

District of Columbia State Board of Education

Mark Jones, President
Mary Lord, Vice President



ANNUAL REPORT

2013

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PRESIDENT'S LETTER

April 2015

Dear Friends:

I am pleased to share the District of Columbia State Board of Education's Annual Report for 2013. This was a milestone year in which a newly autonomous State Board strengthened its capacity to continue playing a critical role in the District of Columbia's ongoing education reform efforts.

Most notably, the State Board became independent from the Office of the State Superintendent of Education (OSSE) with passage of the "State Board of Education Personnel Amendment Authority Act of 2012." Our statutory responsibilities remain the same as outlined in the "Public Education Reform Amendment Act of 2007," including approving academic standards, high school graduation requirements, compulsory attendance rules, and the District's school accountability plan. However, the State Board now manages its own staff and budget.

In collaboration with the State Superintendent and OSSE staff, the State Board engaged with experts and the public to complete several key policy initiatives. We approved new attendance rules aimed at reducing truancy and spotting chronically absent students before they fail out. We also approved sweeping new Next Generation Science Standards that include engineering design and emphasize hands-on projects that open science to all students. In addition, the State Board launched a discussion about quality with principals at our city's "reward" schools. We look forward to working with OSSE in the upcoming months to ensure these and other policies are effectively implemented.

The State Board also revised its mission statement and by-laws to enhance our ability to provide policy leadership, support, advocacy, and oversight of public education so that every student is valued and gains the skills and knowledge necessary to become informed, competent, and contributing global citizens. To realize that vision, the State Board has created committees to review implementation of the Common Core State Standards and Next Generation Science Standards. In addition, the State Board has committed to reviewing compulsory attendance rules and school report cards. Our goal is to develop a protocol and process to review of state-level policies and evaluate how well they have worked to improve education for each and every student in the District of Columbia.

Finally, the State Board took on new leadership roles in the National Association of State Boards of Education (NASBE), giving the District of Columbia a strong voice in shaping national education policy. At-large member Mary Lord was elected NASBE's President-Elect. Ward 1 member Patrick Mara served on the Government Affairs Committee. And executive director Jesse Rauch will serve next year as president of the National Council of State Board of Education Executives.

Much work remains. But by working together, we will achieve our shared goal of building a world-class public education system in the nation's capital – one that prepares every child for success as scholars and as citizens.

Sincerely,

Mark Jones, Immediate Past President
District of Columbia State Board of Education
Ward 5 Representative

In 2013, the State Board developed the following vision, mission and core values.

Vision Statement

- All District of Columbia students will acquire the skills and knowledge to lead healthy, productive lives as engaged global citizens in a democratic society.

Mission Statement

- The mission of the District of Columbia State Board of Education is to provide policy leadership, support, advocacy, and oversight of public education to ensure that every student is valued and gains the skills and knowledge necessary to become informed, competent, and contributing global citizens.
- The State Board views its role in the achievement of this mission as one of shared responsibility, whereby it engages families, students, educators, community members, elected officials, and business leaders to play a vital role in preparing every child for college and/or career success.

Board Values and Statements

- **Quality:** Every student should have exemplary learning experiences with qualified teachers, responsive administrators, and the resources necessary to succeed in college, careers, and life.
- **Choice:** All students and families should have a choice of flexible course options, learning opportunities, and pathways to achieving competency along with ease of access to quality school options.
- **Equity:** All students should be ensured the provision of and/or access to high quality educational resources across the District of Columbia as a matter of right, regardless of economic status or geographic location.
- **Accountability:** Students, schools, and educators should be measured regularly and fairly against established and transparent goals so taxpayers can readily determine the return on their investment in public education.
- **Engagement:** Diverse communities of students, parents, and stakeholders should be involved and engaged in educational matters in a manner that is respectful of all cultural backgrounds and abilities.
- **High Expectations:** All stakeholders should be fully engaged in a collaborative process with the goal of ensuring that all students can think critically and creatively, and contribute to their communities while acquiring the skills and knowledge necessary to lead healthy, productive lives.

**MEMBERS OF THE STATE BOARD OF EDUCATION
2013**

President and Ward 3 Representative

Laura McGiffert Slover

Vice President and Ward 5 Representative

Mark A. Jones

Board Representatives

At-Large Member

Mary Lord

Ward 1

Patrick Mara

Ward 2

Jack Jacobson

Ward 4

D. Kamili Anderson

Ward 6

Monica Warren-Jones

Ward 7

Karen Williams

Ward 8

Trayon White

Student Representatives

2012 - 2013

Ray Clark

Kelsea Johnson

Student Representatives

2013 - 2014

Jason Perry

Daniel Spruill

STATE BOARD OF EDUCATION STAFF

Executive Director

Jesse B Rauch

Policy Analyst

Amaya Garcia

Staff Assistant

Jamikka Briscoe-Kendrick

Attorney Advisor

Kelly Davis

PREAMBLE

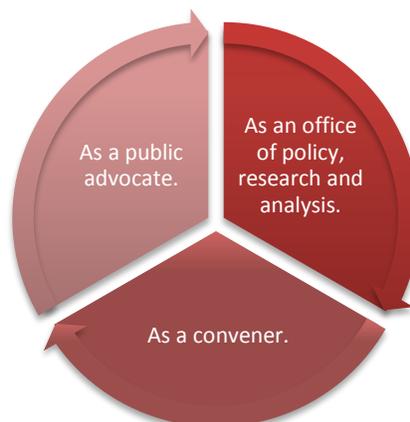
The District of Columbia State Board of Education (State Board) is a critical player in the District of Columbia’s ongoing school reform efforts. Prior to June 2007, the Board of Education (i.e., the former “School Board”) was the central policymaking entity on education matters. It existed as both a local and state board of education, responsible for providing leadership and monitoring the District of Columbia Public Schools (DCPS). The former school board also established and monitored state-level education policy, such as setting graduation requirements and attendance rules.

Today, the State Board’s focus and purpose are very different. Established by the “Public Education Reform Amendment Act of 2007” (PERAA) , the State Board of Education is responsible for state-level policy matters, including approving academic standards for students; high school graduation requirements; home school regulations; the state accountability plan, including approval of school “report cards” and definition of “proficiency;” and the rules for establishing residency. A complete list of responsibilities is included later in this report. In collaboration with the Office of the State Superintendent of Education (OSSE), the State Board has made great strides in these and other areas, and the State Board looks forward to continued collaborative efforts to improve educational outcomes for students.

On April 1, 2013, the State Board was granted personnel and budget autonomy – a watershed moment in the governance of District of Columbia public education. The “State Board of Education Personnel Authority Amendment Act of 2012” allows the State Board to perform its duties as an independent, impartial agency responsible for fulfilling its mission. The law also moved the Office of the Ombudsman for Public Education to the State Board, reestablishing this important family and student support service while strengthening the State Board’s ability to advocate for policies to ensure all students acquire the skills and knowledge required to lead healthy, productive lives.

Lay governance of public education is a deeply held American tradition that dates back to Horace Mann’s original ‘common school.’ The State Board serves as an unbiased broker for education decision-making, focusing on the big picture, articulating the long-term vision and needs of public education, and approving policies based solely on what is best for students. In short, the State Board encourages high expectations while ensuring that all students, whether they attend a traditional or public charter school, are held to the same high expectations and have an equal chance at a great education.

The State Board plays a key role in maintaining and improving the quality of public schools through the following roles:



- **As an office of policy, research and analysis.**

The State Board operates as a state-level policy office, providing comprehensive and objective research and analysis on state-level education issues in conjunction with its advisory and approval authorities. The State Board advances the public interest by generating, articulating, and advocating for creative and influential policies and programs that support high quality teaching, learning, and programs for students and their families. The State Board’s work can inform other agencies and the DC Council, resulting in enhanced policy creation and development.

- **As a convener.**

The State Board acts as an impartial convener of education stakeholders, including students, teachers, parents, school leaders, universities, research organizations, and youth service providers, among others. By expanding communication among diverse groups, the State Board supports the search for innovative solutions while providing a robust platform to broaden public understanding of education issues in the District.

- **As a public advocate.**

The State Board believes that high-quality educational opportunities must be available for all students, and uses its “bully pulpit” to advocate for policies to promote equity and excellence.

The newly re-established Office of the Ombudsman furthers the State Board’s capacity to respond to individual students and families, and to create policies that reflect classroom and community realities. The Office of the Chief Student Advocate would augment the State Board’s ability to identify problems and recommend changes to improve public education.

ROLES AND RESPONSIBILITIES

The District of Columbia State Board of Education is responsible for advising the State Superintendent of Education on educational matters, including state-wide policies and regulations governing traditional, special education, academic, vocational, charter, and other schools proposed by the Mayor or the State Superintendent of Education. The State Board also is responsible for approving the following state-level policies:

- State academic standards that specify what children are expected to know and be able to do, contain coherent and rigorous content, encourage the teaching of advanced skills, and are updated on a regular basis;
- High school graduation requirements;
- Standards for high school equivalence credentials;
- State definitions of “adequate yearly progress” and “proficiency” that will be applied consistently to all local education agencies;
- State definition and standards for “highly qualified teachers,” pursuant to the No Child Left Behind Act of 2001;
- Standards for accreditation and certification of teacher preparation programs of colleges and universities;
- The state accountability plan for the District of Columbia developed by the Chief State School Officer, pursuant to the No Child Left Behind Act of 2001 ensuring that: (A) the plan includes a single statewide accountability system that will ensure all local education agencies make adequate yearly progress; and (B) the statewide accountability system included in the plan is based on academic standards, academic assessments, a standardized system of accountability across all local education agencies, and a system of sanctions and rewards that will be used to hold local education agencies accountable for student achievement;
- State policies for parental involvement;
- State policies for supplemental education service providers operating in the District to ensure that providers have a demonstrated record of effectiveness and offer services that promote challenging academic achievement standards and that improve student achievement;
- The rules for residency verification;
- The list of charter school accreditation organizations;
- The categories and format of the annual report card, pursuant to the No Child Left Behind Act of 2001;
- The list of private placement accreditation organizations, pursuant to Uniform Per Student Funding Formula for Public Schools and Public Charter Schools and Tax Conformity Clarification Amendment Act of 1998;
- Approve state rules for enforcing school attendance requirements; and
- Approve state standards for home schooling.

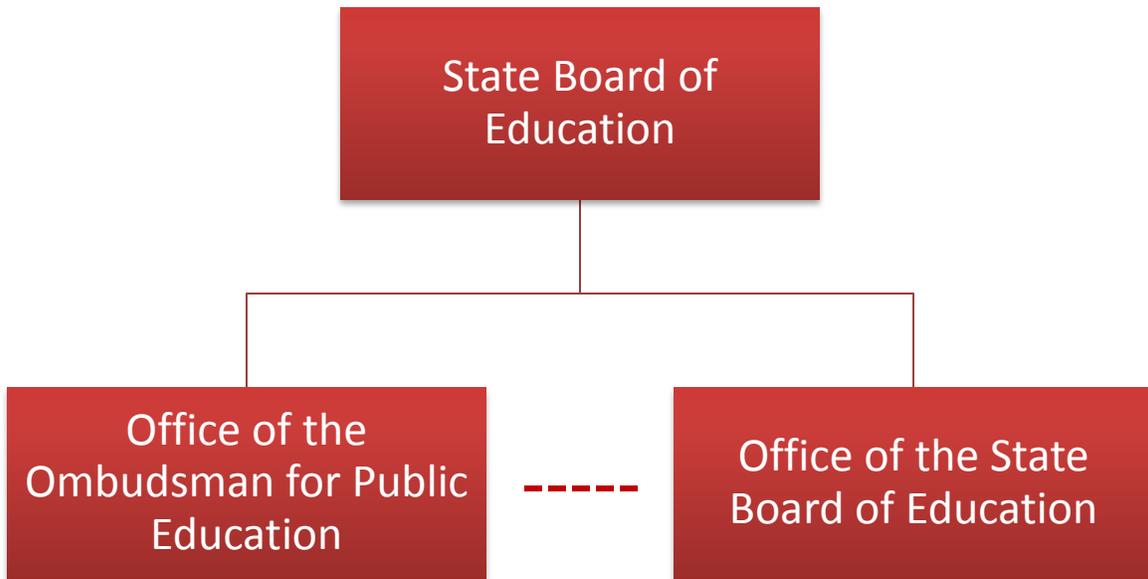
For more information about the State Board of Education’s role and responsibilities, visit www.sboe.dc.gov.

HIGHLIGHTS OF CALENDAR YEAR 2013

Organizational Changes

Budget and Personnel Authority

The enactment of the “State Board of Education Personnel Authority Amendment Act of 2013” granted the State Board personnel and budget authority separate from the Office of State Superintendent of Education, and reestablished the Office of the Ombudsman for Public Education within the State Board. The State Board established a committee and process to review applications for the Ombudsman’s position, including a community review panel. The position was posted November 8, 2013, and the Ombudsman Selection Committee reviewed the 40 applications. Sixteen candidates were interviewed by phone per the committee’s request, with six candidates interviewed in-person by the committee by year’s end. In February 2014, a review panel comprised of community members from Wards 1, 2, 4, 7, and 8 interviewed the leading six candidates, resulting in the selection of Joyanna Smith, a lawyer and Ward 5 resident with charter school and mediation experience.



In addition, the “Parent and Student Empowerment Act of 2013” created a new “Office of the Student Advocate” within the State Board to provide outreach to students and parents in the District. This position was not funded for FY14. The Office is charged with facilitating the enrollment process of students, helping students and parents understand the available educational options available, and advocating for students in mediation before the Office of the Ombudsman for Public Education. Like the Ombudsman, the Student Advocate also has the ability to recommend policy changes and strategies to improve the delivery of public education services and to operate Public Education Resource Centers across the District.

Officers

At the first public meeting of each year, State Board members elect a President and a Vice President. In January 2013, the State Board reelected Ward 3 Representative Laura Slover as President and Ward 5 Representative Mark Jones as Vice President.

Staff

In 2013, the newly autonomous State Board hired a policy analyst – a position that had been ceded to OSSE in 2008 – and an attorney adviser. The State Board also prepared for the hiring of the Ombudsman for Public Education.

Policy and Engagement Fellows

In 2013, the State Board augmented its capacity by offering fellowships to undergraduate and graduate students interested in education or youth-related public policy. Policy and Engagement Fellows assist the State Board by conducting policy research, developing policy fact sheets, tracking policy and legislative changes, and attending the many symposia on public education held in the nation's capital.

Policy Accomplishments

Adoption of Revised Early Learning Standards

A consequence of the State Board of Education's 2010 adoption of the Common Core State Standards was the need to adopt revised (and realigned) early learning standards. In February 2013, the State Board approved revised early learning standards. The revised standards represent a continuum of learning and development expected of all young children, from birth through grade three. Further, the standards are aligned with the Common Core State Standards for English/Language Arts and Mathematics, in addition to the Head Start Child Development and Early Learning Framework, thus ensuring that all children will receive the same standards-based instruction regardless of where the student attends pre-kindergarten.

Adoption of Revised Compulsory Attendance Rules

In June 2013 and in December 2013, the State Board approved revised compulsory attendance rules to comply with the "South Capitol Street Memorial Amendment Act of 2012" and the "Attendance Accountability Act of 2013." However, in the process of reviewing the revised rules, the State Board became aware of questions and concerns, and in particular, about the unintended consequences of setting the definition of "present" as being in school for 80% of the day. In partnership with OSSE, DCPS and the Public Charter School Board, the State Board continues to research truancy and student engagement and has formed a committee to investigate policy options.

Adoption of Revised State and LEA Report Cards

The "Elementary and Secondary Education Act of 1965" (ESEA) requires state educational agencies (SEAs) and local educational agencies (LEAs) to produce State and LEA report cards. The report cards provide important information to parents, the public, educators, community members, researchers, and others about schools in the District. They also contain the accountability information to encourage

transparency in the public education system. In September 2013, the State Board reviewed and approved revised State and LEA report cards. However, the State and LEA Report Cards are not in compliance with Federal guidance and the State Board has requested that the State and LEA Report Cards be updated and returned to the State Board for review and approval.

Adoption of Next Generation Science Standards

In December 2013, the State Board joined California, Delaware, Kansas, Kentucky, Maryland, Rhode Island, Vermont, and Washington in approving the Next Generation Science Standards (NGSS). Since then, Illinois, Nevada, New Jersey, Oregon, and West Virginia have adopted the standards. These sweeping new interdisciplinary K-12 science standards include engineering and emphasize hands-on learning that will benefit all students, including English language learners and those with special needs. Drafted by representatives from over a dozen states, including four District of Columbia teachers, the state-led effort to revise science standards reflect a new vision for American science and was strongly supported by the District's science educators.

The NGSS:

- Reflect the interconnected nature of science as it is practiced and experienced in the real world;
- Are aligned to the Common Core State Standards for literacy and math;
- Integrate science and engineering; and
- Are designed to prepare students for college, careers, and citizenship.

Given that a third of District of Columbia jobs are in the science, technology, engineering, and math (STEM) fields, according to a Brookings Institute report, the NGSS has clear benefits for our children and society.

Recommended Revised Graduation Requirements

To thrive in today's complex, globally competitive economy, young people must acquire skills and knowledge beyond the traditional core subjects. They need to think critically and creatively, communicate effectively, work in diverse teams, and apply what they have learned to unfamiliar tasks. They also need to develop a deep understanding of the shared heritage and values that bind Americans and communities together. Above all, if tomorrow's generations are to lead healthy, productive lives as full participants in a free society, they must learn to learn.

Research shows that completing a challenging, rigorous, and well-rounded curriculum builds a strong foundation for future success. The courses, experiences, and activities that compose this academic bedrock are expressed as credits required for a high school diploma.

At the request of then-State Superintendent Hosanna Mahaley Jones, the State Board began a review of graduation requirements in 2012. The proposed revisions to the District's high school graduation requirements were crafted with input from educators, community groups, students, parents, and other stakeholders, and formally presented to OSSE in September 2013. The State Superintendent has shared his commitment to work with the State Board to finalize the revisions, as well as to continue discussion of multiple diploma options.

The proposed revisions also incorporate support for competency- or performance-based learning. In allowing schools to provide credit for mastery, the District would join other cutting-edge states, including Colorado, Iowa, Kentucky, Maine, Michigan, and New Hampshire, that currently permit credit for mastery or competency.

Adoption of Revised Organizational By-Laws

The State Board required new organizational by-laws to reflect its new independent status. In a series of working sessions and retreats, Board Members identified policy priorities that reflected shared concerns and core values, established committees to lead the work and develop recommendations, and adopted revised organizational by-laws to support an autonomous agency. The State Board was aided by the National Association of State Boards of Education (NASBE), which facilitated a day-long workshop on effective policymaking and board practices. As a part of this process, the State Board stated its intention to add non-voting Educator Representatives to the State Board and established operational guidelines for the Ombudsman for Public Education that will maintain the ombudsman's independence.

In addition, at the request of Jack Jacobson, the representative from Ward 2, the State Board incorporated a new section into the by-laws regarding ethics and conflicts of interest. The State Board, recognizing a need to ensure trust with the District's residents, adopted language requiring them to maintain the "highest ethical standard" and "pledge to conduct themselves and maintain an organization with the highest ethical standards" and uphold the "standards of District of Columbia's Ethics Act." The State Board also may censure other members of the State Board for violation of ethical standards.

National Youth Science Camp

The State Board is committed to expanding learning opportunities for District of Columbia youth, particularly in the fields of science, technology, engineering, and math (STEM). Since President Obama made STEM a priority, the State Board has been involved in promoting STEM in the District's schools. Since 2011, State Board member Mary Lord has served as the selection committee coordinator for the National Youth Science Camp – a prestigious residential summer science program in West Virginia. The District's 2013 delegates were Sasha Rickard, who graduated from School Without Walls, and Tyler Rogers, a graduate of Capital City Public Charter School. The State Board honored them at its June public meeting.

National Association of State Boards of Education (NASBE) Involvement

At its annual conference in June, 2013, NASBE members from across the country elected Mary Lord to represent them as the NASBE President-Elect. In addition, executive director Jesse B Rauch was elected to be the President-Elect of the NASBE-affiliate organization, NCSBEE, the National Council of State Board of Education Executives.

Patrick Mara continues to serve on the Government Affairs Committee, giving the District of Columbia a voice in shaping federal education policy. Through NASBE, State Board members get to exchange views with education leaders from other states, learn from experts, and share best practices and innovative ideas from the annual conference.

TIMELINE OF ACTIVITIES & ACTIONS

January 16, 2013 – Working Session

- OSSE Presentation: Discussion of Revised Early Learning Standards
- SBOE Presentation: Update on Graduation Requirements Proposal

January 23, 2013 – Public Meeting

- DC State Board of Education Leadership Vote
- Welcome of New Board Members
- Commemorating the 2nd Anniversary of William Lockridge’s Passing
- Reward Schools Presentations
- OSSE Presentation: Revised Early Learning Standards

February 6, 2013 – Working Session

- OSSE Presentation: Revised Compulsory Attendance Requirements
- OSSE Presentation: National Educational Technology Standards (NETS)
- OSSE Presentation: Revised Early Learning Standards

February 13, 2013 – Working Session

- OSSE Presentation: Review Feedback on Revised Compulsory Attendance Requirements
- SBOE Presentation: Update on Graduation Requirements Proposal

February 20, 2013 – Public Meeting

- DC Teacher of the Year Presentation
 - Jacqueline Simms – 2012 Milken Educator Award Winner
 - Julian Hipkins, III – 2012 DC History Teacher of the Year
 - Julia King – 2013 DC Teacher of the Year
- Action: Approval of Revised Early Learning Standards

March 13, 2013 – Working Session

- OSSE Presentation: Revising State and LEA Report Cards
- SBOE Presentation: Update on Graduation Requirements Proposal

March 20, 2013 – Public Meeting

- OSSE Presentation: Revised Compulsory Attendance Requirements

April 10, 2013 – Working Session

- OSSE Presentation: Revised Compulsory Attendance Requirements
- SBOE Presentation: Update on Graduation Requirements Proposal
- SBOE Discussion: “Testing Integrity Act of 2013”

April 17, 2013 – Public Meeting

- Reward Schools Presentations
- Expert Panel: Testing Integrity
 - Peggy Carr, Association Commissioner for Assessment, National Center for Education Statistics
 - Jeff Noel, Director of Data Management, OSSE

- OSSE Presentation: Revised Compulsory Attendance Requirements

April 18, 2013 – DC Council Hearing on the “Testing Integrity Act of 2013”

- Action: Provided Testimony on the “Testing Integrity Act of 2013”

May 1, 2013 – Working Session

- OSSE Presentation: Revised Compulsory Attendance Requirements
- SBOE Presentation: Update on Graduation Requirements Proposal
- SBOE Presentation: Update from the Parent & Home Engagement Committee

May 29, 2013 – Public Meeting

- Reward Schools Presentations
- OSSE Presentation: Administration of the DC CAS
- OSSE Presentation: Revised Compulsory Attendance Requirements

June 5, 2013 – Working Session

- OSSE Presentation: Revised State and LEA Report Cards

June 12, 2013 – Working Session

- OSSE Presentation: Revised Compulsory Attendance Requirements
- SBOE Presentation: Update from the Parent & Home Engagement Committee

June 12, 2013 – Working Session

- Briefing on DC Education Adequacy Study

June 19, 2013 – Public Meeting

- Celebration of DC’s Representatives to the National Youth Science Camp
- Revised State and LEA Report Cards
 - Expert Panel
 - Candice Santomauro, Vice President, Local Engagement, Great Schools
 - Paige Kowalski, Director, State Policy Initiatives, Data Quality Campaign
 - Government Panel
 - Jeff Noel, Director of Assessment and Accountability, OSSE
- OSSE Presentation: Revised Compulsory Attendance Requirements
- Action: Approval of Revised Compulsory Attendance Requirements
- SBOE Presentation: Update from the Parent & Home Engagement Committee

July 3, 2013 – Working Session

- Introduction of SBOE Policy and Engagement Fellows
- SBOE Presentation: Update on Graduation Requirements Proposal

July 10, 2013 – Working Session

- SBOE Presentation: Update on Introduced Legislation at the DC Council
- SBOE Presentation: Update on Graduation Requirements Proposal

July 17, 2013 – Working Session

- SBOE Presentation: Revising the State Board’s Mission and Vision Statements
- SBOE Presentation: Update on Graduation Requirements Proposal

July 24, 2013 – Working Session

- OSSE Presentation: Revised State and LEA Report Cards

July 31, 2013 – Public Meeting

- SBOE Presentation: Report from the NASBE Annual Conference
- OSSE Presentation: Briefing on SY2012-2013 DC CAS Results
- OSSE Presentation: Revised State and LEA Report Cards

August 7, 2013 – Working Session

- OSSE Presentation: Career and Technical Education Strategic Plan
- SBOE Presentation: Update on Graduation Requirements Proposal

August 2013 – Public Meeting

- State Board Recess – No Meeting

September 4, 2013 – Working Session

- OSSE Presentation: Revised State and LEA Report Cards
- SBOE Presentation: Distribution of Draft Revised Organizational By-Laws
- SBOE Presentation: Update on Graduation Requirements Proposal
- Action: Transmittal of Recommended Revisions to Graduation Requirements

September 11, 2013 – Working Session

- SBOE Presentation: Update on Graduation Requirements Proposal
- OSSE Presentation: Revised State and LEA Report Cards
- OSSE Presentation: Next Generation Science Standards
- SBOE Presentation: Discussion of Draft Revised Organizational By-Laws

September 25, 2013 – Public Meeting

- SBOE Presentation: Next Generation Science Standards
- OSSE Presentation: Briefing on SY2012-2013 DC CAS Results
- OSSE Presentation: Revised State and LEA Report Cards
- Action: Approval of Revised State and LEA Report Cards

October 2, 2013 – Working Session

- Briefing on Raise DC
- OSSE Presentation: Next Generation Science Standards
- DC Council Presentation: Update on Introduced Legislation at the DC Council
- SBOE Presentation: Discussion of Draft Revised Organizational By-Laws

October 23, 2012 – Public Meeting

- SBOE Presentation: Introduction of New Student Representatives
 - Jason Perry, Woodrow Wilson Senior High School
 - Daniel Spruill, Friendship Collegiate Academy
- SBOE Presentation: Update from Competency-Based Learning Study Tour
- SBOE Presentation: Update from National Summit on Education Reform
- OSSE Presentation: Next Generation Science Standards
- SBOE Presentation: Discussion of Draft Revised Organizational By-Laws
- Action: Approval of Revised Organizational By-Laws

November 6, 2013 – Working Session

- SBOE Presentation: Update on the Ombudsman Selection Process
- SBOE Presentation: Update on Introduced Legislation at the DC Council

November 13, 2013 – Working Session

- OSSE Presentation: Common Core State Standards Implementation and Lessons Learned
- OSSE Presentation: Revisions to Compulsory Attendance Rules

November 20, 2013 – Public Meeting

- Reward Schools Presentations
- OSSE Presentation: Revisions to Compulsory Attendance Rules
- OSSE Presentation: Next Generation Science Standards

December 4, 2013 – Working Session

- SBOE Presentation: Legislative Update
- OSSE Presentation: Review Feedback on Revised Compulsory Attendance Requirements
- OSSE Presentation: Review Feedback on Next Generation Science Standards

December 11, 2013 – Working Session

- OSSE Presentation: Revised Residency Verification Rules
- OSSE Presentation: Unpacking the Next Generation Science Standards

December 18, 2013 – Public Meeting

- Reward Schools Presentation
- OSSE Presentation: Update Revised Compulsory Attendance Requirements
- Action: Approval of Revised Compulsory Attendance Requirements
- OSSE Presentation: Update on Next Generation Science Standards
- Action: Approval of Next Generation Science Standards

RESOLUTIONS AND RULEMAKING

RULEMAKING

On June 19, 2013, the State Board of Education approved additional revisions to the District's compulsory attendance rules (Title 5A, Chapter 21, in the District of Columbia Municipal Regulations) to address student attendance at public schools and schools receiving District funding. The need for revisions emerged with the implementation of the "South Capitol Street Memorial Amendment Act of 2012."

Compulsory attendance laws have a long history in the United States; the District of Columbia made attendance in school mandatory in 1925, almost 90 years ago. Since then, the laws, as well as the accompanying administrative rules, have undergone many changes and revisions. Today, a school-age student is defined as a child who reached the age of five (5) years on or before September 30 of the current school year. This definition does not include homeschooled students.

The "South Capitol Street Memorial Amendment Act of 2012" (Act) reconfirms and strengthens compulsory attendance laws. First, it recognizes that reporting attendance is a requirement that applies to all schools in the District of Columbia, including private schools. Second, the Act requires all schools to appoint an attendance monitor. The attendance monitor has specific responsibilities with regard to reporting daily attendance. Third, the Act requires schools to establish school-based student support team for students who are chronically truant. Finally, the Act requires OSSE to collect attendance data on a daily basis and use this information to report on the District's rates of truancy. The rules provided guidance on these legislative mandates as well as established new definitions for chronically absent and truant children and created a uniform definition to be used in a formula to calculate truancy rates:

$$\text{Truancy Rate} = \frac{\text{Number of Chronically Truant Students}}{\text{Number of Enrolled Students}}$$

The compulsory attendance rules were further revised with the enactment of the "Attendance Accountability Amendment Act of 2013." In addition to technical amendments, the Attendance Act made the following changes:

- Changed "school days" to "business days" for reporting purposes;
- Mandated a referral of students who are fourteen (14) through to seventeen (17) years of age after the accrual of fifteen (15) unexcused absences rather than the twenty-five (25) unexcused absences previously mandated by the "South Capitol Street Memorial Amendment Act of 2012;"
- Amended the definition for the term "educational institution," and
- Amended the definition for the term "parent."

Nonetheless, members of the community shared additional concerns about the truancy rules. Consequently, the State Board established the Truancy and Student Engagement Committee, which will be responsible for investigating issues of truancy and student engagement. This work will continue in 2014.

STATE RESOLUTIONS

SR13-01 – Adoption of Revised Early Learning Standards – February 20, 2013

On December 17, 2008, the State Board of Education adopted revised Early Learning Standards for Infants, Toddlers and Pre-Kindergarten. With the adoption of the Common Core State Standards (CCSS) English/Language Arts and Mathematics in July 2010, the State Board committed to aligning other academic standards with the CCSS. The State Board reviewed the revised Early Learning Standards and found they: 1) specified the knowledge and skills that students are expected to achieve; 2) contained coherent and rigorous content; and 3) encouraged the teaching of advanced skills.

SR13-02 – Improving Testing Integrity – April 17, 2013

The District of Columbia, in accordance with the mandates of the “Elementary and Secondary Education Act of 2001,” utilizes standardized testing to measure student proficiency in reading, math, and science. The State Board believes it is critical that the results of this testing be accurate, fair, useful, interpretable, and comparable to ensure a meaningful state accountability system for its schools and students. The State Board further believes that assurances of testing integrity and a statewide testing integrity framework are vital elements of education reform. The State Board, given that it is tasked to approve standards and set expectations for what District of Columbia schoolchildren should know and be able to do, approved a resolution in support of increased testing integrity via the passage of the DC Council’s “Testing Integrity Act of 2013.”

SR13-03 – Compulsory Attendance and School Attendance Rules – June 19, 2013

The State Board approved revisions to the District of Columbia attendance rules in Title 5A, Chapter 21 of the District of Columbia Municipal Regulations. The proposed rules implement attendance-related provisions in the “South Capitol Street Memorial Amendment Act of 2012” by addressing school attendance monitors, data reporting requirements, intervention services, school-based student support teams, technical assistance to schools, and the creation of a truancy resource guide for parents.

SR13-04 – Approved Revised Categories and Format of the State and LEA Report Cards – September 25, 2013

The Office of the State Superintendent of Education is mandated by the “Elementary and Secondary Education Act of 2001” to produce Statewide and LEA Report Cards to provide parents and stakeholders access to a uniform set of factors and data points across all LEAs consistent with the District’s statewide accountability system. OSSE reformatted the State and LEA Report Cards and added new categories, aligning them with the District’s ESEA Flexibility Waiver. The State Board is responsible for approving the categories and format of the State Report Card as presented at this meeting.

SR13-05 – Adoption of Revised Organizational By-Laws – October 23, 2013

On April 1, 2013, the State Board received independent budget and personnel authority with the enactment of “State Board of Education Personnel Authority Amendment Act of 2013.” Consequently, the former organizational by-laws put in place by Mayor’s order 2007-214 on October 3, 2007 expired with the implementation of the new law. The State Board’s Governance Committee revised the by-laws to reflect relevant District laws and regulations, including the District’s “Open Meetings Act” and ethics policies. The revised by-laws were deemed legally sufficient by the Office of the Attorney General.

SR13-06 – Adoption of Revised Compulsory Attendance Rules – December 18, 2013

The State Board is responsible for approving state rules related to the enforcement of school attendance requirements. The State Board recognizes that truancy has a complex etiology that varies by student. Research indicates that truant youth are often coping with multiple risk factors, which call for a holistic assessment of the underlying causes of behavior. The State Superintendent of Education prepared rulemaking that aligned compulsory attendance regulations with the “Attendance Accountability Amendment Act of 2013,” which became effective on September 19, 2013.

SR13-07 – Adoption of Next Generation Science Standards (NGSS) – December 18, 2013

The State Board believes that Next Generation Science standards have benefits for both children and society, and that the District of Columbia must prepare our students to be critical and flexible thinkers capable of working in emerging science, engineering, and technology fields or other-high wage careers. The NGSS are based on a framework developed by the National Academies of Science, which brought the latest research on learning and teaching in science together with experienced science educators to guide the writing of interdisciplinary new K-12 science standards that stress learning by doing.

CEREMONIAL RESOLUTIONS

CR13-01 – Honoring Julian Hipkins III, DC History Teacher of the Year - February 20, 2013

The State Board recognized Mr. Julian Hipkins III, of Capital City Public Charter School, as the 2012 recipient of the DC History Teacher of the Year award.

CR13-02 – Jacqueline Simms, Milken Educator Award Winner – February 20, 2013

The State Board recognized Jacqueline Simms, of Anne Beers Elementary School, as the 2012 recipient of the prestigious Milken Educator Award, which provides public recognition and an unrestricted financial award of \$25,000 to elementary and secondary school teachers, principals, and other education professionals who are furthering excellence in education.

CR13-03 – Honoring Julia T. King, 2013 DC Teacher of the Year – February 20, 2013

The State Board recognized Julia T. King, a 7th grade mathematics and reading teacher at DC Preparatory Public Charter School – Edgewood Middle Campus, as the 2013 DC Teacher of the Year.

CR13-04 – Honoring Sasha Rickard, District of Columbia Delegate to the 2013 National Youth Science Camp – June 19, 2013

The State Board coordinates the selection of two graduating high school seniors each year to represent the District of Columbia at the National Youth Science Camp. This experience, which provides the opportunity to exchange ideas with top scientists and participate in outdoor learning experiences with peers from around the country, is granted to students who have exhibited leadership and outstanding scholastic achievement in science and mathematics. The State Board recognized School Without Walls graduating senior Sasha Rickard for excellence in science, robotics, athletics, and music throughout her high school career.

CR13-05 – Honoring Tyler Rogers, District of Columbia Delegate to the 2013 National Youth Science Camp – June 19, 2013

The State Board coordinates the selection of two graduating high school seniors each year to represent the District of Columbia at the National Youth Science Camp. This experience, which provides the opportunity to exchange ideas with top scientists and participate in outdoor learning experiences with peers from around the country, is granted to students who have exhibited leadership and outstanding scholastic achievement in science and mathematics. The State Board recognized Capital City Public Charter School graduating senior Tyler Rogers for excellence in the areas of science and mathematics throughout his high school career.

CR13-06 – Honoring Lorraine Lamont-Brandon on her retirement – June 19, 2013

The State Board honored Mrs. Lorraine Lamont-Brandon, the Business Manager for Grover A. Cleveland Elementary School, upon her retirement after 27 years with the District of Columbia Public Schools.

CR13-07 – Honoring Ray Clark, DC State Board of Education Representative, 2012-2013 – July 31, 2013

Annually, the State Board invites two public school juniors or seniors to apply to represent their peers as Student Representatives to the State Board. The role of Student Representative provides students with an opportunity to exchange ideas with State Board Members and educational stakeholders while participating in the creation of educational standards and policy. The State Board recognized Mr. Ray Clark, from Benjamin Banneker Academic High School, for academic excellence and honored him as one of the District of Columbia's most promising and creative young leaders in the high school graduating Class of 2013.

CR13-08 – Honoring Kelsea Johnson, DC State Board of Education Representative, 2012-2013 – July 31, 2013

Annually, the State Board invites two public school juniors or seniors to represent their peers as Student Representatives to the State Board. The role of Student Representative provides students with an opportunity to exchange ideas with State Board members and educational stakeholders while participating in the creation of educational standards and policy. The State Board recognized Ms. Kelsea Johnson, from School Without Walls, for academic excellence and honored her as one of the District of Columbia's most promising and creative young leaders in the high school graduating Class of 2013.

CONNECTING WITH THE DISTRICT OF COLUMBIA STATE BOARD OF EDUCATION

The District of Columbia State Board of Education holds public meetings on the third Wednesday of each month. Meetings are held in the Old Council Chambers located at 441 4th Street, NW, Lobby Level, unless otherwise specified.

All meetings are open to the public. Members of the public are welcome to testify before the State Board on educational matters. Meeting dates and times are posted on the agency's website, www.sboe.dc.gov. The public meetings include discussions on education topics that have an impact on students in the District of Columbia. Depending on the topic of discussion, internal and external stakeholders are welcome to present on topics for which they or their organization serve as subject matter experts.

Public meetings offer individuals an opportunity to provide comment on an education-related topic of their choice or on topics included in the meeting's agenda. All who wish to comment must submit their name and affiliation in advance to the State Board office. All comments are compiled and reviewed by the State Board prior to a vote. If warranted, the State Board has the authority to reopen the public comment period. This forum also provides an opportunity for State Board Members to ask questions and gain new information about important education topics during presentations from researchers, advocates, community organizations, parents, students, and other stakeholders, as well as the Office of the State Superintendent of Education.

All interested individuals who would like to testify on an agenda item or other education issue can do so by contacting State Board staff by email at sboe@dc.gov by the close of business (5:30 p.m.) on the Monday prior to the meeting.

All meetings are broadcast live on the District Knowledge Network (DKN) on Comcast Channel 99 and RCN Channel 18.

Working Sessions

The State Board convenes monthly working sessions to offer State Board members the opportunity to ask questions and gain new information about important education topics during presentations from researchers, advocates, community organizations, parents, students, and other stakeholders. These sessions are intended to provide the State Board with opportunities to engage subject matter experts in in-depth discussions about a specific topic or issue.

Votes

The State Board takes all public comments and expert testimony into consideration before voting on regulations, rulings, or resolutions.

Public Engagement and Outreach

The State Board is committed to engaging the public on educational matters regarding the children and young adults in the District of Columbia. In keeping with its advisory authority and mandate to inform the public, the State Board receives input from parents, teachers, students, education experts, scholars, and community advocates at regular meetings as well as during community forums.

State Board staff also responds to phone calls, emails, and correspondence from residents with concerns or questions about issues from bullying to obtaining copies of high school diplomas. Since State Board meetings are televised, the State Board reaches a broad home audience beyond those who attend the monthly meetings.

In addition to the District Knowledge Network, the State Board uses television, radio, print media, and social networking to further engage residents in education policy and reform. The State Board can be found on Facebook at www.facebook.com/dcstateboard and on Twitter by following @DCSBOE.



The Office of the Ombudsman is responsible for assisting students and parents in resolving problems as they engage with the District of Columbia Public Schools and public charter schools. The Ombudsman offers conflict resolution services to parents, families, and students and is committed to resolving school-related complaints, disputes and problems quickly and efficiently in all areas that affect student learning.

The Office of the Ombudsman is independent and impartial, and through the provision of conflict resolution services, will ease the frustration of students and parents as they engage with the education system. The Ombudsman's efforts are directed at improving all public schools, assisting with closing the achievement gap, and promoting family engagement.

What is the State Board of Education's mission?

The overall mission of the State Board of Education is to provide policy leadership, support, advocacy, and oversight of public education to ensure that every student is valued and learns the skills and knowledge necessary to become informed, competent, and contributing global citizens.

How does the Office of the Ombudsman work?

The Office of the Ombudsman for Public Education is independent, impartial, neutral, and confidential. The Ombudsman will facilitate and/or mediate conversations between parents and school officials, guide all parties towards the resolution of problems with the primary focus on what is best for the student, and advocate for fair processes along the way. Our Office will respond to you in a timely manner, listen carefully to your complaints and concerns, and will work with you and all participating parties to achieve a meaningful resolution.

What issues does the Ombudsman address?

- Bullying/harassment
- Suspensions
- Expulsions
- Special education
- Enrollment
- Transportation
- Discipline
- Academic progress
- Truancy
- Transition from pre-school to kindergarten.

For more information about the Office of the Ombudsman for Public Education, please visit www.sboe.dc.gov, or call 202.741.0888. If you would like to drop by our office, Ombudsman services staff are available Monday through Friday from the hours of 9:00 am-5:30 pm.