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

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

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

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

Walker, Valida (OSSE)

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

To the OSSE ESEA Waiver Team:

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

I urge OSSE to take the following actions:

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

Thank you for this opportunity to contribute to the discussion.

Sincerely,

Rene Wallis
Executive Director
People Animals Love
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Washington DC 20003

www.peopleanimalslove.org



Comments on the ESEA Waiver Request

State Board Members

Office of the State Superintendent of Schools

441 4th St, NW - Old Council Chambers

By
Rene Wallis
Executive Director
People Animals Love

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

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

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

The District has too few high quality providers.

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

Measuring progress:

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

Extended learning time:

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

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

Walker, Valida (OSSE)

From: Evelyn Boyd Simmons <eyboyd1@aol.com>
Sent: Tuesday, February 14, 2012 2:36 PM
To: OSSE Comments (OSSE)
Cc: edwriter1@hotmail.com; Mara, Patrick (OSSE); Evans, Jack (COUNCIL); Kimbel, Sherri (COUNCIL); anc2f06@gmail.com; mikebenardo@gmail.com; Cave, Jeralyn (OSSE); Grant-Skinner, Jeremy (OSSE)
Subject: ESEA Waiver Request -- Comments

State Superintendent Hosanna Mahaley,

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

Parents Want High Standards

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

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

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

Make Parent Choice a Reality

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

OSSE Should Manage It's Own Data on Schools

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

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

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

Evelyn Boyd Simmons
Member, Headstart Parent Policy Council
Chair, ANC2F Education Committee
VP, Garrison PTA
202 251-9415

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

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

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

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

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



February 15, 2012

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

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

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

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

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

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

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

Sincerely,

Board of Directors

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

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

FEBRUARY 21, 2012

PROPOSED

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



ATTACHMENT 4



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



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

**SR10-05
Resolution**

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

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

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

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

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

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

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

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

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

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

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

July 21, 2010
Date adopted

Theodore T. Traj
Attest

ATTACHMENT 5-N/A

ATTACHMENT 6

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

JUNE 3, 2010

I. Parties

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

II. Scope of MOU

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

III. Background -- Comprehensive Assessment Systems Grant

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

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

IV. Purpose and Goals

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

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

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

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

V. Definitions

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

VI. Key Deadlines

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

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

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

VII. Consortium Membership

A. Membership Types and Responsibilities

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

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

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

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

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

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

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

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

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

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

3. Participating State

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

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

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

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

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

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

4. Proposed Project Management Partner:

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

B. Recommitment to the Consortium

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

C. Application Process For New Members

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

D. Membership Opt-Out Process

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

VIII. Consortium Governance

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

A. Governing Board

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

otherwise protected by law or agreement as proprietary information.

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

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

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

B. Design Committees

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

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

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

C. General Assembly of All Consortium States

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

IX. Benefits of Participation

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

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

X. Binding Commitments and Assurances

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

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

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

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

B. Additional Binding Assurances By Governing States

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

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

XI. Financial Arrangements

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

XII. Personal Property

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

XIII. Liability and Risk of Loss

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

XIV. Resolution of Conflicts

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

XV. Modifications

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

XVI. Duration, Renewal, Termination

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

XVII. Points of Contact

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

Name: Patrick Rooney

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

Telephone: 202-654-6108

Fax: 202-299-2130

E-mail: Patrick.Rooney@dc.gov

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

XVIII. Signatures and Intent To Join in the Consortium

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

Signatures required:

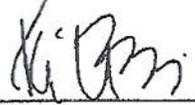
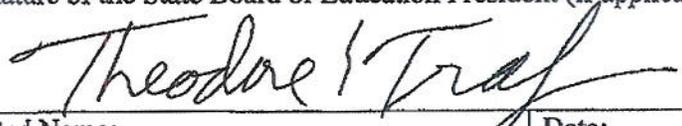
- Each State's Governor;
- Each State's chief school officer; and

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

Addenda:

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

STATE SIGNATURE BLOCK

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

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

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

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

June 3, 2010

Plan of District of Columbia

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

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

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

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

MEMORANDUM OF UNDERSTANDING

For

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

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

June 3, 2010

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

I. Consortium Procurement Process

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

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

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

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

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

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

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

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

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

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

II. Assurance Regarding Participation in Consortium Procurement Process

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



David P. Gragan
Chief Procurement Officer
District of Columbia

6/8/10
DATE

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

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

ATTACHMENT 7-N/A

ATTACHMENT 8

REPORT CARDS



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

REPORT CARD		STATE REPORTS														
		Year : 2011 Group : STATE REPORT														
Group	Year	Number in Group	Reading							Math						
			# Tested	% Tested	% BB (1)	% Basic	% Prof.	% Adv.	# Tested	% Tested	% BB (1)	% Basic	% Prof.	% Adv.		
Ethnicity																
* (2)	2011	0	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2010	0	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian/Pacific Islanders (3)	2011	550	509	92.55%	6.68%	21.81%	48.33%	23.18%	545	99.09%	4.22%	13.76%	42.20%	39.82%		
	2010	486	450	92.59%	3.33%	20.67%	51.56%	24.44%	483	99.38%	3.52%	14.29%	45.34%	36.85%		
Black/Non-Hispanic (3)	2011	26,430	25,802	97.62%	17.84%	40.88%	35.02%	6.26%	25,799	97.61%	19.81%	38.13%	34.29%	7.75%		
	2010	26,520	25,953	97.86%	16.82%	41.75%	35.69%	5.74%	25,931	97.78%	20.62%	38.27%	34.18%	6.93%		
Hispanic (3)	2011	3,894	3,740	96.05%	14.47%	38.45%	38.74%	8.34%	3,846	98.77%	13.83%	33.10%	40.51%	12.56%		
	2010	3,470	3,332	96.02%	14.92%	40.40%	37.33%	7.35%	3,407	98.18%	15.94%	35.28%	39.45%	9.33%		
Amer. Indian/Alaskan Native*	2011	24	23	95.83%	17.39%	26.09%	34.78%	21.74%	23	95.83%	8.70%	30.43%	43.48%	17.39%		
	2010	4	-	-	-	-	-	-	-	-	-	-	-	-		
White/Non-Hispanic (3)	2011	2,107	2,061	97.82%	2.43%	9.32%	47.45%	40.81%	2,076	98.53%	2.70%	9.01%	37.33%	50.96%		
	2010	1,907	1,877	98.43%	2.56%	7.88%	47.52%	42.04%	1,885	98.85%	3.24%	8.49%	40.16%	48.12%		
Gender																
* (2)	2011	0	-	-	-	-	-	-	-	-	-	-	-	-		
	2010	0	-	-	-	-	-	-	-	-	-	-	-	-		
Female (3)	2011	16,364	15,998	97.76%	11.73%	37.81%	39.78%	10.68%	16,074	98.23%	15.42%	35.08%	37.79%	11.71%		
	2010	16,149	15,840	98.09%	11.29%	39.08%	40.11%	9.52%	15,877	98.32%	16.56%	36.54%	36.93%	9.97%		
Male (3)	2011	16,641	16,137	96.97%	20.79%	38.71%	33.18%	7.32%	16,215	97.44%	20.02%	35.41%	32.97%	11.61%		
	2010	16,238	15,776	97.15%	19.89%	39.52%	33.46%	7.13%	15,833	97.51%	21.09%	35.09%	33.61%	10.21%		
Special Education																
Disabled (3) (4)	2011	6,074	5,679	93.50%	48.14%	35.92%	10.99%	4.95%	5,671	93.37%	44.60%	36.54%	13.72%	5.15%		
	2010	5,804	5,441	93.75%	47.44%	37.00%	11.03%	4.54%	5,419	93.37%	47.37%	34.82%	12.99%	4.82%		
Non-disabled (3)	2011	26,931	26,456	98.24%	9.44%	38.76%	41.93%	9.87%	26,618	98.84%	12.01%	34.97%	39.98%	13.04%		
	2010	26,583	26,175	98.47%	8.96%	39.77%	42.15%	9.12%	26,291	98.90%	12.94%	36.02%	39.86%	11.18%		
English Proficiency																
Lep/Rep (3)	2011	2,422	2,221	91.70%	25.35%	49.89%	20.85%	3.92%	2,403	99.22%	21.72%	42.32%	28.63%	7.32%		
	2010	2,213	2,054	92.82%	25.02%	50.97%	22.01%	2.00%	2,189	98.92%	23.89%	44.59%	25.86%	5.66%		
Non-Lep/Rep (3)	2011	30,583	29,914	97.81%	15.60%	37.40%	37.62%	9.37%	29,886	97.72%	17.41%	34.68%	35.91%	12.01%		
	2010	30,174	29,562	97.97%	14.92%	38.49%	37.82%	8.77%	29,521	97.84%	18.45%	35.16%	35.97%	10.42%		
Economic Status																
Econ. Disadvantaged (3)	2011	22,690	22,272	98.16%	19.01%	42.65%	33.19%	5.15%	22,305	98.30%	20.30%	38.74%	33.49%	7.46%		
	2010	22,549	22,128	98.13%	18.04%	43.60%	33.62%	4.75%	22,179	98.36%	21.13%	39.36%	32.99%	6.52%		
Non-Econ. Disadvantaged (3)	2011	10,315	9,863	95.62%	10.12%	28.35%	43.85%	17.68%	9,984	96.79%	11.99%	27.43%	39.55%	21.02%		
	2010	9,838	9,488	96.44%	9.85%	29.26%	44.20%	16.68%	9,531	96.88%	13.46%	27.56%	40.57%	18.40%		
Migrant Status																
Migrant* (3)	2011	84	76	90.48%	14.47%	42.11%	40.79%	2.63%	81	96.43%	11.11%	32.10%	46.91%	9.88%		
	2010	0	-	-	-	-	-	-	-	-	-	-	-	-		
Non-Migrant (3)	2011	32,921	32,059	97.38%	16.28%	38.25%	36.45%	9.01%	32,208	97.83%	17.75%	35.25%	35.34%	11.66%		
	2010	32,387	31,616	97.62%	15.58%	39.30%	36.79%	8.33%	31,710	97.91%	18.82%	35.82%	35.27%	10.09%		
STATE Totals (3)	2011	33,005	32,135	97.36%	16.28%	38.26%	36.46%	9.00%	32,289	97.83%	17.73%	35.24%	35.37%	11.66%		
	2010	32,387	31,616	97.62%	15.58%	39.30%	36.79%	8.33%	31,710	97.91%	18.82%	35.82%	35.27%	10.09%		

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

(1) BB = Below Basic

(2) Group membership is not known.

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

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

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

ATTACHMENT 9

Attachment 9 Table 2 - School Designation

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

Attachment 9 Table 2 - School Designation

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