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The Call...  
The Challenge...  
The Course

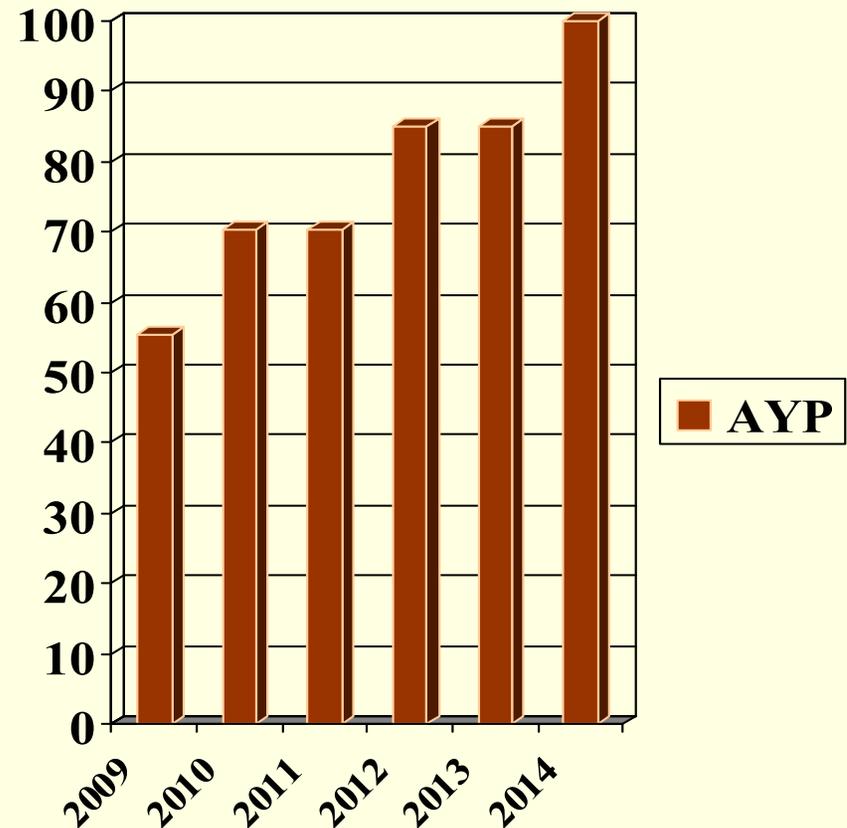
District of Columbia  
State System of Support and Intervention

*January 16, 2008*

**Deborah A. Gist**  
*State Superintendent of Education*

# The Call...

- The No Child Left Behind (NLCB) Act requires all students to perform at or above grade level proficiency in reading and math by the end of the 2013-14 school year.



# The Call: **Our Role**

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The **Office of the State Superintendent of Education (OSSE)** has three major functions:

- Setting high quality standards by which all education programs at all levels are held accountable;
- Providing the resources and supports to meet the standards; and
- Providing accountability through oversight and intervention to ensure program quality.

# The Challenge...

*Current state of student achievement in  
the District of Columbia*

# The Challenge...

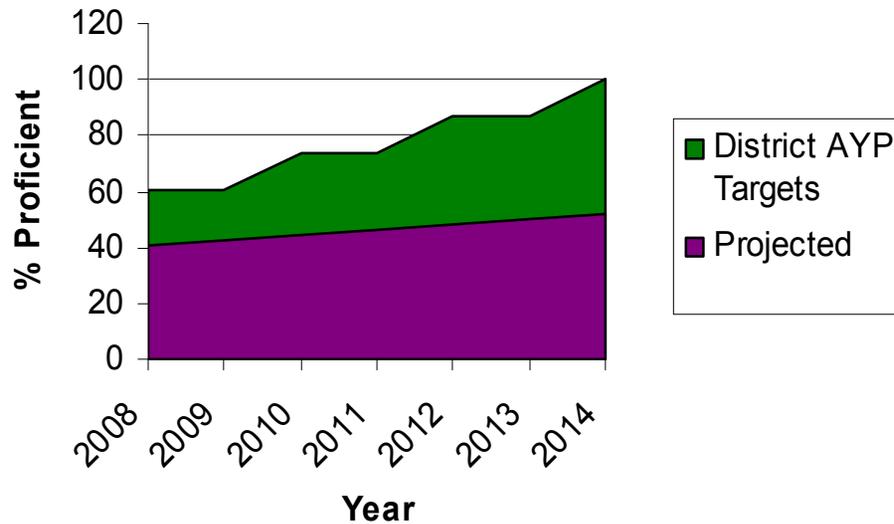
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- 143 schools have been designated as in need of improvement by NCLB criteria:
    - Need of Improvement (Year 1) 50 schools
    - Need of Improvement (Year 2) 22 schools
    - Corrective Action 40 schools
    - Restructuring Planning Year 31 schools
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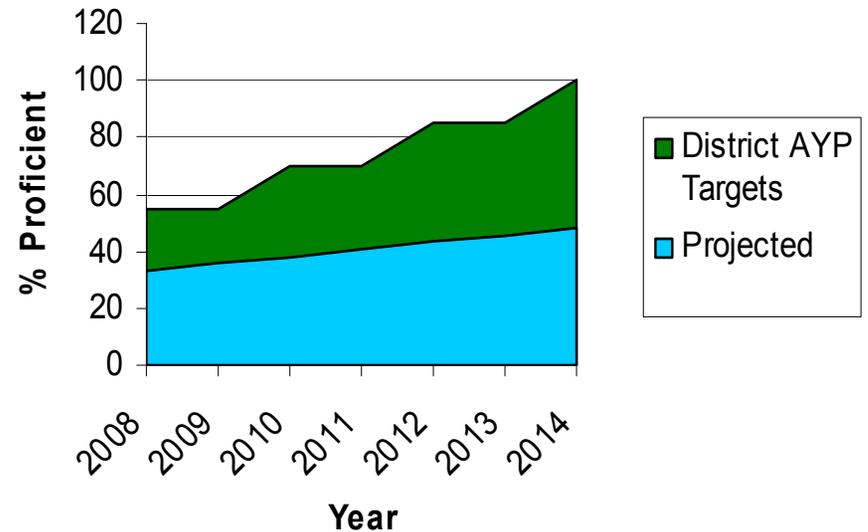
- Of the 71 schools
  - 60 schools operate within the DCPS LEA
  - 11 schools operate as LEA charter schools

# The Challenge: Adequate Yearly Progress (AYP)

Elementary Reading AYP Projection

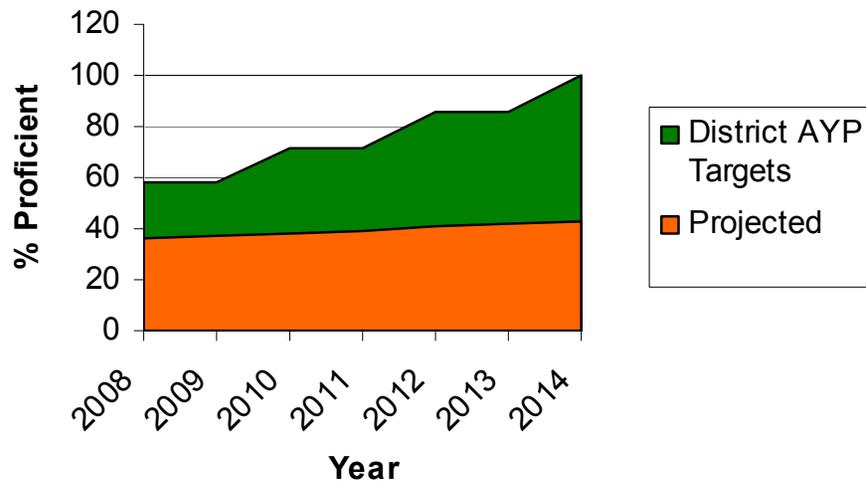


Elementary Math AYP Projections

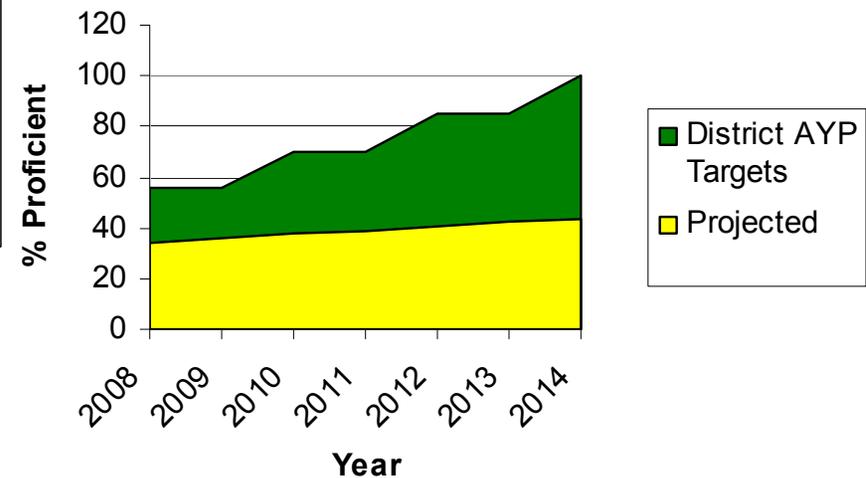


# The Challenge: Adequate Yearly Progress (AYP)

### Secondary Reading AYP Projection



### Secondary Math AYP Projection

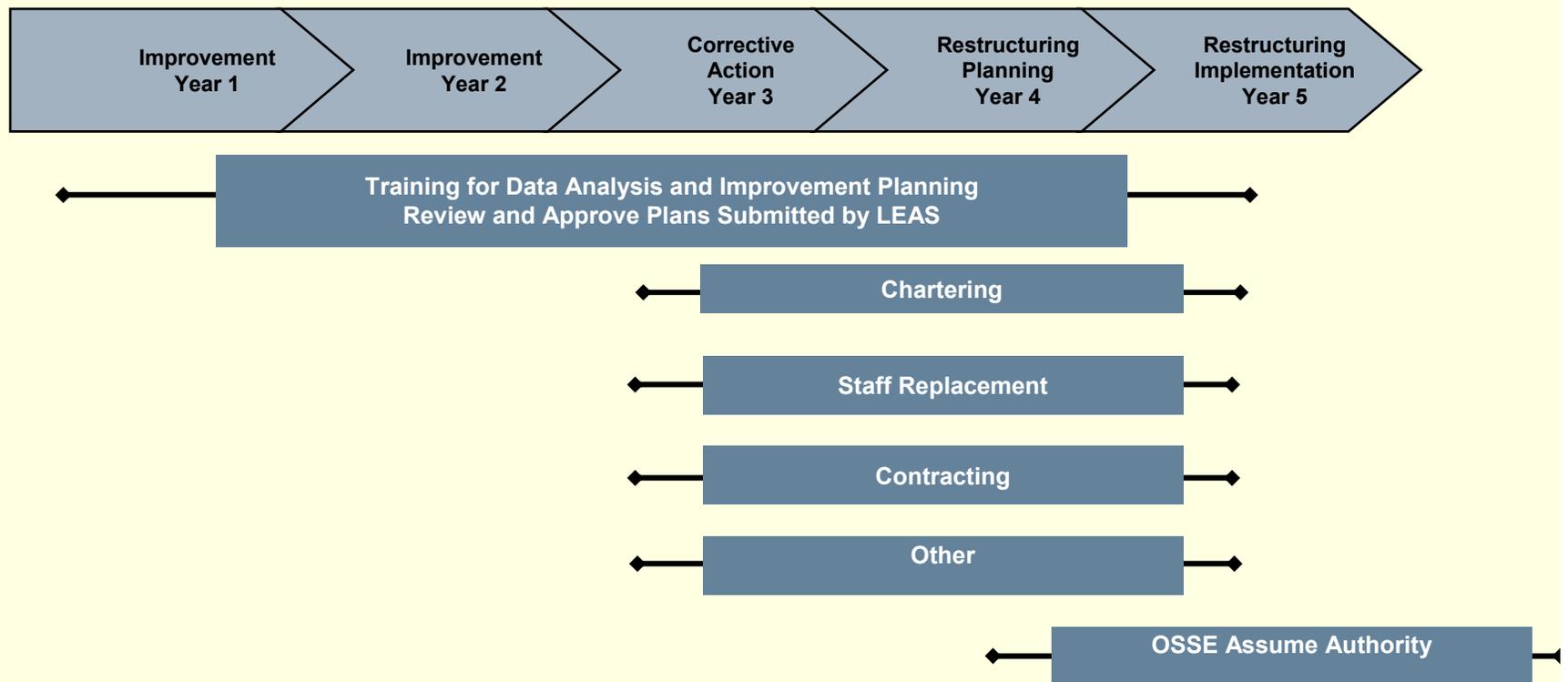


# The Course...

*Catalyst for meaningful change*

# The Course: NCLB Law

The federal law is clear – fundamental reform must occur in persistently underperforming schools.



# The Course:

## Restructuring Options

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- Schools that have not met AYP for 5 consecutive years identified as “restructuring”
- NCLB outlines five restructuring options for persistently underperforming schools:
  - Chartering
  - Replace staff
  - Contracting with an outside management entity
  - State takeover
  - Other major restructuring

# NCLB Restructuring: The Five Options

## Chartering

Closing and reopening as a public charter school

## Staff Replacement

Replacing school staff, including the principal, “relevant” to the failure

## Contracting

Contracting with an outside entity to operate the school

## State Takeovers

Turning school operations over to the state educational agency

## Other

Engaging in another form of major restructuring that makes fundamental reforms (i.e., governance changes)

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# The Course: **Application**

**Tyler Elementary School**

*Former Principal: Michelle Pierre-Farid*

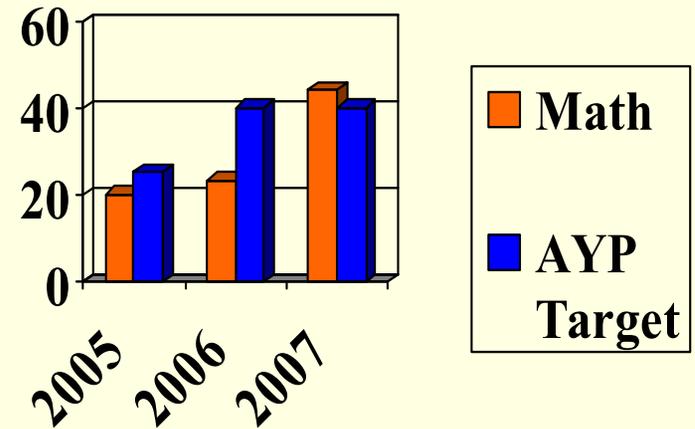
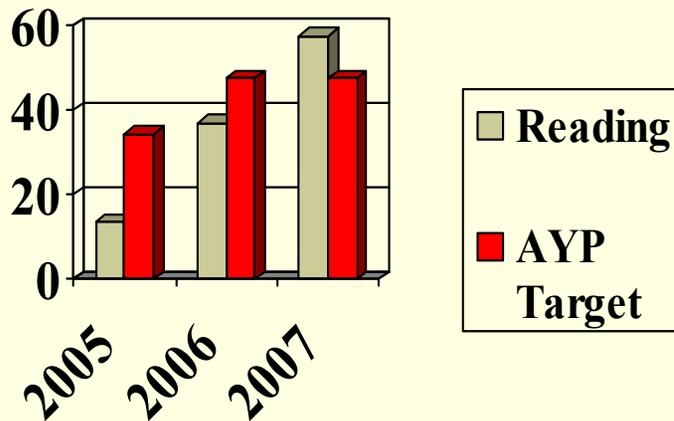
# Profile: Tyler Elementary School

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- Grades: PreK-6
- 240 students
- 95% African American
- 86% Free/Reduced Lunch
- 31% Special Education Population
- Ward 6



# The Course: Tyler ES



- In 3 years, Tyler ES exceeded AYP targets.
  - 43 percentage point increase in reading
  - 24 percentage point increase in math
  - The Special Education population outperformed the general education population an average 20+ percentage points in reading and math

# Tyler's Turnaround Process Included:

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- Strong Instructional Leader
- Collaborative Lesson Planning
- Professional Learning Communities
- On-going feedback from “critical friends”
- Student Work Analysis/Portfolios
- Job-embedded Professional Development
- Data Analysis

# The Course

How does OSSE replicate Tyler's  
Turnaround?

# NCLB Options/OSSE Expectations

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## OSSE Expectations

### Chartering

- Provide charter policy and legal information
  - Provide oversight of the chartering process for compliance
  - Provide guidance in the development of the proposed governance and instructional model
  - Support LEAs in the engagement of parents and community
- §1116(b)(8)(C)

# NCLB Options/OSSE Expectations

## OSSE Expectations

### Replace staff

- Develop initiatives that build the capacity of all LEAs in the District
- Provide high-quality professional development
- Provide recruitment/retention incentives
- Develop and institute innovative alternative certification programs
- Support LEAs in the engagement of parents and community §1116(b)(8)(C)

# NCLB Options/OSSE Expectations

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## OSSE Expectations

### Contracting

- Develop criteria/standards for outside providers
- Provide guidance in the development of the providers' scope of work
- Monitor providers' service and support
- Support LEAs in the engagement of parents and community §1116(b)(8)(C)

# NCLB Options/OSSE Expectations

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## OSSE Expectations

### State Takeover

- Develop criteria/standards for state takeover
  - Establish the takeover process
  - Last recourse
  - Support LEAs in the engagement of parents and community §1116(b)(8)(C)
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# NCLB Options/OSSE Expectations

## OSSE Expectations

### Other

- Redesign the school's instructional focus or theme school
- Reconstitute the school into smaller autonomous learning communities
- Pair the school in restructuring with a higher performing school
- Expand or narrow the grades served
- Support LEAs in the engagement of parents and community §1116(b)(8)(C)

# Our Goal: **Build Systemic Capacity**

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To Build System Capacity, OSSE will:

- Enhance supply of personnel through incentives and innovative programs
- Create strong data systems
- Develop external partner organizations
- Develop school support teams
- Review improvement plans
- Provide technical assistance related to curriculum and instruction
- Strengthen the state's interim assessments
- Provide data training and support for using assessments
- Provide leadership development
- Provide support with parent and community involvement