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**The Walton, Broad, Arnold & Robertson Foundations invested $64.5 million over three years in Michelle Rhee’s prediction of DC students test score gains. Students’ scores did not improve as predicted, but the foundations’ grants continued.**

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In April 2010, after the DC Public Schools (DCPS) and the Washington Teachers’ Union (WTU) signed a contract after two years of negotiations, it was revealed that the Walton Foundation (funded by the Wal-Mart Corporation) and the Arnold, Broad and Robertson Foundations had agreed to provide the DC Public Schools a $64.5 million grant over a period of 3 fiscal years, 2010-2012. The grant was arranged by Cate Swinburn, President of the DC Public Education Fund (DCPEF).

The funds were to be used for **incremental salary increases**, **“performance-based excessing**,” and **performance bonuses for teachers**. A teacher becomes excessed when their budgeted position has been eliminated. Even though all excessed teachers have “effective” evaluations, they have no right to vacancies they are certified to teach. They are placed in the same pool of teachers as new hires from which principals fill their vacancies. Teachers lost through the excessing process are in addition to those terminated in July due to “ineffective” evaluations. This process has contributed to a very high teacher turnover or “churn” rate, which contributes to low teacher morale and stagnant student test scores.

The foundations’ “funding commitments were based on a belief that the proposed teachers’ contract will have a significant impact on the outcomes of [Rhee’s] reform efforts….” (Swinburn to Rhee, 3/30/2010). In their letters to both Swinburn and Rhee, dated between March 12 and 17, 2010, in addition to requiring that teachers first ratify the draft contract with no material changes, each of the four foundations listed student improvement as a condition for the continuing payment of funds:

- “DCPS and DCPEF must verify that DCPS is meeting the student achievement outcomes detailed in the ‘Predicted Gains’ document received on February 16, 2010.” (Arnold & Broad Foundations)

- “Payments … will be contingent on successful completion of milestones and achievement of projected outcomes (such as, student achievement gains; and hiring and retention rates of effective teachers). “ (Robertson Foundation)

- “Payments … will be contingent on successful completion of milestones and achievement of projected outcomes, in particular the student achievement goals outlined in the “Predicted Gains” document received on February 16, 2010.” (Walton Foundation)

The term used in the Walton Foundation letter, “Predicted Gains,” refers to a list of projected annual test score increases in 2010, 2011 and 2012, the life of the grant that Chancellor Michelle Rhee said that she could achieve with her carrot and stick combination of bonuses and terminations.

**The Results (In detail, below) show that Rhee and Henderson failed to meet their goals:**

For School Year 2009-10, Rhee promised sixteen (16) “predicted gains” – **None were met (0/16)**

For School Year 2010-11, Rhee promised twenty (20) “predicted gains” – **Two were met (2/20)**

**Two year TOTAL: (2/36)**

For “**student achievement growth**,” Rhee listed 16 “predicted gains” for 2010 and 20 for 2011.

Number of Predicted Gains Met: **2010: 0 out of 16** **2011: 2 out of 20** (in bold blue)

Number of Target Scores/Gaps Met: **2020: 0 out of 16 2011: 0 out of 20**

**The results, in detail (scores from 2009 are the base for Rhee’s “predicted gains” ):**

**Gains in NAEP: % Proficient**

 NAEP: % Proficient 2009 [2010 Predicted] [2010 Actual ] [2011 Predicted] [2011 Actual]

Category Score Gain Score Gain Score Gain Score Gain Score

NAEP Elementary Math 220 No 2010 NAEP Testing +5 225 +2 222

NAEP Secondary Math 251 “ “ “ “ +5 256 +4 255

NAEP Elementary Reading 202 “ “ “ “ +6 208 -1 201

NAEP Secondary Reading 244 “ “ “ “ +4 248 -7 237

**Gains in DC CAS Proficiency**

DC CAS: % Proficient 2009 [2010 Predicted] [2010 Actual ] [2011 Predicted] [2011 Actual]

 Score Gain Score Gain Score Gain Score Gain Score

DC CAS Elem Math 48.0% +5% 53.0% -4.8% 43.2% +5% 58.0% --0.9% 42.3%

DC CAS Second Math 48.8% +5% 53.8% -5.0% 43.8% +5% 58.8% +2.6% 46.4%

DC CAS Elem Reading 39.6% +5% 44.6% +4.5% 44.1% +5% 49.6% -1.1% 43.0%

DC CAS Second Reading 40.5% +5% 45.5% +2.8% 43.3% +5% 50.5% +0.9% 44.2%

**Closing the Black-White Achievement Gap**

Closing the Achievement Gap [2010 Predicted] [2010 Actual ] [2011 Predicted] [2011 Actual]

White-Black 2009 Gap Chng Gap Chng Gap Chng Gap Chng Gap

Elementary Math 46.9% -5% 41.9% +4.3% 51.8% -5% 36.9% +4.0% 55.1%

Secondary Math 49.7% -5% 44.7% +1.7% 51.4% -5% 39.7% -2.2% 49.2%

Elementary Reading 46.7% -5% 41.7% +3.3% 50.0% -5% 36.7% +3.9% 53.9%

Secondary Reading 53.2% -5% 48.2% - 0.9% 52.3% -5% 43.2% -3.2% 49.1%

**Closing the Hispanic-White Achievement Gap**

Closing the Achievement Gap [2010 Predicted] [2010 Actual ] [2011 Predicted] [2011 Actual]

White-Hispanic 2009 Gap Chng Gap Chng Gap Chng Gap Chng Gap

Elementary Math 34.8% -5% 29.8% +4.5% 39.3% -5% 24.8% -3.6%% 35.7%

Secondary Math 31.4% -5% 26.4% +11.0 42.4% -5% 21.4% **-5.6%** 36.8%

Elementary Reading 40.1% -5% 35.1% +3.4% 43.5% -5% 30.1% -0.7% 42.8%

Secondary Reading 41.8% -5% 36.8% +9.2% 51.0% -5% 31.8% **-12.4%** 38.6%

**Closing the Non-Disadvantgaged-Disadvantaged Achievement Gap**

Closing the Achievement Gap [2010 Predicted] [2010 Actual ] [2011 Predicted] [2011 Actual]

NonDisadv-Disadv 2009 Gap Chng Gap Chng Gap Chng Gap Chng Gap

Elementary Math 26.2% -3.5% 22.7% +1.9% 28.1% -3.5% 19.2% -1.0% 27.1%

Secondary Math 21.6% -3.5% 18.1% +3.5% 25.1% -3.5% 14.6% -2.6% 22.5%

Elementary Reading 28.2% -3.5% 24.7% +2.9% 31.1% -3.5% 21.2% -2.1% 29.0%

Secondary Reading 25.3% -3.5% 21.8% +2.6% 27.9% -3.5% 18.3% -2.0% 25.9%

The “predicted gains” were taken from DC’s Race to the Top application that was submitted to the U.S. Department of Education. They are listed on p.22 of the documents submitted by DCPEF President Cate Swinburn to DC Chief Financial Officer Natwar Gandhi on April 6, 2010. See:

<http://npe.educationnews.org/Review/Resources/DCPEFtoDCPS.pdf>