

HANDOUT 5 - DC EDUCATIONAL STANDARDS FRAMEWORK

Over the course of the day, the professional judgment panel is tasked with identifying the resources needed in District of Columbia public schools and public charter schools to meet specific academic standards and requirements that flow from federal and district legislative and/or policy mandates. This document describes both the input and outputs/outcome requirements for D.C. schools and is presented in the following format:

1. Requirements for All Students

- a. **Instructional Inputs** -- These input requirements are generally mandated rules, services, or programs that must be provided. They include specific mandates such as the minimum number of days students must attend school or curriculum standards that must be taught.
- b. **Student Achievement Outputs/Outcomes** -- Outputs focus on the completion of requirements; outcomes focus on the level of success students must achieve on tests such as the DC CAS assessments.
- c. **Additional System-level Requirements** -- These requirements include those related to district data systems and strategic planning.

2. Additional Provisions and Requirements for Special Needs Students -- These are the additional requirements for special education, at-risk, and English Language Learner students beyond those mandated for all students.

The document has been reviewed and approved by the Deputy Mayor for Education. It incorporates feedback from the Office of the State Superintendent of Education, the District of Columbia Public Schools, and the DC Public Charter School Board.

Requirements for All Students

Instructional Inputs

Minimum # of Days of Instruction

Every family with a child who has attained the age of five years on or before September 30 of the current school year shall place the minor in regular attendance at a public, independent, parochial school or in private instruction during the period of each year when the public schools of the District are in session. The obligation of the parent, guardian or other person having custody extends until the minor reaches the age of 18 years.

Curricular Standards

The District of Columbia Board of Education has adopted the Common Core State Standards in English Language Arts and Mathematics for grades K-12. These standards will begin to be implemented in 2012-2013, and will be fully implemented by the 2014-2015 school year. Public charter schools must meet or exceed, but are not limited by, these board-adopted standards.

The Office of the State Superintendent of Education (OSSE) has identified standards in the following subjects: Arts, Early Learning, Health and Physical Education, Science, Social Studies, Technology, and World Language.

Additionally, the Financial Literacy Council shall monitor the planning and implementation of financial literacy education in DC public schools.

ESEA Waiver

In August 2012, the US Department of Education selected the District of Columbia to receive waiver relief from the Elementary and Secondary Education Act (ESEA), known more commonly as ‘No Child Left Behind.’

The waiver allowed OSSE to implement a new state accountability system. Key highlights include:

- **Multiple Measures to Gauge Achievement:** Each LEA and school will be measured on proficiency, growth, graduation rates and participant rates for DC CAS.
- **Growth for all Students:** Growth is expected for all students. The new accountability system incentivizes growth by awarding more points for continued growth toward advanced proficiency.
- **Flexibility in Use of Title I Funds:** LEAs and schools will have flexibility in the types of interventions and supports to meet the needs of students, teachers and schools
- **LEA Accountability:** LEAs that miss the same target(s) for two consecutive years will be required to:
 - Reserve 20% of Title I funds.
 - Implement LEA level interventions and supports that address missed targets.
 - Amend the LEA Title I plan to include interventions and supports.
 - Report on a bi-annual basis on meeting implementation milestones
- **Classification of Schools:** Schools will be classified into five categories: Reward, Rising, Developing, Focus and Priority.
- **OSSE Supports:** The level of support provided to LEAs and schools will be contingent upon the school classifications and needs of the LEA. Statewide initiatives will be based on DC CAS data trends and needs. Services include:

- Professional Development for LEAs, schools and parents.
- On-going guidance and technical assistance.
- Quality monitoring to support effective implementation.
- Dissemination of data to be used for LEA and school decision-making.¹

Staffing Requirements

Highly-Qualified Teachers

Under NCLB, all K-12 core content teachers, which include regular and special education teachers, must be “highly-qualified.” This requirement applies to the following core content areas: English, reading or language arts; mathematics; science; foreign languages; social studies; and the arts. To be highly qualified these teachers must hold a degree, be fully licensed and demonstrate subject area competency, which may be through content testing or an endorsement, certification or degree in the subject matter field depending on whether the teacher is in elementary or secondary education.

Public School Nurses

A registered nurse shall be assigned to each District of Columbia elementary and secondary public school and public charter school a minimum of 20 hours per week during each semester and during summer school, if a summer school program is operated.

Early Childhood Education

To be eligible for enrollment in pre-k, a child shall be a resident of the District and be of pre-k age (become three years of age) on or before September 30 of the program year. Priority enrollment shall be first to children who live within the school’s attendance zone boundary, and then to children whose family income is between 130% and 250% of the federal poverty guidelines, and to children whose family income is below 130% who are not served by existing programs.

The DCPS Chancellor shall track and monitor the preparedness of children 3 and 4 years of age to determine the children’s readiness for entry and achievement in DCPS and children in kindergarten through 3rd grade who are not ready for entry and achievement in 4th grade.

Public Charter Schools are subject to accountability standards set forth in the Early Childhood Performance Management Framework. The Public Charter School Board is pilot testing this framework during the 2012-2013 school year, with plans to fully implement the framework in 2013-2014.

The DC Board of Education is currently revising its Early Education and pre-Kindergarten education standards. Proposed standards are scheduled to be available for public comment February – May 2013.

Post-secondary and Adult Education

District Employment and Learning Center

The Center shall establish a program to provide job training and employment assistance in the District of Columbia and shall coordinate with career preparation programs in existence on April

¹ DC ESEA Flexibility Waiver, Key Highlights of New Accountability System, Division of Elementary and Secondary Education, OSSE, August 2012.

26, 1996, such as vocational education, school-to-work, and career academies in the District of Columbia public schools.

Post-Secondary Preparation Plan

Beginning with the graduating class of 2014, the Mayor shall ensure that each public high school student applies to at least one post-secondary institution before graduation. The Mayor shall issue a report that details the number of students that attend a post-secondary institution, including the number of students that attend each type inclusive of: universities, colleges, vocational schools, and other post-secondary institutions.

Beginning with the graduating class of 2014, the Mayor shall require that each student attending public high school takes the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) program before graduation.

Evening, Weekend, and Summer Adult Technical Career Training Program

Adult evening, weekend and summer classes shall be conducted at Phelps Architecture, Construction and Engineering High School, The Academy for Construction and Design at Cardozo Senior High School, and The Hospitality Public Charter High School at Roosevelt High School, or any future adult and technical career public charter school whose charter application is approved by the Public Charter School Board.

The Mayor shall apply for grants and additional federal funding that may be available as part of the Workforce Investment Act, as well as through grants available as part of the Carl D. Perkins Career and Technical Education Improvement Act.

Additional System-level Requirements

Requirements for Data Systems and Use

Educational Data Warehouse System

The Office of the State Superintendent of Education, in coordination with the Office of the Chief Technology Officer, shall develop and implement a longitudinal educational data warehouse system to be used by:

- The OSSE;
- The University of the District of Columbia;
- Public schools;
- Public charter schools;
- Publicly funded educational programs;
- Policymakers;
- Institutions of higher education; and
- Researchers.

Early Warning System

There is an established pilot early warning and support system to track how individual students in grades 4 through 9 in four feeder school groups are performing on certain indicators of high

school and college readiness. The system shall identify students at risk and develop initiatives to support high school and college readiness. Initiatives may include;]

- College and career awareness;
- Parent outreach and engagement;
- Tutoring and mentoring for struggling learners, including the use of technology-based programs;
- Individualized learning plans; and
- Data Coaches.

Race to the Top

The District of Columbia received a Race to the Top grant in 2010. Grant funds in the amount of \$75 million will be used to improve the District's capacity to collect, analyze, and use data. DCPS and 30 Charter School LEAs participate in Race to the Top. This more robust data will be used to:

- Improve teacher and leader evaluations;
- Provide teacher professional development that is embedded in the classroom;
- Tailor instruction and focus interventions for students; and
- Set high, but appropriate expectations for teachers, students, schools, and LEAs.

Strategic Planning for the District

There will be an annual evaluation of DCPS and any affiliated education reform efforts. The annual evaluation shall include an assessment of:

- Business practices;
- Human resources operations and human capital strategies;
- All academic plans; and
- The annual progress made as measured against the benchmarks submitted the previous year, including a detailed description of student achievement.

District of Columbia Reform Plan

The Superintendent shall submit an annual reform plan consistent with the financial plan and budget for the District of Columbia. The plan must address how DCPS will become a world-class education system that prepares students for lifetime learning in the 21st century, which is on par with the best education systems of other cities, states, and nations.

Student Achievement Outputs and Outcomes

Student Performance Requirements on Assessments

The following assessments are used to measure student interim growth and progress towards proficiency:

The **Paced Interim Assessment (PIA)**² is administered five times a year to students in selected schools in grades 2 through 10. The assessment covers targeted standards from each unit and shows what knowledge and skills students have mastered, and where instructional time and resources need to be focused. The fifth PIA, administered in June, assesses student mastery of the most essential skills as listed on the DCPS scope and sequence documents.

The **Achievement Network (ANet) Assessment**³ is another type of paced interim assessment, used at approximately one-third of schools in DCPS. It is aligned to the ANet Schedule of Assessed Standards and administered four times a year to students in 41 participating schools in grades 3 through 8. All four assessment cycles are administered prior to the state summative assessment, DC CAS.

The **District of Columbia Comprehensive Assessment System (DC CAS)** assesses students in the following subjects and grade levels:

- Reading in grades 2 through 10
- Math in grades 2 through 8, and 10
- Composition in grades 4, 7, and 10
- Science in grades 5 and 8, and Biology in high school
- Health in grades 5, 8, and high school

The DC CAS is a standards-based assessment. Based on assessment results, each student is classified as scoring at one of four performance levels: advanced, proficient, basic, or below basic. The performance standards (also known as cut scores) are approved annually by the State Superintendent.

The OSSE has set the following proficiency targets:

Year	Elementary School		High School	
	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>
2017	75%	75%	75%	75%

Graduation Requirements

To receive a diploma, students who enroll in 9th grade for the first time in school year 2007-2008 and thereafter must earn 24.0 credits (or Carnegie Units) as follows:

Subject	Credits (Carnegie Units)
Art	0.5
Electives	3.5

² Administered only to DCPS schools.

³ Administered only to DCPS schools

English	4.0
Health and Physical Education	1.5
Mathematics (including Algebra I, Geometry, Algebra II, and Upper Level Math)	4.0
Music	0.5
Science (including Biology, 2 lab sciences, and 1 other science)	4.0
Social Studies (including World History I & II, DC History, US Government, and US History)	4.0
World Languages	2.0
Total	24.0 credits

Students must also meet the following requirements:

- At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved “College Level or Career Prep” list (AP, IB, CTE courses and college-level courses).
- 100 hours of Community Service

Proposed Graduation Requirements⁴

Subject	Credits (Carnegie Units)
English	4.0
Math (Including at least 1.0 unit above Algebra II or its equivalent and not including any lower than Algebra its equivalent or I. Students may earn units for high school mathematics courses taken in middle school if their rigor can be verified)	4.0
Science (Including Biology and 2 other laboratory courses. In the future, courses will be aligned with Next Gen Science Standards)	4.0
Social Studies (Including World History/Global Studies, US History/Government, DC History/Civics, Student Choice)	3.0
World Language (2 years of the same language. Students may earn units for high school language courses taken in middle school/on-line per	2.0

⁴ The proposed graduation requirements are currently open for public comment. The DC Board of Education is scheduled to vote on the requirements later in 2013.

video chat, if their rigor can be verified)	
Visual/Performing Arts	2.0
Electives (Study abroad in an established and verified program can satisfy elective units)	3.0
Physical and Health Education Physical Education 1.5 units (Units may be earned through PE class, participation in a team sport, or Junior ROTC) Health Education .5 units In addition, students must engage in physical activity 50 hours each year for a total of 200 hours.	2.0
College and Career Readiness (At least 2.0 units must be earned through courses that appear on the approved “College or Career Prep” list; AP, IB, CTE, and/or dual-enrollment college level courses.)	
Total	24.0 credit

Students must also meet the following requirements:

- Complete a Thesis/Culminating Project during junior or senior year
- 100 hours of Community Service

Additional Provisions and Requirements for Special Needs Students

Special Education

Assessment and Placement of a Student with a Disability

The LEA shall assess or evaluate a student who may have a disability and who may require special education services within 120 days from the date that the student was referred for an evaluation or assessment.

The LEA shall place a student with a disability in an appropriate special education school or program in accordance with DC Education Code and the IDEA. Special education placements shall be made in the following order or priority; provided that the placement is appropriate for the student and made in accordance with the IDEA and DC Education Code:

- DCPS schools, or District of Columbia public charter schools pursuant to an agreement between DCPS and the public charter school;
- Private or residential District of Columbia facilities; and
- Facilities outside of the District of Columbia.

Students who have significant cognitive disabilities will be assessed using the DC CAS-ALT:

The **DC CAS-ALT** is a portfolio assessment given to those students who have significant cognitive disabilities that prevent them from participating in the general assessment (DC CAS) even with accommodations and/or modifications. It is administered to a smaller number of students in grades 3 through 8, and 10 in Reading and Math. The portfolio is created throughout the school year with submission during the spring.

Participation of LEA in Development or Review of the IEP

When a student is receiving education and related services from a non-public special education school or program that is approved by the OSSE and receives funding from the District of Columbia government, the LEA shall participate in the initial meeting to develop an IEP. For any subsequent meeting to review or revise the IEP, the failure or inability of an LEA representative to attend the IEP meeting after the meeting has been set shall not prevent the meeting from taking place as planned.

At-Risk Students

Alternative Education Programs

The Board of Education shall provide to any student who is expelled from school an alternative education program at the DC Street Academy, at another existing alternative education program, or at any alternative education program that may be established in the future.