

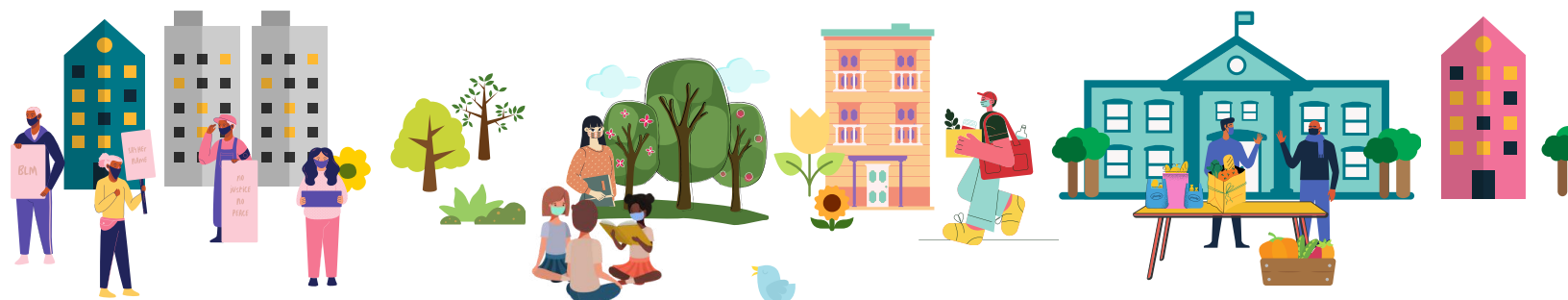
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About Us

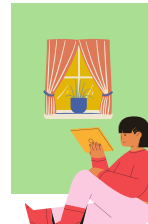
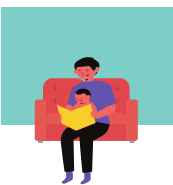
The D.C. State Board of Education was created in 2007 through the Public Education Reform Amendment Act (PERAA) to provide policy leadership and public voice for District education issues. The State Board has approval authority over a number of statewide regulations: including accountability frameworks, school report cards, attendance, residency, graduation requirements, and teacher preparation programs.

Like other State Boards, the District's State Board does not make day-to-day decisions for public schools. State Board members engage with their community members to promote academic achievement & equity through policy leadership, engagement, support, advocacy, and oversight.



Contents

Letter from Our Leadership Team	1
Our State Board Members	4
Our Staff	8
Amplifying Community Voice	9
COVID-19 Response	11
State Board Priorities	14
Social Studies Standards	18
Teacher Attrition	22
Measuring School Quality	26
Well-Rounded Education	30
Equity Statement and Framework	34
Student Voice	38
State Board Actions	42
Office of the Ombudsman for Public Education & Office of the Student Advocate	48
Appendix	51





December 16, 2020

Dear Residents of the District of Columbia,

This is not the year we expected. Our city, our school communities, and the State Board's agenda planned for 2020 were changed in unprecedented ways by the COVID-19 pandemic. As a result, schools were forced to suddenly close this spring, and, as of now, our city is still struggling with how to re-open them safely and productively, at least for some students.

The pandemic also exposed in many ways our system's weak mechanisms to build connection or be responsive to our families and communities. It made it more difficult to provide equitable support for students navigating distance learning and to adequately engage students, families, educators, and school leaders as we map a plan for reopening. A time like this requires a strong, independent, truly representative voice to influence decision-making and account for the diverse needs and views of our communities. Complicated challenges like re-imagining education under COVID can't be met with top-down solutions; they require solutions that are built from the ground up.

While the elected members of the State Board do not have the authority to make operational decisions on reopening and other vital issues, we have strived to provide a public forum where community voices could be heard. Our monthly public meetings routinely address one or more key educational issues facing our students and provide a public comment period, at which any DC resident can comment on educational issues. Since the start of distance learning alone, the State Board has heard over 23 hours of testimony and public comment from students, parents, school staff, teachers, public health experts, education policy researchers. We seamlessly moved our public, working and committee meetings online, maintaining our commitment to transparency and accessibility to the public – and shattered meeting attendance records in the process.

With its authority to approve/disapprove city-proposed policies on certain issues, including **how school quality is rated and attendance rules**, the State Board worked this year with our partner state agency, the Office of the State Superintendent of Education, to pass temporary changes to our attendance requirements to better fit the realities of distance learning in the wake of COVID-19.

In addition to raising community voices around the COVID response, **distance learning and reopening** (especially on the effects of both on our most **at-risk and special education students** and on the importance of **stakeholder** input), the Board has continued important discussions on **teacher retention**, including the special need to recruit, retain, and support teachers of color, and **school ratings**, including the ratings' **bias** against schools with large proportions of at-risk students. The Board, in cooperation with OSSE, convened a task force working now to propose revisions to DC's social studies standards; heard from experts on reading and dyslexia and on the problems faced by students who are homeless; and called for school communities to have a voice in deciding how their schools could provide security without a police presence.

As the city's only independent education agency, we also provide an independent voice through research on key issues, letters and briefs to city leaders—and this year, for the first time in the body's history, through proposed legislation to the DC Council. Our research included the city's first-ever public survey of teachers who have left DC schools, conducted by the Board to better inform ourselves and education and city leaders why DC has such a high rate of attrition and what could improve it.

The virtue of an elected Board is its independence and its ability to represent views from across the District. When the Board assembles a majority to adopt a resolution on a key topic affecting our students and their education or send a letter to the Mayor, the Chancellor, or others, the message is that our concern is widely held. As the Washington Post has noted, the Board's *"nine members have emerged as prominent voices in the city."*

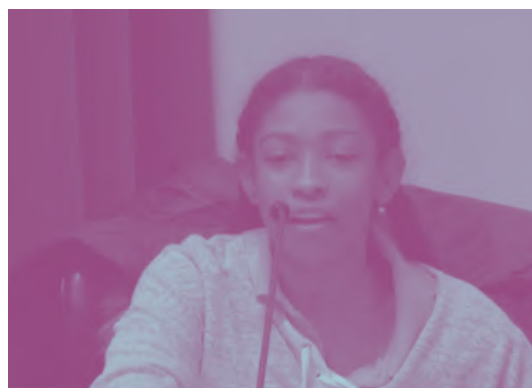
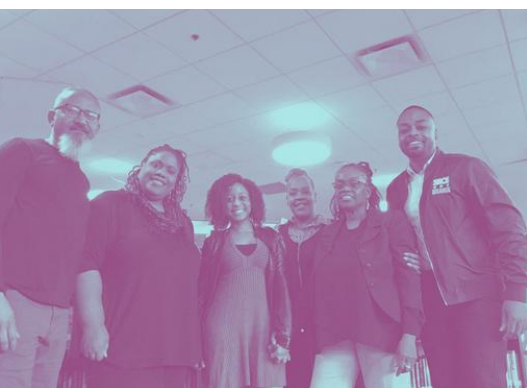
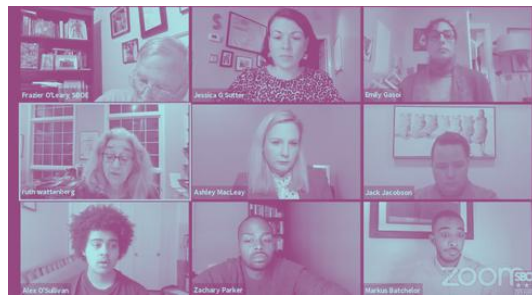
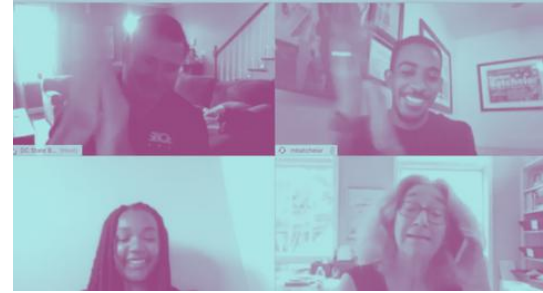
We look forward to another year of the Board elevating the voices of DC residents and the families, students, and staff of DC's public schools.

A handwritten signature in blue ink, appearing to read 'R. Wattenberg', with a stylized, flowing script.

Ruth Wattenberg
President and Ward 3 Representative

A handwritten signature in blue ink, appearing to read 'Markus Batchelor', with a stylized, flowing script.

Markus Batchelor
Vice President and Ward 8 Representative



Our State Board Members

There are nine elected representatives on the D.C. State Board of Education, each representing their respective wards, with one member representing the District at large, and two appointed student representatives.

State Board members' terms are four years and are staggered in alignment with members of the Council of D.C. so no more than five board members are selected in any one election.



Ruth Wattenberg, President, Ward 3

There were great moments for the State Board this year: the release of polling and focus group data that provided the first-ever detailed, public view of teachers' views of the causes behind the District's high teacher attrition rate. The first-ever introduction of SBOE-sponsored legislation to the D.C. Council—a requirement for regular, transparent reporting of teacher attrition data. But, the pandemic overshadowed everything. I was moved by how stakeholders took to our public meetings to testify about their hopes, worries, and questions about if, when, and how to reopen schools for in-person learning. In July and again in October, our public meetings went for five and six hours as residents from across the city took time from their evenings to testify before us. Their voices were amplified through this forum, and we brought their concerns to the Council, the Mayor, and the Chancellor in a chain of summaries and letters. Still, the reality is, the decisions are made far from them and us. An initial fall reopening plan quickly collapsed because the lack of input produced a plan that was unworkable and unpopular. As many have rightly noted, the pandemic has exposed the inequities in our country and city. It has also exposed the inability of our current system to find solutions that respond to the needs of stakeholders.



Markus Batchelor, Vice President, Ward 8

I am honored to have spent the last 1,444 days in service to residents of Ward 8 days on the State Board. It has been among one of the most rewarding experiences of my life. Both fighting fiercely for young people who deserve so much more, but working alongside smart members of our community. I'd like to thank my neighbors of Ward 8. I am a proud son of Ward 8, and forever grateful to residents of Ward 8 for sending me to this board at age 23 to do the people's work. I've been inspired by the conversations we have had, by the ability to make the State Board the common house for educational concerns of our community. I'll be forever grateful for the parts I got to play. Thank all of my departing colleagues for your support over the past few years and look forward to your work in the future.



Ashley MacLeay, At-Large

First and foremost, it has been an honor serving the District for these past 4 years. I want to thank those who championed and supported me along the way. I wouldn't be here right now without you. I would like to especially thank my husband and son who allowed me the opportunity to give my time and talent in fulfilling my commitment to serve. As I reflect upon my term in office, I think about the opportunity I had to make a difference in the lives of others and be a role model in the eyes of young women thinking about running for office in their own communities.



Dr. Emily Gasoi, Ward 1

I have become very aware that we need to act as if we are all in this together. There are many risks and contingencies, and when one thing is changed, it has a ripple effect that impacts the safety, health, and education of many others. This has led me to see that any reopening plan has to start small and needs to take place in steps. It needs to happen in each school based on their community's capacity and needs. The pandemic has only highlighted what has always been true—a one-size-fits-all, top-down approach is never advantageous. I think that has become abundantly clear to most stakeholders during this crisis and I hope that we move to a more differentiated model of system-level support to schools post-pandemic. For the next decade in D.C. education, I hope there will be an end to mayoral control of schools and that the relationship between education agencies shift to provide much needed system-level checks and balances.



Jack Jacobson, Ward 2

My last year on the State Board was unlike any other. The flaws in our educational system were laid bare by the pandemic that has ravaged our city and country. The struggles of the 19-20 and 20-21 school years have magnified the importance of wraparound support services for our most vulnerable and underserved students. Our students depend on schools for everything from counseling to meal services to relationship development, and we must do better at ensuring equity and opportunity for all. But the last year has also filled me with a renewed sense of hope. The resiliency of our students, the dedication of our teachers, and the commitment of school support staff have shown that we can rise to any occasion. Thank you, Washingtonians, for giving me the opportunity of a lifetime through service on this Board.



Dr. Frazier O'Leary, Ward 4

My most memorable work during 2020 can be divided into two. The State Board's work on teacher retention allowed me to feel like an actual policy worker for the first time. I feel that we have provided information that, if we can get support from the LEAs, will enable the systems to change the way they look at the importance of teacher retention. In January, I created a book-collection organization called "Mrs. O'Leary's Books for Friends" to collect books from the Ward 4 community to be distributed to the schools in the Ward. We have distributed over 14,000 books through November. The COVID pandemic has revealed many things. It has shown how dedicated educators will respond in an emergency. It has shown how the woeful lack of communication from the powers that be can cripple the facilitation of education. It has shown how, for the first time in my 50 year career, principals and teachers are on the same wavelength. It has shown how unresponsiveness on the part of school leadership can cripple the system.



Zachary Parker, Ward 5

My hope is that DC can move toward a more unified education system, where schools are not left to solve problems in silos and where parents and educators are treated as partners. Only then can we move toward greater consensus on the necessary inputs for equitable schools and instruction. COVID-19 has heightened the inequities that previously existed within our schools and communities. Some of those inequities stem from limited access to technologies and Wi-Fi. Moving forward, DC must commit to closing the digital divide, achieving 1:1 student-to-tech access, and treating Wi-Fi like water and electricity—a vital resource for all. More than anything, the pandemic reinforced that our students are resilient, and even still, we owe them so much more than what we are providing them.



Dr. Jessica Sutter, Ward 6

School is much more than a place where children learn academic subjects each day. Our schools are sources of social-emotional support, nurturing relationships with caring adults, and access to nutrition, health, mental health, and other resources for children and their families. As we think about how we serve children and families better post-pandemic, I hope we will keep in mind the many roles trusted schools play in our broader social services work in the District. I am also impressed by the many ways in which educators and community partners have innovated to make sure that students could stay connected to caring adults who could support their learning. I'm also saddened that some of the divides we have long known about—access to technology & wi-fi, access to food & stable housing—came into stark relief during the pandemic. We have a lot of work to do to create equity for DC's children and families.



Karen Williams, Ward 7

It has been a great honor serving on the State Board as a member, as Vice President, and as President. Through my eight years on the State Board, we approved new education standards that students were deeply involved in creating about subjects they said were important, approved a State Diploma so that finally adult students could be recognized as equals to their younger peers. Elected office was never in my plans when I was growing up in Ward 7. Most of you know, that I have lived in Washington my entire life. This city is more than a place to me, it is home, and I am deeply grateful to the residents who entrusted me with service on the State Board.



Shayla Dell, Student Representative (SY 2020-21)

With all that is occurring it is in our best interest as a community to push through our hardships and uncertainties in a way that is safe, sustainable, and best fitting to students, staff, and parents. I encourage us to continue on this path of listening even to those who do not always have the platform to speak up. I hope to maintain and better develop community and inclusivity with the state board of education despite our state of physical severance, so we may come out of these hard times stronger than ever.



Alex O'Sullivan, Student Representative (SY 2019-20 and 2020-21)

One of my most memorable experiences this year with the State Board was presenting the annual Student Advisory Committee report on post-secondary preparation and productivity in the classroom with Dayja Burton. We got to talk to so many different students that entire year and even though the process was interrupted by the pandemic, we were able to accomplish a ton of work in that time period and we drafted a list of recommendations on how to improve distance learning because of its immediate relevance during that time. Furthermore, it has made it even clearer for me which students and families are hit the hardest by obstacles like learning in a pandemic. Virtual learning relies on equitable access to technology, tech-literacy, and adequate mental health supports. It is my belief our city is failing at all three. We've debated for so long about school-reopenings but somewhere along the way, we skipped over the aspect of how we can make distance learning attainable for all students. Unless we address the broken system at its core, our most vulnerable residents will continue to struggle.



Dayja Burton, Student Representative (SY 2019-20)

I am most proud of leading conversations geared at improving student's knowledge of post-secondary education and becoming qualified adults. As a high school senior, having the platform to express ideas on behalf of my peers is an amazing accomplishment for me.

"I've learned even more about the dedication of the State Board members and staff. Throughout the pandemic, we have all stepped up to learn new skills and ensure that the work of the State Board continues, especially in terms of meeting the needs of residents."

John-Paul Hayworth
Executive Director

Our Staff

John-Paul Hayworth, Executive Director

I am very hopeful about the future of DC education. We have made some great steps over the past decade, but there is still much to do. I envision an education system that serves all students across the city with new opportunities and connections that will enable success.

Rhoma Battle, Budget and Operations Specialist

I think the COVID-19 pandemic has required everybody to (as Frazier O'Leary says) 'think outside of the box.' So, while the COVID pandemic has presented everybody with unprecedented challenges, there are also unprecedented opportunities to address some of the inequities in our system of education.

Darren Fleischer, Policy Analyst

My most memorable experience this year was working with Emily Gasoi and Zachary Parker on the "Meeting the Needs of the Whole Child During Hybrid Learning" webinar series. Learning about how the panelists supported their community was an excellent reminder that everyone has a story, and it is humbling to think about how many other District heroes might pass us by on the most mundane of days. This webinar was an excellent example of how important relationship-building and collaboration is when facing adversity and caring for each other's well-being and growth.

Alexander Jue, Senior Policy Analyst

To say that 2020 has been unlike any other year is not an understatement! I am inspired by the resilience and dedication of our teacher and school-based workforce—they have navigated and adjusted to a new learning posture given COVID-19 and continue to impress me with the ways they are engaging with students and families. However, education during a global health pandemic has amplified the educational inequities that the State Board has been fighting to fix. We must and can do better to ensure that all students—especially the most vulnerable—in the District have equitable access to technology, schools, and resources so that they can lead and fight in the future!

Milayo Olufemi, Press Secretary

I am most proud of our engagement in the community; going out and reaching people who need information, advocacy, and resources to improve their lives is very special work.

Caitlin Peng, Program Associate

It is exceedingly clear that the pandemic has only highlighted the deep-seated inequities that have existed in our public education system. Whatever was considered "normal" before the pandemic cannot be our "normal" in the present or future. It has also highlighted how important the State Board is in the District's education landscape as the only elected body in education governance. With the way our public comment is set up, when members of the public testify, their comments and questions are not pre-filtered, edited, or ignored—we are able to hear directly from community members about education issues that matter to them.

Matthew Repka, Policy Analyst (through February 2020)

One way the pandemic has affected how I view education this year: I think it has underscored just how much we rely on our K-12 schools as institutions—support systems that bring communities together. Amid all of this, we've also seen teachers and principals achieve incredible things this year on behalf of their students and their families. In a year without a lot of optimism to go around, it makes me feel that as we start to reemerge from the pandemic in earnest—whenever that might be—we'll come back stronger than we were before.

Sarah Arrington, Policy Fellow (Fall 2019-Spring 2020)

In 2020, my most memorable experience with the State Board was putting together our first LunchTime Live event. It was inspiring to see how quickly the Board members, staff, and community were able to come together virtually and continue our work toward equitable education for all DC students. My hope for the next decade in DC education is that we learn from the changes and hardships we've experienced during this unprecedented year and use it to better our education system for the people who need it the most.

Sandra Mansour, Policy Fellow (Spring 2020-Summer 2020)

I feel really lucky to have been a fellow with the State Board because I got to see democracy in action. I watched as constituents showed up repeatedly to our meetings to give testimony about issues that mattered to them, rearranging their lives that night to speak for three minutes. I got to see how public education intersects with so many other important parts of our lives—our access to food, to health services, to special services that help students reach their potential—and I'm grateful that I got to be part of this work at such an important time.

Simone Wright, Policy Fellow (Summer 2020)

Jhoselin Beltran Contreras, Policy Fellow (Fall 2020)

Rachel Duff, Policy Fellow (Fall 2020)

The COVID pandemic has allowed me to observe the strength and unity among teachers in D.C. Teachers continued to show up for their students, to innovate with their pedagogy, and to once again fill many roles for their students during an extremely challenging year. They demonstrated their unity as they have civically engaged in the conversations around school reopening to ensure maximum safety for their colleagues, students, and families. The challenges we have faced this year are long from over, but I have full confidence in all teachers to do the best thing for their students moving forward.

Amplifying

COMMUNITY VOICE

Members of the State Board actively engage in their respective communities and wards. They listen to their constituents' concerns and thoughts, and they work to amplify the voices of all District residents by testifying in front of D.C. Council, writing op-eds, communicating with agency partners, and much more. Through the pandemic, the State Board has remained the only public forum space for residents to regularly address issues and concerns about education in D.C. during the pandemic. The State Board is the District's voice in public education.

SBOE By the Numbers:

84 Meetings

- 10 Public Meetings
- 13 Working Sessions
- 11 Student Advisory Committee Meetings
- 44 Committee Meetings
- 6 Social Studies Standards Advisory Committee Meetings

Highlight: In 2020, the State Board received **324 testimonies** (276 public witness sign-ups and 48 invited panelists), an **increase of 157 percent** from the previous year.

"I recall our meeting that stretched to midnight, where nearly 60 parents and educators attended to testify and decry the unilateral decision to reopen schools. It was the most memorable because it showed how, without sufficient checks and balances, even with the best of intentions, our school systems and leaders fall short when they fail to co-create plans with families and educators."

Zachary Parker
Ward 5 Representative

Inter-Agency Communication

Throughout the year, the State Board occasionally reaches out to agency partners and stakeholders in education to express concerns on important issues. Some examples include:

January 18: All members of the State Board unanimously called on the Chancellor to rescind his proposal to close Washington Metropolitan Opportunity Academy.

February 28: The State Board sent a set of considerations to the Mayor regarding the high likelihood that COVID-19 would severely disrupt our education system.

June 23: An overwhelming majority of State Board members also sent a letter to the Chancellor in support of renaming Woodrow Wilson High School.

July 14: The State Board summarized considerations for reopening the District's public schools, citing input from a wide range of education organizations and agencies and included feedback from public testimony, which constituents submitted during the State Board's public meetings, and sent it to Mayor Bowser and her education team, as well as education leaders in both sectors.

November 10, 2020

The Honorable Muriel Bowser
Mayor
Executive Office of the Mayor
1350 Pennsylvania Ave NW
Washington, DC 20004

Dear Mayor Bowser,

At the State Board of Education's October 21 Public Meeting, we heard testimony from six invited guests with expertise relevant to successfully reopening schools and from 65 public witnesses—including parents, students, and teachers. For these public witnesses, this was their first chance since the announcement of the DC Public Schools (DCPS) reopening plan on October 5 to bring their views and facts to public officials. *They raised a number of substantive concerns about both the process by which the reopening plan was developed and the details of the plan itself.* Since then, DCPS parents through a petition, the Coalition for DC Public Schools and Communities (C4DCS), the Senior High Alliance of Parents, Principals and Educators (SHAPPE), the Washington Teachers' Union (WTU), and the city's principals (via the Council of School Officers (CSO)), declared their lack of confidence in the plan and asked for a delay in order to revise the plan into something more workable.

We appreciate that DCPS has since announced such a delay. We ask you to please use this time to work directly with school leaders and teachers on overall planning—and to determine more accurately how many families would like to return in person or to take advantage of CARE classrooms in order to develop a plan that stakeholders find more viable.

Everyone is eager to find a way to bring back as many students as possible—and as soon as possible—prioritizing students most in need. We know that many students and their families are struggling with virtual learning and are losing ground academically. We know that for many students being back in the classroom is vital not just for academics, but for mental health and social reasons and that for many families, their very employment depends on students having a safe place to go during the day.

We also know that figuring out how to reopen schools in a pandemic is extremely complicated. It cannot be a one-size-fits-all plan. It must be based on the input, experience, knowledge, and needs of those closest to the situation: our parents and educators. But the Term 2 proposal did not reflect stakeholders' input, with predictable results. The failure to include educational professionals and families in the planning did not result in just vague feelings of non-involvement. It meant that the plan did not adequately address various health and safety issues, which have been

November 10: The State Board urged the Mayor to meaningfully involve school communities in planning for a Term 3 reopening, attaching a summary of public witness testimony from the State Board October 21 public meeting.

Letter from the State Board to the Mayor (November 10)

Opposing the Closure of Washington Met

"The year started with a crisis for Washington Met, a school in my ward, that was being targeted by DCPS for closure. I worked closely with members of the Washington Met community and wrote a New Year's Day Op-Ed urging DCPS to provide more support instead of closing the school. At the State Board's first public meeting in 2020, Washington Met staff and students testified passionately to stop the closure of their school. Following their testimony, all 9 members worked collaboratively to draft a letter of support in favor of saving Washington Met. It was an inspiring moment of solidarity to start the new year."

Emily Gaosi
Ward 1 Representative



From left to right: An excerpt from Emily Gasoi's op-ed on keeping Washington Met open; the State Board letter to the Chancellor on keeping the school open; students and staff from Washington Met testifying before the State Board at the January public meeting.

Focusing on the Needs of Students with Disabilities

As schools and LEAs transitioned into remote learning, State Board members focused on ensuring students with disabilities were receiving the supports they need. During the May 6 working session and November 18 public meeting, members welcomed special education panels to discuss how to ensure District families who have children with special education needs, are fully receiving their services during COVID under their children's Individualized Education Programs (IEPs).¹²

State Board members also passed SR20-8, a resolution that recognized the need to provide increased supports for students with disabilities, especially during the COVID-19 pandemic, and requested that OSSE increase communication efforts on special education contacts and resources for families and LEAs.



1. Panelists included Elizabeth Oquendo from the Children's Law Center; Molly Whalen from the DC Association for Special Education; Kaitlin Banner from the Washington Lawyers' Committee; and Maria Blauer from Advocates for Justice and Education.
2. Panelists included Maria Blauer from Advocates for Justice and Education, Latoria Eason-Brent, parent, Aaron McCormick from the State Advisory Panel on Special Education, Chioma Oruh, Ph.D. from Chi Bornfree, LLC., and Michelle Parrish and Yolanda Corbett from the Parent Advocacy Action Team.

In Support of Police-Free Schools

After over five hours of public comment testimony, the State Board voted to pass SR20-10, a resolution that called for the removal of police from DCPS and public charter schools at the July public meeting.

This public meeting is the State Board's most watched and participated meeting, with over 3,300 views on YouTube.

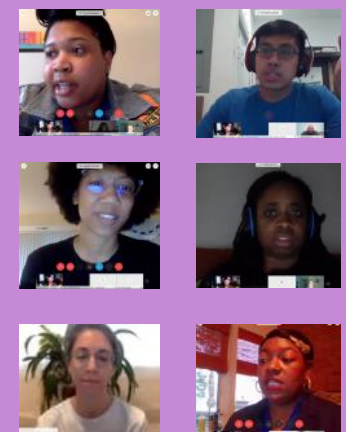


Resolution SR20-10, "To Recognize the Importance of Removing All Police from D.C. Public and Charter Schools"

Continued support of recruiting and retaining teachers of color

This year, the State Board passed SR20-5 and SR20-9, two resolutions specifically naming the unique challenges that Latino/a/x and Black/African American teachers face and the importance of recruiting and retaining teachers of color.

Both resolutions received strong support from the public, including a large number of testimony in favor of each.



Public witnesses testifying at the June public meeting in favor of SR20-9 In Support of Measures to Increase Recruitment & Retention of Black/African-American Teachers

COVID-19 Response

The COVID-19 pandemic interrupted life as we knew it in March. As schools were forced to close in an effort to protect students and communities, the State Board transitioned into full-time telework and adjusted to serving the community from home. The State Board staff fielded hundreds of calls from D.C. residents seeking information on everything from meal pickup and obtaining distance-learning materials to transcript requests and technology equipment. The State Board committed to learning new ways of engaging constituents and students while providing them with the information they needed on accessing resources during the public health emergency.

When Mayor Muriel Bowser announced her plans to reopen D.C. in April, the State Board welcomed **Paul Kihn, Deputy Mayor for Education (DME)**, who presented information on the District-wide education strategy, the efforts the DME made in response to the COVID-19 pandemic, and its plan for recovery. The State Board served as a voice for the community, asking probing questions and sharing concerns from families and educators who were struggling with technology, attendance issues, changes to education requirements, and fears around reopening safely.

As the 2019–20 school year ended on May 29, 2020, the State Board focused efforts on engaging District stakeholders on the concerns it heard from the community. **In fact, the State Board has remained the only public forum space for residents to regularly address issues and concerns about education in D.C. during the pandemic.** The State Board spoke with educators who worked tirelessly to facilitate learning for students but lacked the resources needed to successfully teach virtually. The State Board also heard from the **Student Advisory Committee (SAC)** who provided members with direct input of students from public high schools across D.C. during the June public meeting. The SAC submitted a report communicating the experiences and concerns of students learning from home and provided recommendations to guide a safe reopening process.

After reviewing the recommendations outlined in the Mayor's ReOpen DC Plan, the State Board heard from health experts about the factors students and families should take into consideration when deciding how to attend school in the fall 2020 term. The State Board also invited **D.C. Public Schools (DCPS) Chancellor Lewis Ferebee** to explain what measures were being implemented to reopen DCPS schools in a safe and sustainable way.

In July, The State Board shared a document with Mayor Bowser and her education team, including the State Superintendent of Education, the Deputy Mayor for Education (DME), the Chancellor of District of Columbia Public Schools (DCPS), the D.C. Public Charter School Board, and the leadership of traditional public and public charter schools as a resource that captured the complexity of the school reopening process and as a guide to facilitate discussion and ongoing decision-making related to the safe, equitable, and effective return to virtual and in-person schooling. The document summarized **considerations for reopening the District's public schools**, citing input from a wide range of educational stakeholders, organizations, and agencies. It also included feedback from public testimony which constituents submitted during the State Board's public meetings.

Mayor Bowser and her education team announced the District's updated plans for reopening DCPS in July, noting that Term 1 would be completely virtual for Pre-K to Grade 12 students. The State Board reviewed her plan and looked into the challenges the teacher workforce faced in reopening virtually and examined efforts to attract, support, and retain teachers throughout Mayor Bowser's school reopening plans.

In preparation for the return of in-person and hybrid learning in DCPS, the State Board partnered with the Office of the State Superintendent of Education (OSSE) to review its **emergency and proposed regulations and rule-making on attendance collection**, ensuring that the collection of daily attendance supports both in-person and remote instruction.

The State Board also focused on families with children who have special education needs and spoke with experts for guidance on **how to ensure families receive the services under their children's Individualized Education Programs (IEPs) while learning from home** at the May working session and again at the November public meeting. The State Board also passed **SR20-8**, a resolution that formally recognized the need to provide increased supports for students with disabilities, especially during the COVID-19 pandemic, and requested that OSSE increase communication efforts on special education contacts and resources for families and LEAs.

As the District reflects on a challenging year and embraces new postures for education, the State Board continues its commitment to listen, advocate for, and provide support to the educators, families, and students it serves.

"As many have rightly noted, the pandemic has exposed the inequities in our country and city. It has also exposed the inability of our current system to find solutions that respond to the needs of stakeholders."

Ruth Wattenberg
President and Ward 3 Representative

State Board Priorities

In 2020, the State Board continued to advance many of its priorities from the previous year, as listed in SR19-5, "On Establishment of Priorities," strengthening its commitment and efforts to the following items:

- Serving as a voice for D.C. families on key educational issues
- Reviewing and leading the revision of D.C.'s Social Studies Standards
- Teacher and Principal Attrition in the District
- Reviewing the STAR Framework and related issues
- Well-Rounded Education
- Centering equity through the Equity Statement and Framework

1. A Voice for D.C. Families

As elected representatives, State Board members act as independent voices in public education in the District of Columbia. Over the past year, the State Board has heard testimony from hundreds of public witnesses about the education issues that are most critical to them. These public meetings have been an important platform for members of the community to voice concerns, especially since the beginning of distance learning and discussions of school reopenings.

The State Board has used its platform to convey constituent views to other education leaders in the District, such as the Office of the State Superintendent of Education (OSSE), the Chancellor of D.C. Public Schools (DCPS), the Public Charter School Board (PCSB), members of the D.C. Council, and Mayor Muriel Bowser and her team. In addition to Board-wide public meetings, State Board members engage, inform, and elevate the voices of their constituents through newsletters, school visits, and ward-level meetings, and in various forums, including public roundtables of the D.C. Council.

2. Revising D.C.'s Social Studies Standards

Regular reviews and revisions of statewide education standards are important to ensuring that our students are prepared for future success in a changing world. Statewide standards provide the framework for the District's public schools to select curricula that best suit their students.

The State Board, in partnership with the Office of the State Superintendent of Education (OSSE), began its review and update of the District's statewide social studies standards in July 2020. To conduct this substantive review, the State Board convened a Social Studies Standards Advisory Committee. The Advisory Committee is responsible for drafting guiding principles and making recommendations to the State Board and to OSSE on how the state standards should be revised and updated to reflect the needs of students and teachers in the District. [Read more on page 18.](#)

3. Teacher Attrition

The State Board has continued to prioritize the issue of teacher attrition in the District of Columbia since the release of its first report in October 2018—most importantly working to understand the reasons why teachers are leaving their classrooms, schools, and the profession entirely, and what can be done to help current teachers stay.

As one of the agency's key issues in 2020, the State Board has published its March 2020 report highlighting results from a Departed Teacher Survey, presented findings from the report at the 11th Annual Data Summit, adopted several resolutions in support of recruiting and retaining teachers of color, as well as testifying at the October 2020 D.C. Council hearing on B23-0515 "Statewide Educational Data Warehouse Amendment Act of 2019." [Read more on page 22.](#)

4. The STAR Framework and Measuring School Quality

Under the federal Every Student Succeeds Act (ESSA), the District of Columbia measures school performance and characteristics through an accountability system known as the School Transparency and Reporting (STAR) Framework. The State Board has continued to work with the Office of the State Superintendent of Education (OSSE) to steadily improve D.C.'s state accountability system.

This year, in its first step towards recommending changes to the current framework, the State Board's Research Committee spoke with and heard from D.C.-based and national researchers and experts on school measurement, and public witnesses about their views and recommendations on the STAR Framework. The Board adopted a resolution calling for the framework to be adjusted to minimize bias and for the Board to review other concerns and recommend other ways to improve the STAR Framework. [Read more on page 26.](#)

5. Well-Rounded Education

The federal Every Student Succeeds Act (ESSA) encourages states to expand their focus with respect to academic coursework—making a conscious effort to build accountability systems that are focused not only on English Language Arts (ELA) and math, but also on science, social studies, foreign languages, music, and arts. Under ESSA, states must work to provide all students with access to a “well-rounded education.”

The State Board's Well-Rounded Education Committee members have continued their work to ensure all students in D.C. have equitable access to a well-rounded education. In an effort to better apply its research and support to schools during the pandemic (COVID-19), Committee Members realigned their research and launched a webinar series to amplify the knowledge from school leaders and families on how they adapted through the pandemic to meet the needs of the Whole Child and their respective school communities. [Read more on page 30.](#)

6. Centering Equity

As the education landscape continues to evolve, the State Board has adopted a revised Equity Statement and Framework, which is intended to serve as a guiding force for the leadership of the State Board. The Statement and Framework will be a central point of reference for equity and excellence in State Board discussions and decisions, and to ensure its work supports equitable outcomes in D.C. [Read more on page 34.](#)

"I hope that kids after me gain a social studies education that is global and meaningful, one that will give them an accurate description of our country's history and why our nation looks the way it does and why certain groups experience poverty and incarceration at the rates they do.

I want them to understand what is happening outside of our local, state, and national walls, and I want them to understand why that is, and how empires fell and how nations formed. I want them to gain their own identity through culture and history and recognize their own biases and privileges."

**Alex O'Sullivan
Student Representative**

Social Studies Standards

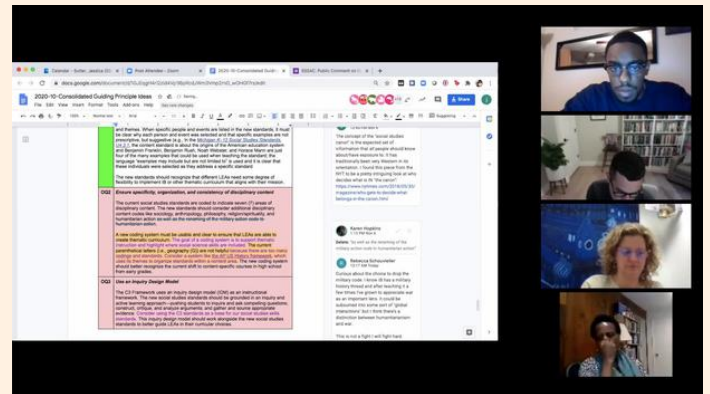
Why Revise D.C.'s Social Studies Standards?

The current social studies standards in D.C. were last revised in 2006. The standards pre-date the existence of both the Office of the State Superintendent of Education (OSSE) and the State Board of Education. While the current standards feature strengths, covering a wide range of topics, a revision has been long overdue. The revision process presents an opportunity for the District's social studies standards to be culturally responsive, anti-racist, to impart important social studies content in the early grades, strengthen student knowledge of democratic principles and values, and promote civic engagement.

Background

The State Board, in partnership with the Office of the State Superintendent of Education (OSSE), began its review and update of the District's statewide social studies standards in **July 2020**. The District's Social Studies Standards were last revised in 2006. To conduct this substantive review, the State Board convened a **26-member Social Studies Standards Advisory Committee (SSSAC)**.¹

The work of the Advisory Committee builds out of the State Board's passage of **SR19-7** and commitment to social studies standards that are *"culturally responsive and anti-racist, impart important social studies content in the early grades, strengthen student knowledge of democratic principles and values, and promote civic engagement."*

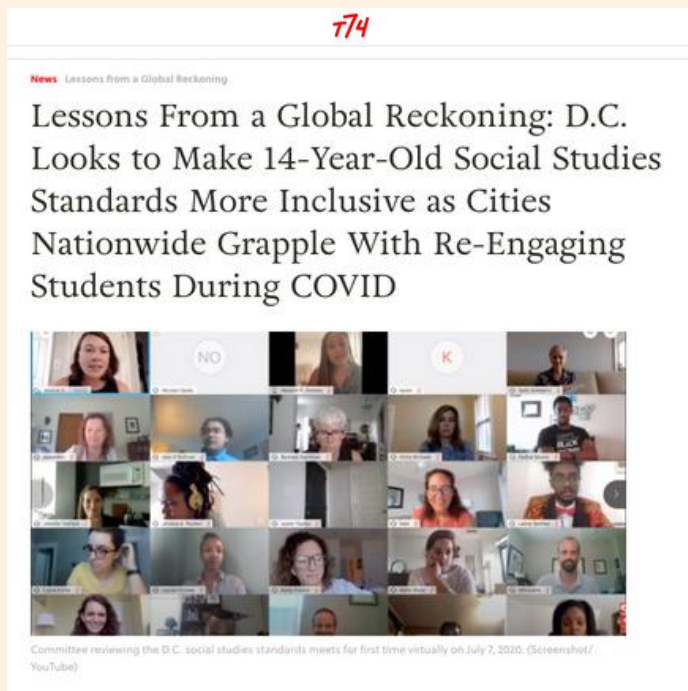


Members of the Social Studies Advisory Committee (SSSAC) collaborating during one of their meetings to put together an initial set of the Guiding Principles.

Developing the Guiding Principles

The initial work of the Advisory Committee included soliciting public input on social studies in the District and drafting **19 guiding principles**. The guiding principles make recommendations to the State Board and OSSE on **how the state standards should be revised and updated** to reflect the needs of students and teachers in the District. The guiding principles were distributed for public comment in November 2020, and then presented and voted on at the State Board's December 2020 public meeting in **SR20-15**.

Additional work of the Advisory Committee will continue into 2021 so that **new statewide standards may be implemented by school year 2022-23** in District public schools. The Advisory Committee is currently co-chaired by Ward 6 Representative Jessica Sutter and Ward 7 Representative Karen Williams.



The 74 reporting on the work of the Social Studies Standards Advisory Committee and the revision process.

1. After receiving over 100 applications, the members of the State Board conducted a blind, anonymous review of all applications. The State Board selected a diverse and knowledgeable cohort of 26 members that represent Pre-K-12 teachers and curriculum experts, school district leaders, parents, students, higher education personnel, and experts from organizations in relevant social science fields.

Key Themes from the Guiding Principles

Fewer, higher, clearer, rigorous standards that will be coherent, developmentally appropriate and vertically aligned across grades Pre-K-12.

Expansion on the types of skills and knowledge to which all D.C. students should be guaranteed access (e.g., digital literacy, student agency, democratic citizenship, power and bias).

Recognition that the world our students are growing up in is—more than ever before—globally interconnected and culturally and racially diverse.

Timeline for the Revision Process:

- **May–June 2020:** Solicitation of applicants for the SSSAC
- **July–December 2020:** Monthly meetings of the SSSAC, invited panelists, and public input and comment on the topic of social studies in the District
- **December 2020:** State Board votes on guiding principles to be transmitted to OSSE
- **December 2020:** OSSE opens application for its 30–35 member Technical Writing Committee
- **February–August 2021:** Technical Writing Committee convenes to rewrite and revise standards
- **December 2021–March 2022:** Public comment on revised standards; OSSE submits standards and resolution to the State Board for approval
- **August 2022:** New and revised standards are implemented in the District's public schools



Members of the Social Studies Advisory Committee (SSSAC) going over the revision process timeline.

"The State Board's work on teacher retention allowed me to feel like an actual policy worker for the first time. I feel that we have provided information that, if we can get support from the LEAs, will enable the systems to change the way they look at the importance of teacher retention."

Frazier O'Leary
Ward 4 Representative

Teacher Attrition

What is teacher attrition?

Teacher and principal attrition—the rate at which educators and leaders leave their schools on a yearly basis to teach at or lead another school or exit the profession—is a persistent challenge for school districts nationwide. There is evidence that higher rates of attrition are associated with lower student achievement.

Overview

The State Board's teacher attrition work remained one of the agency's key priority issues in 2020—with the publication of its March 2020 report highlighting results from a Departed Teacher Survey, presenting findings from the report at the 11th Annual Data Summit, as well as testifying at the October 2020 D.C. Council hearing on B23-0515 "Statewide Educational Data Warehouse Amendment Act of 2019."

Teacher Attrition Study

The State Board contracted with a survey researcher to conduct a study on teacher attrition in the District at the end of 2019; this work was finalized and survey findings were shared with the State Board in March 2020. The final report presented findings on the issues contributing to teacher departures from public schools in the District and a baseline of data across both education sectors. The State Board used the findings to identify strategies and policies to ensure that teachers stay in the District’s classrooms. Key findings included:

The D.C. Public School’s (DCPS) evaluation and feedback system, **IMPACT**, which was regarded by many as unfair and subjective, was the **primary driver for teacher departure in DCPS**.

Burdens with **work culture** and **workload** were cited as key departure reasons in both sectors; however, in **public charter schools**, these were the **top departure reasons**.

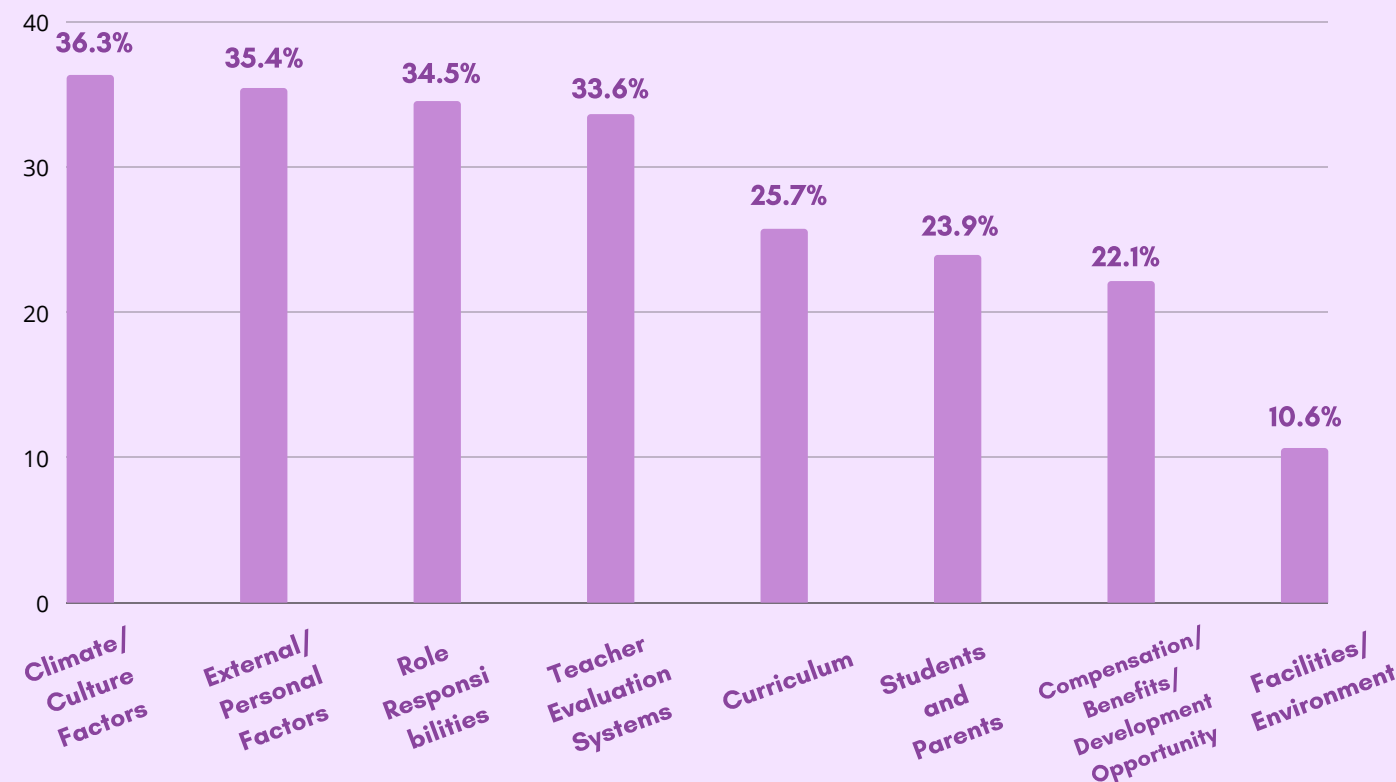
Respondents cited lack of support for **teacher safety and mental health**.

Respondents cited **tension and strained relationships** between teachers and school leaders; most felt **unsupported** by school administration. Across both sectors, the vast majority (66 percent) of respondents **voluntarily resigned/quit**.

One-third of respondents indicated that **school leadership did not encourage them to stay** after they indicated they would leave.

Over 86 percent were “passionate about teaching,” but the majority **did not feel they received adequate support** from their school or LEA.

Q16. Which of the following were "Major Factors" in your decision to leave? (N:113)



11th Annual D.C. Data Summit

Ward 4 Representative and Teacher Retention Committee Chairperson, Frazier O’Leary, and State Board policy staff shared findings with D.C. Public School (DCPS) and public charter school teachers, leaders, and staff at the 11th Annual DC Data Summit in July 2020. The State Board’s goals during its 90-minute session were to build awareness around teacher attrition challenges and start to brainstorm next steps to address this challenge across the District.

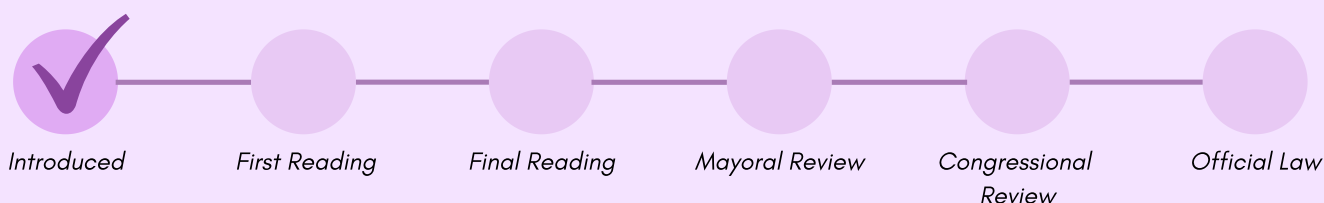


Frazier O’Leary and SBOE staff engaging with participants at the 11th Annual D.C. Data Summit, sharing findings from its research on teacher attrition.

B23-0515, Statewide Educational Data Warehouse Amendment Act of 2019

On October 23, Council Chairman Mendelson and Councilmember Grosso announced a joint public hearing of the Committee of the Whole and the Committee on Education on Bill 23-515. The bill was introduced by Chairman Mendelson on behalf of the State Board in October 2019 in **an effort to move from ad hoc research and analysis about the District’s teacher workforce and attrition to a sustained and public source of information.**

As introduced, the bill requires the Office of the State Superintendent (OSSE) to publicly report annual data, including information related to a **teacher’s years of experience, demographics, type of credential, and preparation program**, as well as mandates OSSE to submit an **annual report** with school-, local education agency (LEA)-, and state-level data on why teachers decide to leave the teaching profession, about the use of long-term substitute teachers in schools, and on unfilled vacancies that remain at the beginning of a school year.



President Ruth Wattenberg testifying before the Committee of the Whole and Committee on Education on Bill 23-0515.

During the hearing, President Wattenberg presented government witness testimony on behalf of the agency—sharing that **“understanding teacher attrition is important as it relates closely with the long-term quality of our teacher workforce and with the experience our children have in their classrooms.”** Her testimony was preceded by public witnesses that largely echoed the State Board’s call for greater data transparency and public access to teacher workforce data.

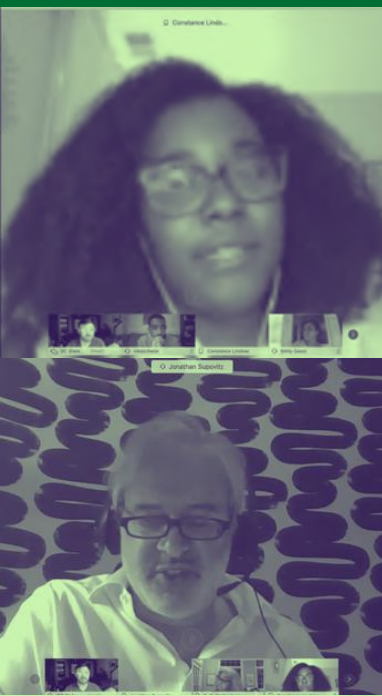
"The next decade holds so much promise for the District, our children, and our schools. We have the opportunity to dream big about the kinds of school programs we want all DC children to have access to, to reconsider what subjects we ask schools to focus on during the learning day, and to truly attend to closing opportunity gaps and to creating equitable public education policies."

Jessica Sutter
Ward 6 Representative

Measuring School Quality

Under the federal Every Student Succeeds Act (ESSA), the District of Columbia measures school performance and characteristics through an accountability system known as the School Transparency and Reporting (STAR) Framework.

The State Board has maintained an interest in supporting the development, rollout, and ongoing improvement of the STAR Framework since its March 2017 vote to approve the District of Columbia's state ESSA plan.



Background

This year, in its first step towards recommending changes to the current framework, the State Board's Research Committee spoke with heard from D.C.-based and national researchers and experts on school measurement, and public witnesses about their views and recommendations on the STAR Framework. The Board adopted a resolution calling for the framework to be adjusted to minimize bias and for the Board to review other concerns and recommend other ways to improve the STAR Framework.

Expert Testimony

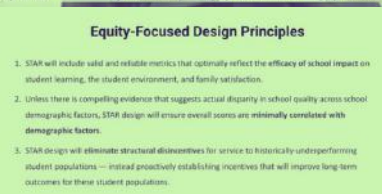
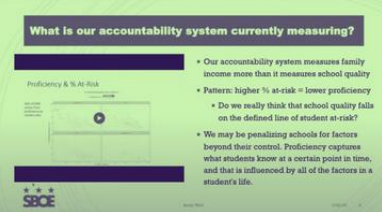
At the May and June public meeting, the State Board members invited panelists to discuss ways to measure school quality as part of our effort to recommend improvements to D.C.'s STAR school rating system. Panelists were: **Aaron Cuny**, Founder and Principal at UpliftEd School Services, **Betsy Wolf**, Research Scientist at the Institute of Education Sciences, **Robert Simmons III**, Executive Director of the Black Educators Initiative at Urban Teachers, **Erin Roth**, Director of Education Research at the Office of the District of Columbia Auditor, and **Josh Boots**, Founder and Executive Director of EmpowerK12, **Constance Lindsay**, Assistant Professor at the University of North Carolina and Research Associate at The Urban Institute, and **Jonathan Supovitz**, Director at the Consortium for Policy Research in Education, University of Pennsylvania.

Among their various, sometimes differing ideas:

Schools are being penalized for **factors beyond their control**.

Low ratings are a **cause of great stress** at high poverty schools, often spurring **higher turnover levels**.

If D.C. is to keep the STAR Framework, then D.C. should consider establishing **new, equity-focused design principles**, including revising student groupings and weights.



From top to bottom: Constance Lindsay at the June 17 public meeting; Jonathan Supovitz at the June 17 public meeting; a slide from Betsy Wolf's presentation at the May 20 public meeting; Robert Simmons III at the May 20 public meeting; Erin Roth at the May 20 public meeting; a slide from Aaron Cuny's presentation at the March 30 Research Committee meeting; and Josh Boots at the May 20 public meeting.

Expert Testimony (continued)

Adjust elements of the rating formula, including re-enrollment, proficiency, and growth to better reflect school quality.

Measurement of **student growth** may offer a more accurate measure of school quality.

Consider how some states offer a **“dashboard”** of information on school quality as opposed to a single rating.

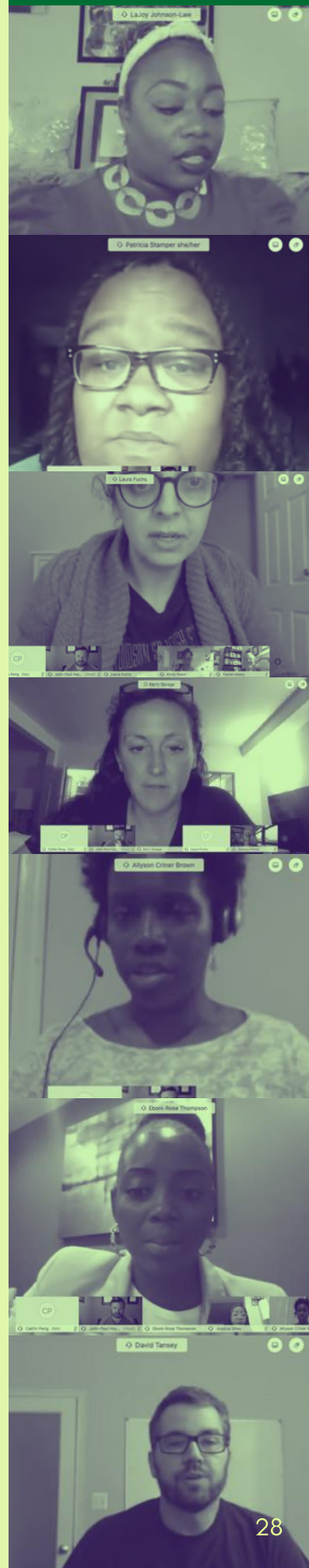
Consider adding **“leading indicators”** to the framework that would identify whether schools have adopted practices likely to lead to the future, even if they haven’t yet led to higher proficiency levels.

SR20-11 “On Improving the School Transparency and Reporting (STAR) Framework”

After months of expert testimony and public feedback, the State Board passed SR20-11 “On Improving the School Transparency and Reporting (STAR) Framework” at the September public meeting.

This resolution recommended adjusting and/or enhancing how the District measures and/or reports school quality so that the STAR rating minimizes undeserved bias against schools with large numbers of at-risk students groups, and for further discussions and research on how the rating or reporting could reflect a broader view of school quality and indicators that could do so. The resolution also called for a continuation of soliciting public input on issues surrounding the STAR Framework. The resolution lastly called for the Research Committee to prepare further recommendations for a future vote.

Public witnesses testifying on the STAR Framework at the September 16 public meeting, from top to bottom: LaJoy Johnson-Law; Patricia Stamper; Laura Fuchs; Kerry Savage; Allyson Criner Brown; Eboni-Rose Thompson; and David Tansey.



"We need to listen to the professionals—teachers, principals, and school staff—who know best how to meet the needs of the school community under any circumstances, but especially during a crisis. And we need to listen to families, especially families of children with special needs, who should be seen as direct partners in their children's learning."

Emily Gasoi
Ward 1 Representative

Well-Rounded Education

The federal Every Student Succeeds Act (ESSA) encourages states to expand their focus with respect to academic coursework—making a conscious effort to build accountability systems that are focused not only on English Language Arts (ELA) and math, but also on science, social studies, foreign languages, music, and arts. Under ESSA, states must work to provide all students with access to a “well-rounded education.”

This year, the State Board’s Well-Rounded Education Committee members continued their efforts to ensure all students in D.C. have equitable access to a well-rounded education.

Re-focusing the Well-Rounded Education Committee

Committee members revisited its definition of well-rounded education to better apply its research and support to District schools during the pandemic (COVID-19). Committee members defined well-rounded education as:

“Student access to balanced course offerings and experiences across disciplines, including ample time for humanities, science, art, physical education, as well as math and literacy. A well-rounded education involves real-world learning and culturally relevant content and provides students with the social-emotional support they need to thrive in school and beyond. Consistent access to a well-rounded education enables students to build essential background knowledge, see connections across subject areas, and apply their learning in meaningful ways.”

Collaboration Across State Lines

In June 2020, the State Board joined 15 other states to serve on the **National Association of State Boards of Education’s (NASBE) Whole Child Study Group**, designed to deepen State Boards of Education content expertise and public leadership in **whole child policymaking** in the wake of COVID-19. The State Board continues to contribute to meetings and collaborates with members of other State Boards of Education from across the country on subjects that include **social and emotional learning, community outreach, and operationalizing the State Board’s Equity Framework**.



Part of the materials that the National Association of State Boards of Education (NASBE) sent out to members of the Whole Child Study Group.

A well-rounded education involves real-world learning and culturally relevant content and provides students with the social-emotional support they need to thrive in school and beyond.

Well-Rounded Education Webinar Series

Ward 1 Representative Emily Gasoi and Ward 5 Representative Zachary Parker, co-chairs of the Well-Rounded Education Committee, launched a new webinar series titled **"Meeting the Needs of the Whole Child During Hybrid Learning."** Each webinar topic focuses on an aspect of the whole child approach, including providing social and emotional learning (SEL), mental health, technology support and engagement, and a well-rounded education, especially under the context of distance and hybrid learning.

The inaugural webinar was held on October 28 and focused on **creating and supporting strong school-family relationships during the pandemic.** Panelists included Jessica Morales, Principal at **Bancroft Elementary**, Maisha Riddlesprigger, Principal at **Ketcham Elementary**, Markita Bryant, parent from **Thomson Elementary**, and Cassandra Gentry, a grandparent from **Inspired Teaching Public Charter School**. Panelists engaged in deep discussions and took questions from attendees on strategies around building strong connections with families, policy recommendations and resources local agencies should turn towards to strengthen the communication between families and schools, and how the panelists felt as schools were beginning to reopen.



From left to right: Ward 1 Representative, Emily Gasoi; Ward 5 Representative, Zachary Parker; Principal Maisha Riddlesprigger; Principal Jessica Morales; Markita Bryant; and Cassandra Gentry.

The second event, held on December 10, focused on **reopening for hybrid learning that puts students and their school communities at the center.** Panelists included Arthur Mola, Principal at **Cardozo Education Campus**, Patricia Brantley, CEO of **Friendship Public Charter Schools**, Collin Radix-Carter, early childhood educator at **Horace Mann Elementary**, and Beth Bacon, Tailor Coble, and Hannah Schiff, representatives from **FoodPrintsDC**, a school partnering organization that has been engaging in hybrid learning with several schools across the city to teach nutrition through gardening and cooking projects.




From left to right: Principal Arthur Mola; Ward 1 Representative, Emily Gasoi; Collin Radix-Carter; Hannah Schiff; Tailor Coble; Beth Bacon; and CEO Patricia Brantley.

Panelists shared how they assessed which students to invite back for small group, in-person learning, and how they tailored safe, hybrid learning to meet the needs of their students and families, and teaching and support staff. Both events featured two Spanish translators, allowing for members of the public to watch and ask questions in Spanish at the webinar.

"Our students depend on schools for everything from counseling to meal services to relationship development, and we must do better at ensuring equity and opportunity for all."

Jack Jacobson
Ward 2 Representative

Equity Statement and Framework



The Equity Statement and Framework is intended to serve as a guiding force for the leadership of the State Board, as it tackles issues, such as considering recommendations for changing how the STAR Framework measures school quality and reviewing state standards, the Statement and Framework serve as a central point of reference for equity and excellence in its discussions and decisions, and to ensure its work supports equitable outcomes in D.C.

Background

Led by Zachary Parker, Ward 5 Representative, State Board members worked over the span of several months to reflect on and revise its Statement and Framework, which included feedback from constituents. At the September Public Meeting, State Board members unanimously adopted the Equity Statement and Framework, and can be read in full below:

Equity Statement

The State Board acknowledges that **institutional racism** and **inequitable policies** have contributed to **uneven outcomes and opportunity gaps for various student groups**. The State Board believes all students deserve access to **high-quality instruction and necessary support** to meet their **full potential** according to a range of academic and 21st-century learning standards.

The State Board believes all children, with the right support, can achieve at high levels and become **well-rounded individuals** who are engaged in their communities and have the freedom to choose the college or career of their liking: the primary objective of Pre-K-12 education. To ensure the success of every public school student in the District of Columbia and the reduction of disparities between students, the State Board will:

- **Identify priority issues** that disproportionately hurt and hinder the educational experience of vulnerable students.
- **Use its platform** to generate public attention and a public policy focus on these issues and their solutions.
- Support and promote the equity-focused work of the **Office of the Student Advocate** and **Office of the Ombudsman for Public Education**.
- Promote and support **state-level education policies** that address these needs.
- **Promote transparency** that allows the State Board and others to ensure that schools adhere to state policies.

The State Board will use its Equity Framework to **decide on its actions and the issues it advocates for**, focused on:

- Improving outcomes for students designated as at-risk through high-quality instruction and necessary support.
- Increasing the representation of groups that have been historically marginalized in the District's teacher and administrator workforce and through the functions of the State Board.
- Expanding access to culturally relevant pedagogy within DC schools and anti-racist professional development opportunities for DC educators and State Board staff.

Equity Framework

By utilizing an Equity Framework, the State Board aims to **provide a common vocabulary and protocol for evaluating and filtering policies, proposals, and decisions**. By adopting such a framework, the State Board acknowledges these areas as **priority** on a perpetual basis. The Equity Framework stands to serve as an institutional guiding force for the State Board's work through changes in its leadership from year to year or the numerous issues that arise any given year. There are **three framework focus areas** that organize the State Board's Equity Framework, including:

- Improving student learning and academic outcomes for students designated as at-risk.
- Increasing the representation of groups that have been historically marginalized.
- Expanding access to culturally relevant pedagogy and anti-racist professional development.

The Equity Framework's focus areas are intentionally broad so as to not overly limit the State Board's actions. Understanding the limitation of the State Board's authority over the District's public schools, the State Board's focus on the Equity Framework will be used primarily to inform internal functions and decisions—though there will be times the State Board will seek to influence related discussions and decisions in the broader District education landscape.

Framework Focus Area	Guidance
Student Learning and Academic Outcomes	The DC State Board of Education will advocate for and take action to improve outcomes for students designated as at-risk through high-quality instruction and necessary support.
Student, Educator, Community, and Human Capital Representation	The DC State Board of Education will advocate for and take action to increase the representation of groups that have been historically marginalized in the District's teacher and administrator workforce and through the functions of the State Board.
Educator and Team Cultural Competency	The DC State Board of Education will advocate for and take action to expand access to culturally relevant pedagogy within DC schools and anti-racist professional development opportunities for DC educators and State Board staff.

"I encourage us to listen, even to those who do not always have the platform to speak up. I hope to maintain and better develop community and inclusivity with the State Board, despite our state of physical severance, so that we may come out of these hard times stronger than ever."

Shayla Dell
SY2020-21 Student Representative

Student Voice

Since 2015, the State Board's Student Advisory Committee (SAC) has served to directly connect the elected representatives with the voices of District students.

Chaired by the State Board's two Student Representatives, the SAC is comprised of sophomore, junior, and senior students attending a District high school. It meets at least once per month during the school year.

As a group, the SAC works to bring important issues related to the student experience before the State Board for their consideration and action.

SY2019-20

Each year, the Student Advisory Committee sends the State Board a report on matters of importance to District students and recommendations from student members. The SY2019-20 SAC co-chairs Dayja Burton and Alex O'Sullivan presented their final SAC report at the June 17, 2020 State Board Public Meeting.

The report originally centered on two topics: (1) Post-Secondary Preparation and (2) Maximizing Productivity Within the Classroom. In May 2020, a third topic, Distance Learning, was added when COVID-19 abruptly disrupted D.C. schools' in-person learning for the remainder of the spring semester. For their final report, the SAC members designed and distributed a survey to students across D.C. A total of 107 students across all high-school grade levels and representing 10 traditional public schools and public charter schools filled out the survey. Some of the major findings and recommendations outlined in the SY2019-20 SAC report are highlighted below:

Post-Secondary Preparation

- 35 percent of students responded that they only visited their counselor once a week.
- 49 percent of students felt informed about options other than college.
- 73 percent of students reported not being offered any financial literacy class or classes pertaining to professional readiness.
- LEAs should develop professional and career classes that teach students how to create a proper resume, practice work etiquette, and how to present themselves in an interview.

Maximizing Productivity Within the Classroom

- Only 25.2 percent of students felt their mental health was prioritized as much or more than their academic success.
- The State Board should examine inequity in access to technology and identify the specific schools and wards where this inequity is highest.

Distance Learning

- Encourages the use of pre-recorded instructional videos for teachers to use for lessons, allowing for students to pause, rewind, and resume at the students' preference.
- If there is a second outbreak of COVID-19 or if any situation arises where students can no longer safely enter the school building again during SY20-21, a fully transparent comprehensive plan should be in place. The plan should consist of a seamless and immediate transition into distance learning at full capacity and be provided to all schools at the start of the new school year in advanced preparation for such an event.

SY2020-21

During the pandemic, SAC members moved their monthly meetings to virtual postures, refocusing their discussions around their experiences and ideas surrounding students' and educators' health, safety, workload, and students' academic success across the District. Another major area of discussion focused on equitable resource allocation, where all students should be guaranteed access to working digital devices and high-speed internet.

Student Voices: Distance Learning Town Hall

On December 1, Alex O'Sullivan and Shayla Dell moderated a town hall on distance learning, hearing directly from high school students in D.C. on topics such as student mental health, workload, synchronous and asynchronous balance, communication and transparency, and class structures. Panelists also engaged directly with the audience by answering questions live.

Common themes and takeaways include:

- Students feel overwhelmed by the amount of screen-time and workload, and find that it can be hard to consider mental health when they are in synchronous classes for the majority of the day and continue to be online after the school day to complete assignments, participate in extracurriculars, and for seniors, submit college applications.
- Additionally, students have reported that some of their synchronous class time bleeds into their asynchronous time, which can cause additional stress and less time to complete assignments or decompress.



Members of the Student Advisory Committee closing out an evening of rich discussion and engaging Q+A on their experiences during distance learning. From left to right: Camille Jones; Alex O'Sullivan; Winston Wardlaw; Shayla Dell; Reagan Allvin; Luke Johnson; Londyn Napper; Gary Murray; Alyssa Richardson; Zion Smithen; Giulio Iacoviello; and JP Roberts

"We need to focus on ensuring that students can still lead healthy lives, such as time to go outside and exercise and socialize without sacrificing a grade. We should also focus on getting students a voice at the table in general, with a situation like this, our voices as students matter more than ever, but we simply feel as if we aren't being heard."

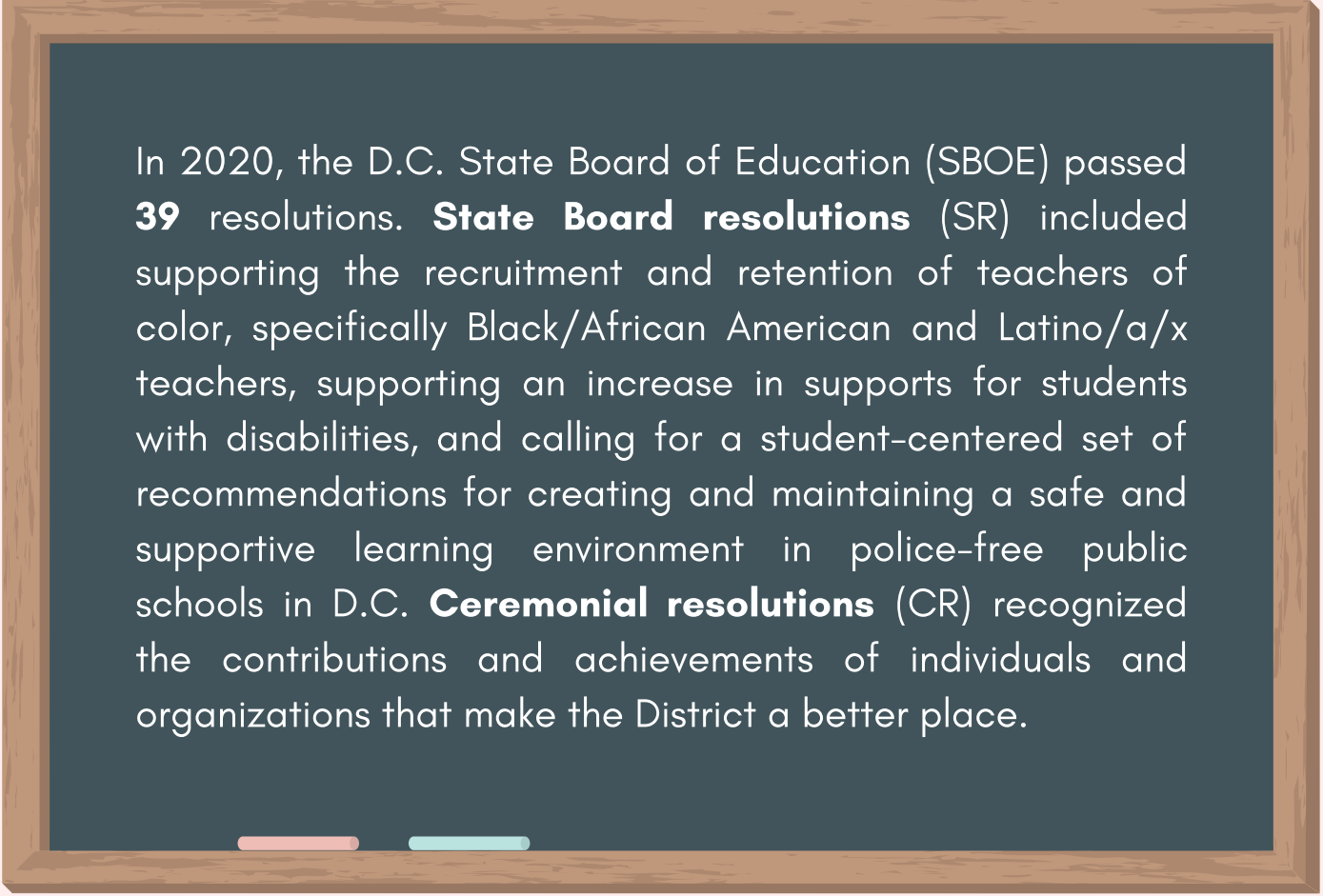
JP Roberts, Junior at Woodrow Wilson during the Student Voices Townhall

- Many of the panelists who attend a public charter school were in favor of having an entire day dedicated to asynchronous learning or as a catch-up day, similar to DCPS.
- Students noted that even when students have access to wi-fi, there are times when it is unreliable for reasons beyond their control, and it can be hard for students to catch up and notify their teachers when it happens.
- Panelists were in favor of one singular online platform for assignments and online classes. Some students reported using 1-2 platforms and others reported using as many as 4-5.

"I am very hopeful about the future of D.C. education. We have made some great steps over the past decade, but there is still much to do. I envision an education system that serves all students across the city with new opportunities and connections that will enable success."

John-Paul Hayworth
Executive Director

State Board Actions



In 2020, the D.C. State Board of Education (SBOE) passed **39** resolutions. **State Board resolutions** (SR) included supporting the recruitment and retention of teachers of color, specifically Black/African American and Latino/a/x teachers, supporting an increase in supports for students with disabilities, and calling for a student-centered set of recommendations for creating and maintaining a safe and supportive learning environment in police-free public schools in D.C. **Ceremonial resolutions** (CR) recognized the contributions and achievements of individuals and organizations that make the District a better place.

Month	Resolution	Description
January	SR20-1 In Support of Fully Funding the Birth-to-Three for All DC Act of 2018	Recognizes the importance of early childhood experiences and supports the full funding of the Birth-to-Three for All DC Act of 2018.
	SR20-2 On Protecting our Students from Big Tobacco	Acknowledges the harms of vaping and tobacco products on youth.
April	SR20-3 On Committee Appointments	Amends SR19-11 and appoints Zachary Parker, Ward 5 Representative, to the Administration Committee in place of Emily Gasoi, Ward 1 Representative. Appoints Karen Williams, Ward 7 Representative, to the DC Interstate Commission on Education Opportunity for Military Children.
	SR20-4 On Protecting Homeless Youth in the District	Recognizes the challenges that children experiencing homelessness in D.C. cope with, recommends that OSSE break down the use of funds to support students experiencing homelessness, and urges OSSE to create a publicly available annual transportation plan for students and families experiencing homelessness or housing instability.
	SR20-5 On the Recruitment and Retention of Latino Teachers	Recognizes the need for improving the recruitment and retention of Latino/a/x educators in D.C. and makes several recommendations to OSSE.
	SR20-6 Fiscal Year 2021 Revised Need for Appropriations Emergency Resolution	The State Board withdraws all previously proposed additional appropriations for the agency in the form of enhancement requests due to the COVID-19 pandemic and requests that the Mayor include the estimate in her FY2021 Annual Budget submission.
May	SR20-8 Supporting Students with Disabilities	Recognizes the need to provide increased supports for students with disabilities, especially during the COVID-19 pandemic, and requests that OSSE increase communication efforts on special education contacts and resources for families and LEAs.
June	SR20-7 On Supporting Schools with Teacher Retention	Recognizes the issue of teacher retention in D.C., highlights the findings from the State Board's reports on teacher retention in D.C., and recommends ways in which LEAs, OSSE, and the D.C. Council can support teacher retention efforts.

Month	Resolution	Description
	SR20-9 In Support of Measures to Increase Recruitment & Retention of Black/African-American Teachers	Recognizes the need and importance of Black/African-American teachers and makes recommendations for OSSE to support the recruitment and retention of Black/African-American teachers in D.C.
July	SR20-10 To Recognize the Importance of Removing All Police From D.C. Public and Charter Schools	Recognizes the negative effects of policing on students, particularly on Black and Brown youth. It recommends that the Deputy Mayor of Education (DME) work with community members to create a student-centered set of recommendations for creating and maintaining a safe and supportive learning environment in police-free public schools in D.C., that the Mayor develop a plan to remove School Resource Officers from D.C. Public Schools (DCPS), and to encourage public charter schools to do the same.
September	SR20-11 On Improving the School Transparency and Reporting (STAR) Framework	Recommends the continued research and adjustment of the STAR Framework to better measure school quality. It also commits that the State Board will solicit public input on the issue of measuring school quality.
October	SR20-12 FY2022 Need for Appropriations	Approves the State Board's FY2022 need for appropriations and enhancements.
	SR20-13 Commemorating Young People Lost to Gun Violence	Recognizes that gun violence is a pressing national health emergency and commemorates the lives of youth who have been killed in D.C. in 2020. Calls on the Mayor and D.C. Council to take immediate steps to address gun violence comprehensively in the District.
December	SR20-14 To Approve Regulations Pertaining to Attendance Collection for the 2020-21 School Year	Approves the final rulemaking on the collection and reporting of attendance for the 2020-21 school year as proposed by the Office of the State Superintendent of Education in response to the COVID-19 pandemic.
	SR20-15 Social Studies Standards Guiding Principles	Adopts the Social Studies Standards Guiding Principles as submitted by the Social Studies Standards Advisory Committee (SSSAC) and approves their submission to the Office of the State Superintendent of Education (OSSE).

Month	Resolution	Description
January	CR20-1 Recognizing National School Choice Week	Recognizes National School Choice Week and the range of school options available to students in D.C. and nationwide.
February	CR20-2 Recognizing Black History Month	Celebrates Black History Month.
	CR20-3 Recognizing Ashley Kearney as DCPS 2020 Teacher of the Year	Honors Ashley Kearney as DCPS 2020 Teacher of the Year and her work as a math teacher at Ron Brown College Preparatory High School.
	CR20-4 Recognizing Masi Preston as DCPS 2020 Principal of the Year	Honors Masi Preston as DCPS 2020 Principal of the Year and for her work as the principal at Dorothy I. Height Elementary School.
	CR20-5 Recognizing Brandon Williams as DCPS 2020 Staff Member of the Year	Honors Brandon Williams as DCPS 2020 Staff Member of the Year and for his work as the custodial foreman at John Thomson Elementary School.
	CR20-6 Recognizing William O'Neal Lockridge	Honors the legacy of William O'Neal Lockridge and his dedication to serving the residents of D.C. for over twenty years.
April	CR20-7 Recognizing the Importance of the 2020 U.S. Census	Recognizes the importance of the 2020 U.S. Census and its role in securing funding for communities across the United States for the next decade.
May	CR20-8 Honoring the Impact of Teachers and Principals in the District	Honors all teachers and principals in D.C. and celebrates National Teacher Appreciation Week.
	CR20-9 Recognizing Asian American and Pacific Islander Heritage Month	Celebrates Asian American and Pacific Islander Heritage Month.
June	CR20-10 Recognizing the 2019-20 Student Advisory Committee	Honors the service and accomplishments of the State Board's Student Advisory Committee (SAC) and its outgoing Student Representatives, Dayja Burton and Alex O'Sullivan.
	CR20-11 Celebrating LGBTQ+ Pride Month	Celebrates LGBTQ+ Pride Month.
	CR20-12 Celebrating Juneteenth Independence Day	Recognizes and celebrates the significance of Juneteenth.

Month	Resolution	Description
September	CR20-13 Honoring State Superintendent of Education Hanseul Kang	Honors State Superintendent Hanseul Kang for her leadership of nearly six years at the Office of the State Superintendent of Education (OSSE).
	CR20-14 Celebrating African Heritage Month	Celebrates African Heritage Month.
	CR20-15 Celebrating National Hispanic Heritage Month	Celebrates National Hispanic Heritage Month.
October	CR20-16 Recognizing Indigenous Peoples' Day	Honors and recognizes Indigenous Peoples' Day.
November	CR20-17 National Homeless Youth Awareness Month	Recognizes National Homeless Youth Awareness Month.
	CR20-18 Honoring America's Veterans and Military Families	Recognizes Veterans Day and Military Family Month.
	CR20-19 National Education Support Professionals Day	Recognizes National Education Support Professionals Day.
	CR20-20 Recognizing Alejandro Diasgranados as 2021 D.C. Teacher of the Year	Honors Alejandro Diasgranados as 2021 D.C. Teacher of the Year for his work at Aiton Elementary School.
December	CR20-21 To Honor State Board of Education Member Jack Jacobson	Honors the dedication and service that outgoing D.C. State Board of Education Ward 2 Representative Jack Jacobson has provided since January 2013.
	CR20-22 To Honor State Board of Education Member Karen Williams	Honors the dedication and service that outgoing D.C. State Board of Education Ward 7 Representative Karen Williams has provided since January 2013.
	CR20-23 To Honor State Board of Education Member Ashley MacLeay	Honors the dedication and service that outgoing D.C. State Board of Education At-Large Representative Ashley MacLeay has provided since January 2017.
	CR20-24 To Honor State Board of Education Member Markus Batchelor	Honors the dedication and service that outgoing D.C. State Board of Education Vice President and Ward 8 Representative Markus Batchelor has provided since January 2017.

"The pandemic continues just as the fight for equality continues. Amid these challenges, the Office of the Ombudsman for Public Education continues to serve as a resource for schools and families in conflict."

Serena Hayes,
Ombudsman for Public Education

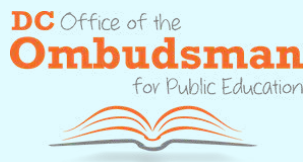
"We look forward to continuing to find ways to work closely with the [State] Board to support the needs of students and families."

Dan Davis,
Chief Student Advocate

Office of the Ombudsman for Public Education & Office of the Student Advocate

The State Board is the home to two important independent offices that support families in their interactions with public schools in D.C.: the Office of the Ombudsman for Public Education and the Office of the Student Advocate. The following section features text from each office's respective 2020 annual reports.

Families who need assistance can reach out to these offices at any time. The Ombudsman's office can be contacted via email at education.ombudsman@dc.gov or by phone at 202-741-0886. The Student Advocate's office can be reached via email at student.advocate@dc.gov or by phone at 202-741-4692.



What is an Ombudsman?

The word "ombudsman" is derived from a Swedish word meaning, "entrusted person" or "grievance representative." The word has come to denote a trusted agent who looks after the interests of a group.

The Office of the Ombudsman for Public Education is an independent, impartial office that helps parents and students resolve school complaints individually and collectively, transforming problems into solutions that compel systemic progress for all public education in D.C.

Overview of Cases During SY 2019-20

The Office of the Ombudsman experienced continued growth in contacts in the beginning half of SY2019-20. In SY2019-20, they processed the second-highest number of cases since its inception. During distance learning, however, they experienced a decline in call volume for the remainder of the school year.

The data from this past year show similar trends reported in SY2018-19: Communication and Engagement, Bullying/Student Safety, and Special Education/Disability remain the top three topics. Approximately 50 percent of the students that the Office opened cases for are students with disabilities. The Office received complaints from all eight wards, with most complaints from residents of Wards 5, 7, and 8.

The Office undertook several initiatives to support families this school year. They partnered with SchoolTalk to facilitate community circles for families with differently-abled children. Families came together and discussed a variety of topics, such as the highs and lows of distance learning, the intersectionality of racism and special education while building a supportive network. The Office also provided families with resources to build their emotional vocabulary and have difficult conversations with their children. Finally, they proactively sought feedback from families during distance learning. The Office surveyed families of students receiving special education services that they worked with in the past two years.

Since in-person family engagement has been restricted, the Office expanded its digital contact with families by distributing newsletters containing resources and information. They also improved their social media presence on Facebook, Twitter, and Instagram.

Recommendations:

The Office of the Ombudsman recommends the following:

- I. Require the transfer of 504 Plans when students transition to a new school.
- II. Develop a plan for digitizing archived student records.
- III. Revise DCPS's "Determining If K-12 Students Need Special Education" policy.
- IV. Apply a holistic approach to special education, specifically when the student's disability is classified under the Other Health Impairment category.
- V. Regarding delayed special education eligibility determinations during distance learning,
 - a. Expand access to parent training to families who suspect their student might have a disability,
 - b. Increase the use of Independent Educational Evaluations (IEPs), and
 - c. Develop, improve, and use Response to Intervention as an interim resource pending evaluation.

Visit educationombudsman.dc.gov for more information



Overview of the Office of the Student Advocate:

With more than 225 schools supported by no less than 65 local education agencies (LEAs), and more than a handful of offices, agencies, boards and council providing governance and oversight to D.C.'s dual sector system of public education, **families need advocates**. Since the opening of their office in 2015, the OSA has strived to overcome those barriers by partnering with families to keep them informed, connected, and supported in their pursuit of a high quality education for their student(s). The Office of the Student Advocate is an independent office, housed in the State Board, that provides guidance and resource supports to assist families in navigating the complex system of public education in D.C.

Executive Summary

During SY2019-20, the OSA expanded their scope of resources and supports to all education stakeholders across the District of Columbia. They prioritized their role as connectors and collaborators to amplify the voices of students and families in the DC education landscape. As a result, they were able to accomplish the following tasks during SY 2019-20:

- Received **401 unduplicated requests for assistance**, via their **live answered hotline**, addressing education-related questions and providing resources, referrals, and one-on-one coaching on all public education issues.
- **Distributed more than 4,850 resources** in English, Spanish, and Amharic across every ward in the District.
- Engaged with **more than 3,000 education stakeholders** through outreach and engagement, beyond our RFA line. They focused on students, families, service providers, and government agencies, and participate in more than 100 in-person and virtual meetings and events citywide.
- Engaged with more than **1,250 students, families, and stakeholders virtually** in compliance with social distancing orders.
- Developed a social media-based resource dedicated to discussing topics related to **mental health and student success**. Weekly sessions were hosted on our social media pages and viewed by more than 500 listeners.
- Collaborated with **Decoding Dyslexia DC** to produce a handbook for parents and schools seeking local and national resources regarding Dyslexia.
- Expanded the ward-based **Safe Passage/Student Safety Working Group** sessions to bring education, health and safety, and community leaders together to create solutions for students & families facing safety barriers getting to and from schools in Ward 7 & 8.
- Grew the **"Safe Spot" initiative** in collaboration with the Office of the Deputy Mayor for Education to more than 40 safe spots in Wards 7 and 8.
- Launched the **My Teacher DC webpage**. This resource provides information and questions for families to consider during the school selection process.
- Launched our **Race, Equity, and Inclusion (REI) Toolkit** to provide school communities with a framework to create and sustain race, equity, and inclusion meetings and trainings within schools.
- Revamped our **Parent & Family Go-To Guide** with additional information for Mental Health, Bullying, Military/Service Families and Homeless Students. The guide was made available in print in Spanish and Amharic.

Visit studentadvocate.dc.gov for more information

Appendix A

Social Studies Standards Advisory Committee (SSSAC)

Name	School, Organization, or Position
Alexander O'Sullivan	BASIS DC, Student
Alyssa Richardson	Duke Ellington School of the Arts, Student
Barbara Davidson	StandardsWork, Inc., President
Daniel Espinas	DCPS, Teacher
Elizabeth A. Worden, PhD	American University, Associate Professor
Emily Brimsek	National Center on Education and the Economy, Manager, Professional Learning
Fadhal Moore	Georgetown University, MPP Candidate
Jennifer DePaoli	Learning Policy Institute, Senior Researcher
Jessica A. Rucker	E.L. Haynes High School PCS, Teacher
Karen Hopkins	Human Rights Educators USA, D.C. Area Representative
Karen Lee	Thurgood Marshall Academy PCS, Teacher
Lamar James Bethea	Statesmen College Preparatory Academy, Teacher
Laura Fuchs	H.D. Woodson High School, Teacher
Lauren Grimes	The Community Enrichment Project, Founder
Maria Marable-Bunch	National Museum of the American Indian, Smithsonian Institution, Associate Director for Museum Learning and Programs
Melanie R. Holmes	MacFarland Middle School, Teacher
Michael Stevens	Friendship PCS, Director of Social Studies
Molly France	Two Rivers PCS, Instructional Guide
Molly Sloss	Capitol Hill Montessori School, Teacher
Nicolas Ojeda	Duke Ellington School of the Arts, Teacher
Rebecca Schouvieller	D.C. International School PCS, Teacher
Reginald L. Williams	Benjamin Banneker Academic High School, Social Studies Teacher
Sally Schwartz	Globalize DC, Executive Director
Sarah Buscher	Janney Elementary School, Teacher
Scott Abbott	DCPS, Office of Teaching and Learning, Director of Social Studies
Shelina Warren	Dunbar High School, Teacher

Appendix B

2020-21 Student Advisory Committee

Name	School
Alexander O'Sullivan, co-chair	BASIS DC PCS, Class of 2022
Shayla Dell, co-chair	Duke Ellington School of the Arts, Class of 2022
Alyssa Richardson	Duke Ellington School of the Arts, Class of 2022
Andrenique	
Anna Brosowsky	DC International School, Class of 2021
Camille Jones	Capital City PCS, Class of 2021
Chasity Rodriguez	
Gary Murray	Dunbar Senior High School, Class of 2022
Giulio Iacoviello	School Without Walls, Class of 2021
Haven Gilchrist	Woodrow Wilson High School, Class of 2022
Jean-Pierre Roberts	Woodrow Wilson High School, Class of 2022
Jenae Preddie	Bard High School Early College DC
Jessi Thompson-Brown	DC International School, Class of 2021
Julian Michael Wardlaw	D.C. International School, Class of 2023
Kayla Park	Washington Latin PCS, Class of 2022
Londyn Napper	Woodrow Wilson High School, Class of 2022
Lordes Weston	Woodrow Wilson High School, Class of 2022
Lucas Johnson	BASIS DC PCS, Class of 2022
McKenzie Collins	
Mikalah Scott	
Reagan Allvin	Woodrow Wilson High School, Class of 2022
Shaniyah Robinson	Ballou Senior High School, Class of 2022
Tamia Murphy	Washington Leadership Academy, Class of 2022
Vance Gootman	School Without Walls, Class of 2022
Walker Price	Woodrow Wilson High School, Class of 2021
Winston Wardlaw	D.C. International School, Class of 2021
Zion Smithen	McKinley Technology High School, Class of 2022

Appendix C

2019-20 Student Advisory Committee

Name	School
Alexander O'Sullivan, co-chair	BASIS DC PCS, Class of 2022
Dayja Burton, co-chair	McKinley Technology High School, Class of 2020
Abigail Quashie	BASIS DC PCS, Class of 2020
Adam Soltani	School Without Walls, Class of 2021
Alyssa Richardson	Duke Ellington School of the Arts, Class of 2022
Anna Brosowsky	DC International School, Class of 2021
Ceon Dubose	Phelps Architecture, Construction, and Engineering HS, Class of 2020
Chau Nguyen	Woodrow Wilson High School, Class of 2021
Chelsea Casarrubias	McKinley Technology High School, Class of 2020
Gabriel Madson	DC International School, Class of 2020
Giulio Iacoviello	DC International School, Class of 2021
Hannah Dorosin	Woodrow Wilson High School, Class of 2020
Imani Horton	Duke Ellington School of the Arts, Class of 2020
Jackson Hall	Woodrow Wilson High School, Class of 2021
Jalen Gross	IDEA PCS, Class of 2021
Jeremiah McCollum	KIPP DC College Preparatory, Class of 2021
Jesse Holmes	Thurgood Marshall Academy, Class of 2020
Jessi Thompson-Brown	DC International School, Class of 2021
Kaitlyn Towles	Anacostia High School, Class of 2020
Lauren Hadley	DC International School, Class of 2020
Londyn Napper	Woodrow Wilson High School, Class of 2022
Lordes Weston	Woodrow Wilson High School, Class of 2022
Maya Gray	Benjamin Banneker High School, Class of 2020
Mendel Socolovsky	School Without Walls, Class of 2020
Micah Carter	Woodrow Wilson High School, Class of 2020
Nadine Beckford	Calvin Coolidge High School, Class of 2020
Reagan Allvin	Woodrow Wilson High School, Class of 2022
Sanaa Sanderson	BASIS DC PCS, Class of 2020
Shayla Dell	Duke Ellington School of the Arts, Class of 2022
Tamia Murphy	Washington Leadership Academy, Class of 2022
Vance Gootman	School Without Walls, Class of 2022
Walker Price	Woodrow Wilson High School, Class of 2021
Winston Wardlaw	DC International School, Class of 2021
Zahir Hanson	Woodrow Wilson High School, Class of 2022
Zakhiya Graham	Woodrow Wilson High School, Class of 2022

Appendix D

State Board Committees

Committee	State Board Member
Administration and Budget	Markus Batchelor, Chair, Ward 8 Zachary Parker, Ward 5 Karen Williams, Ward 7 Ruth Wattenberg, Ward 3
Research	Ruth Wattenberg, Chair, Ward 3 Emily Gasoi, Ward 1 Jack Jacobson, Ward 2 Zachary Parker, Ward 5 Jessica Sutter, Ward 6 Markus Batchelor, Ward 8
Social Studies Standards	Jessica Sutter, Chair, Ward 6 Karen Williams, Co-chair, Ward 7 Zachary Parker, Ward 5 Ruth Wattenberg, Ward 3 Markus Batchelor, Ward 8
Teacher Attrition	Frazier O'Leary, Chair, Ward 4 Emily Gasoi, Ward 1 Zachary Parker, Ward 5 Karen Williams, Ward 7 Ruth Wattenberg, Ward 3 Markus Batchelor, Ward 8
Well-Rounded Education	Emily Gasoi, Co-chair, Ward 1 Zachary Parker, Co-chair, Ward 5 Jessica Sutter, Ward 6 Ruth Wattenberg, Ward 3 Markus Batchelor, Ward 8

