



LAURENT CLERC
NATIONAL DEAF EDUCATION CENTER

ANNUAL REPORT CARD
2019-2020

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Letter from the Chief Academic Officer

Dear families,

The Laurent Clerc National Deaf Education Center at Gallaudet University is required by the 2008 Education of the Deaf Act (EDA) to implement systems of standards, assessments, and accountability pursuant to those required of states under the Every Student Succeeds Act (ESSA) of 2015.

The reauthorized EDA, inclusive of ESSA amendments, states that the Clerc Center's Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD) shall adopt and implement challenging academic content standards and assessments and annually use those assessments to determine how successful KDES and MSSD have been in including all students in standard-based education and how well students are achieving standards.

ESSA provides states with more autonomy in developing new approaches to accountability for students' academic performance, but states must have accountability systems in place to ensure that all students are provided an opportunity for a high-quality education. As such, the Clerc Center partners with the Maryland State Department of Education (MSDE) to implement their standards, assessment, and accountability system and to meet the regulations defined by ESSA and EDA.

Schools faced unprecedented challenges in the 2019-20 school year with the national-wide closure of schools as a result of the COVID-19 pandemic. On March 20, 2020, the US Department of Education announced that states could apply for waivers to the accountability and assessment requirements of the ESSA. MSDE applied for waivers on March 24, 2020 that were granted on March 27, 2020 .

Given the COVID-19 pandemic the Clerc Center was unable to participate in the following assessments:

Assessment	Grade						
	3	4	5	6	7	8	High School*
Maryland Comprehensive Assessment (MCAP) ELA and mathematics	X	X	X	X	X	X	X
Multi-State Alternate Assessment (MSAA) for ELA and mathematics	X	X	X	X	X	X	X
Maryland Integrated Science Assessment (MISA)			X			X	X
Alternate Maryland Integrated Science Assessment (Alt-MISA)			X			X	X

*Students are assessed once in high school in ELA (MCAP ELA10/MSAA), mathematics (MCAP Algebra 1/MSAA), and science (MISA/Alt-MISA). Students take the MISA/Alt-MISA after the completion of high school Biology. High school students are testing in grade 10 and are able to re-test in grades 11 and 12.

Each of these assessments measure student achievement of grade-level standards. These standards represent what students should know and be able to do by the end of each grade.

The school report card typically provides assessment and accountability data according to the following indicators, as established through MSDE’s ESSA plan. These accountability requirements were waived; as such, this report card provides available reporting data for the Clerc Center for the 2019-20 school year.

	Elementary/Middle School (ES/MS)	High School (HS)
Academic Achievement	<ul style="list-style-type: none"> • Achievement composite: 20% 	<ul style="list-style-type: none"> • Achievement composite: 30%
Other Academic	<ul style="list-style-type: none"> • Academic growth: 25% • Credit for completion of a well-rounded curriculum: 10% 	<ul style="list-style-type: none"> • N/A
Progress in Achieving English Language Proficiency (ELP)	<ul style="list-style-type: none"> • Progress toward language proficiency: 10% 	<ul style="list-style-type: none"> • Progress toward ELP: 10%
Graduation Rate	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Graduation composite: 15%
School Quality or Student Success (SQSS)	<ul style="list-style-type: none"> • Chronic absenteeism: 15% • School climate: 10% • Access to a well-rounded curriculum: 10% 	<ul style="list-style-type: none"> • Chronic absenteeism: 15% • School climate: 10% • Access to a well-rounded curriculum: 10%
Readiness for Post-secondary Success	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • On-track in 9th grade: 5% • Readiness for post-secondary success: 5%

For questions related to this report card, please contact Marianne Belsky, Chief Academic Officer. She can be reached at:

Email: Marianne.Belsky@Gallaudet.edu

Videophone: 202-558-4629

Thank you,

Marianne Belsky
Chief Academic Officer

Report Card Information¹

What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year; however, school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

How are star ratings determined?

STAR RATING



5 stars when a school has at least 75% of total earned points percent



4 stars when a school has at least 60% but less than 75% of total earned points percent



3 stars when a school has at least 45% but less than 60% of total earned points percent

STAR RATING



2 stars when a school has at least 30% but less than 45% of total earned points percent



1 star when a school has less than 30% of total earned points percent

Academic Achievement

The *Academic Achievement* indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English Language Arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

Academic Progress

The *Academic Progress* indicator measures the performance of students in a school who show meaningful relative growth in math and English Language Arts (Academic Growth) and who demonstrate proficient skills and knowledge in Science and Social Studies, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for Academic Growth by student growth percentiles, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

Graduation Rate

The *Graduation Rate* indicator measures the performance of students in a school who graduate with a regular high school diploma. This Indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

Progress in Achieving English Language Proficiency

The *Progress in Achieving English Language Proficiency* indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. The goal for English language learner students is to attain English language proficiency within six years. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

Readiness for Post-Secondary Success

The *Readiness for Postsecondary Success* indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive co-curricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive co-curricular standard.

School Quality and Student Success

The *School Quality and Student Success* indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English Language Arts and Mathematics (elementary) or Science and Social Studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

¹ This table was adopted from Maryland's published report cards accessed from <http://reportcard.msde.maryland.gov/>.

Laurent Clerc National Education Center



LAURENT CLERC
NATIONAL DEAF EDUCATION CENTER

Laurent Clerc National Deaf Education Center
Grades: K-12

800 Florida Ave NE
Washington, D.C. 20002

Enrollment and Graduation Information

Number of Students Enrolled ²		
	2018/19	2019/20
ECE	30	30
Kindergarten	15	7
Grade 1	6	14
Grade 2	6	7
Grade 3	10	6
Grade 4	9	10
Grade 5	7	11
Grade 6	9	7
Grade 7	11	12
Grade 8	10	13
Grade 9	32	42
Grade 10	27	46
Grade 11	42	35
Grade 12	56	46
Total	270	286

Graduation Rates ³		
	2018/19	2019/20
MSSD	77%	66%

Low Income ⁴		
	2018/19	2019/20
KDES	8.9%	N/A
MSSD	10.2%	N/A

Attendance Rates ⁵		
	2018/19	2019/20
KDES	83.9%	N/A
MSSD	97.5%	N/A

² Clerc Center enrollment data are based on the September 15, 2018 and the September 15, 2019 enrollment counts.

³ The four-year graduation rate is the percent of a schools' cohort of first-time grade 9 students in a particular school year, who graduate within four years. Students who received certificates of completion are not counted as graduates; they remained in the calculation as did students who withdrew without detail.

⁴ Low income rates are calculated based on total number of parent survey respondents indicating family eligibility for government assistance out of the total number of tested students. The parent survey was not administered for the 2019-20 school year as a result of the COVID-19 pandemic.

⁵ Chronic absenteeism is defined as the number of students absent 10% or more school days during the school year in membership at least 10 days. To calculate the percentage of days absent, the number of days absent was divided by the total number of school days as reported by the Clerc Center. Attendance was not collected as a result of the COVID-19 pandemic.

Kendall Demonstration Elementary School (K-8): Overall Performance⁶

HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS	ANNUAL TARGET ⁷
Academic Achievement	N/A	N/A	N/A
Academic Progress	N/A	N/A	N/A
Progress in Achieving English Language Proficiency	N/A	N/A	N/A
School Quality and Student Success	N/A	N/A	N/A

N/A
TOTAL POINTS EARNED

STAR RATING
N/A

TOTAL EARNED POINTS	N/A
TOTAL POSSIBLE POINTS	N/A

=

N/A
TOTAL EARNED PERCENT

⁶ Accountability and assessment requirements outlined in Maryland's *Every Student Succeeds Act* plan were waived by the US Department of Education for the 2019-20 school year as a result of the COVID-19 pandemic.

⁷ The Clerc Center determined their baseline proficiency rates using the 2018-19 ELA and mathematics data. Clerc Center will follow Maryland's interim growth rates of 2.21% for ELA and 2.47% for mathematics.

Model Secondary School for the Deaf (9-12): Overall Performance⁸

HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS	ANNUAL TARGET ^{9,10}
Academic Achievement	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A
Progress in Achieving English Language Proficiency	N/A	N/A	N/A
Readiness for Post-Secondary Success	N/A	N/A	N/A
School Quality and Student Success	N/A	N/A	N/A

N/A	
TOTAL POINTS EARNED	
STAR RATING	N/A

TOTAL EARNED POINTS	N/A	=	N/A
TOTAL POSSIBLE POINTS	N/A		TOTAL EARNED PERCENT

⁸ Accountability and assessment requirements outlined in Maryland's *Every Student Succeeds Act* plan were waived by the US Department of Education for the 2019-20 school year as a result of the COVID-19 pandemic.

⁹ The Clerc Center determined their baseline proficiency rates using the 2018-19 ELA and mathematics data. Clerc Center will follow Maryland's interim growth rates of 2.21% for ELA and 2.47% for mathematics.

¹⁰ Clerc Center is required to meet a federal reporting target of 65% for its four-year graduation rate and therefore will intend to meet that target each year.

Kendall Demonstration Elementary School (K-8): Assessment Data

The Maryland Comprehensive Assessment Program (MCAP) for English language arts and mathematics were not administered in the 2019-20 school year as a result of the COVID-19 pandemic.

The Multi-State Alternate Assessment (MSAA) for ELA and mathematics were not administered in the 2019-20 school year as a result of the COVID-19 pandemic.

The Maryland Integrated Science Assessment (MISA) was not administered in the 2019-20 school year as a result of the COVID-19 pandemic.

The Maryland Integrated Science Assessment (Alt-MISA) was not administered in the 2019-20 school year as a result of the COVID-19 pandemic.

Model Secondary School for the Deaf (9-12): Assessment Data

The MCAP for English language arts and mathematics were not administered in the 2019-20 school year as a result of the COVID-19 pandemic.

The MSAA for ELA and mathematics were not administered in the 2019-20 school year as a result of the COVID-19 pandemic.

The High School Maryland Integrated Science Assessment (HS MISA) was not administered in the 2019-20 school year as a result of the COVID-19 pandemic.

The High School Maryland Integrated Science Assessment (HS Alt-MISA) was not administered in the 2019-20 school year as a result of the COVID-19 pandemic.

Model Secondary School for the Deaf (9-12): Graduation Rate¹¹

Race/Ethnicity	Cohort N	Percent Graduated
All	48	66.0
Asian	--	--
Black/African American	10	44.0
Hispanic	--	--
Two or more races	--	--
American Indian/Alaska Native	--	--
White	23	86.0

Model Secondary School for the Deaf (9-12): Post-Secondary Enrollment Rates

From the 2018-19 graduation cohort, 22 students (71.0%) matriculate at private institutions; 11 out of 15 White students (35.5% of the total cohort) matriculate at private institutions. All other data are too small to report (n<10).

¹¹ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Civil Rights Data Collection (CRDC) Data¹²

	In-school Suspensions		Out-of-school suspensions		Expulsions		School related arrests		Referral to law enforcement		Chronic absenteeism (excused and unexcused)		Incidents of violence (including bullying and harassment)		Students Enrolled in Preschool		Students enrolled in Accelerated Coursework	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All students	23	100.0	33	100.0	N/A	N/A	N/A	N/A	--	--	N/A	N/A	73	100.0	30	26.0	16	9.0
Male	--	--	16	48.5	N/A	N/A	N/A	N/A	--	--	N/A	N/A	54	74.0	N/A	N/A	N/A	N/A
Female	--	--	17	51.5	N/A	N/A	N/A	N/A	--	--	N/A	N/A	19	26.0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	--	--	N/A	N/A	--	--	N/A	N/A	N/A	N/A
Asian	--	--	--	--	N/A	N/A	N/A	N/A	--	--	N/A	N/A	--	--	N/A	N/A	N/A	N/A
Black/African American	--	--	--	--	N/A	N/A	N/A	N/A	--	--	N/A	N/A	37	50.7	N/A	N/A	N/A	N/A
Hispanic/Latino	--	--	--	--	N/A	N/A	N/A	N/A	--	--	N/A	N/A	--	--	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	--	--	N/A	N/A	--	--	N/A	N/A	N/A	N/A
White	12	52.2	15	45.5	N/A	N/A	N/A	N/A	--	--	N/A	N/A	19	26.0	N/A	N/A	N/A	N/A
Two or More Races	--	--	--	--	N/A	N/A	N/A	N/A	--	--	N/A	N/A	--	--	N/A	N/A	N/A	N/A
Students with Disabilities	23	100	33	100	N/A	N/A	N/A	N/A	--	--	N/A	N/A	73	100	N/A	N/A	N/A	N/A
<i>Clerc Center does not collect data on English Language Learners.</i>																		

¹² Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Educator Qualifications Data

Clerc Center		
	<i>n</i>	%
Teacher teaching with provisional credentials	5	10.0
Credentialed teacher with <1year of teaching experience	1	2.0
Credentialed teacher with 1-3 years of teaching experience	9	18.0
Credentialed teacher with 4+ years of teaching experience, teaching within the license area	28	56.0
Unknown	7	14.0