GOVERNMENT OF THE DISTRICT OF COLUMBIA

STATE BOARD OF EDUCATION

WEDNESDAY
JANUARY 18, 2017

The Regular Meeting of the District of Columbia State Board of Education convened at 441 4th Street, N.W., Washington, D.C., 20001, at 5:30 p.m., Karen Williams, President, presiding.

BOARD MEMBERS PRESENT:

KAREN WILLIAMS, President
JACK JACOBSON, Vice President
MARKUS BATCHelor, Member
ASHLEY CARTER, Member
MARK JONES, Member
LAURA WILSON PHELAN, Member
RUTH WATTENBERG, Member
JOE WEEDON, Member
LANNETTE WOODRUFF, Member

ALSO PRESENT:

JOHN-PAUL HAYWORTH, Executive Director
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:

HANSEUL KANG, State Superintendent
JESSIE HARTEIS, Senior Advisor for Strategy
SHANA YOUNG, Chief of Staff

STUDENT REPRESENTATIVES:

ALEX DOROSIN
JAMIAH HALL

APPEARANCES:

AMONE BANKS
BARBARA DAVIDSON
MERILYN HOLMES
DOMINIQUE LITTLE
DAVID PICKENS
SHANTI SALE
C-O-N-T-E-N-T-S

Call to Order. .......................... 4
Announcement of a Quorum ............. 4
Election of President ................... 7
Election of Vice President ............. 9
Class Photo. ............................ 11
Approval of Agenda ....................... 11
Approval of Minutes ..................... 14
Comments From the President ........... 16
Committee Resolution Vote ............. 25
Ombudsman Employee Domiciliary Waiver Resolution Vote .......... 39
Public Comments ........................ 42
Every Student Succeeds Act ............. 72
Presentation by Barbara Davidson of Standard Works, Inc 110
Adjourn .................................. 119
MR. JACOBSON: Good afternoon. The time is 5:32 p.m. on January 18th, 2017, and this Public Meeting of the District of Columbia State Board of Education is now called to order. As this is the first meeting of this Board, period, the dean of our Board will hold the chair until our leadership elections. And so I'm going turn the gavel over to Mark Jones, our Ward 5 member, who is our longest tenured member.

Mr. Jones.

MR. JONES: Good evening. I gained a new title, Dean. Thank you, Mr. Jacobson. Good evening. The time is 5:35, on January 18th, 2017, and this Public Meeting of the District of Columbia State Board of Education is now called to order.

The role will now be called to determine the presence of a quorum. Mr. Hayworth, will you please call the role?

MR. HAYWORTH: Mr. Jacobson.
MR. JACOBSON: Present

MR. HAYWORTH: Ms. Williams.

MS. WILLIAMS: Present.

MR. HAYWORTH: Ms. Carter.

MS. CARTER: Present.

MR. HAYWORTH: Ms. Wilson Phelan.

MS. WILSON PHELAN: Present.

MR. HAYWORTH: Ms. Wattenberg.

MS. WATTENBERG: Present.

MR. HAYWORTH: Dr. Woodruff.

DR. WOODRUFF: Present.

MR. HAYWORTH: Mr. Jones.

MR. JONES: Present.

MR. HAYWORTH: Mr. Weedon

MR. WEEDON: Present.

MR. HAYWORTH: Mr. Batchelor.

MR. BATCHELOR: Present.

MR. HAYWORTH: Ms. Hall. Ms. Hall.

Mr. Dorosin. Mr. Dorosin. We have a quorum.

MR. JONES: Thank you, Mr. Hayworth.

A quorum has been determined, and the

State Board will proceed now with the business
portion of the meeting. Now, each year, the State Board must elect a president and vice president to provide leadership and oversight.

Now, as the longest-serving member of the State Board, it is my honor to serve as the election officer of the role of President. And prior to entertaining nominations, I'd like to use my executive privilege to make a note in reference to our outgoing President, Mr. Jack Jacobson.

I'd like to say it's been an honor and a pleasure to serve with him, and, as President and leader of this Board, I've watched him grow in compassion, watched him grow in his thoughtfulness. And he is not leaving the Board, he will continue to serve the Board as I did, when I moved on from President.

And so, Jack and I will continue to serve on the Board, and it's been a pleasure to have you, Jack, serve in our leadership. And it's going to continue to be an honor to serve with you.
MR. JACOBSON: Thank you, Mark.

(Applause.)

MR. JONES: Now I will entertain nominations for President. And note seconds are not needed for nominations.

MR. JACOBSON: Mr. Jones.

MR. JONES: Mr. Jacobson?

MR. JACOBSON: It's my distinct honor to nominate Karen Williams, the current Vice President and Ward 7 Member, as President of the Board of Education.

MR. JONES: Thank you. So duly noted. Are there any other nominations?

(No response.)

MR. JONES: Seeing no further nominations, we have one candidate, Ms. Karen Williams, from Ward 7, for the position of President. If one candidate, it's basically by acclamation, but, for the rules, I believe we do have to call role, correct?

MR. HAYWORTH: You don't have to call role, but you can if you'd like.
MR. JONES: Yes, I'd like to record by calling the role. So, Mr. Hayworth, if you will, please?

MR. HAYWORTH: Mr. Jacobson.

MR. JACOBSON: Aye.

MR. HAYWORTH: Ms. Williams.

MS. WILLIAMS: Aye.

MR. HAYWORTH: Ms. Carter.

MS. CARTER: Aye.

MR. HAYWORTH: Ms. Wilson Phelan.

MS. WILSON PHELAN: Aye.

MR. HAYWORTH: Ms. Wattenberg.

MS. WATTENBERG: Aye.

MR. HAYWORTH: Dr. Woodruff.

DR. WOODRUFF: Aye.

MR. HAYWORTH: Mr. Jones.

MR. JONES: Aye.

MR. HAYWORTH: Mr. Weedon.

MR. WEEDON: Aye.

MR. HAYWORTH: Mr. Batchelor.

MR. BATCHELOR: Aye.

MR. HAYWORTH: Ms. Hall. Ms. Hall.
Mr. Dorosin. Mr. Dorosin. Mr. Chair, the vote is unanimous.

MR. JONES: The vote is unanimous, and I'd like to now welcome our new President, Ms. Karen Williams, from Ward 7.

(Applause.)

PRESIDENT WILLIAMS: I'd like to take a moment to thank the members of the Board for this honor to serve and to work with you. It's been a pleasure working with you the past two years as Vice President, and I hope we can keep up the pace that we've established in the past. Thank you all so much.

I will now entertain motions for the Vice President. Yes, Lannette?

DR. WOODRUFF: I'd like to nominate, Madam President -- I would like to nominate Jack Jacobson for Vice President.

PRESIDENT WILLIAMS: Thank you.

DR. WOODRUFF: Thank you.

PRESIDENT WILLIAMS: Any other nominations?
(No response.)

PRESIDENT WILLIAMS: Seeing no further nominations, we have one candidate for the position of Vice President, Jack Jacobson from Ward 2. Shall we have a -- Mr. Hayworth, would you call the role to vote, please?

MR. HAYWORTH: Ms. Williams.

PRESIDENT WILLIAMS: Aye.

MR. HAYWORTH: Mr. Jacobson.

MR. JACOBSON: Aye.

MR. HAYWORTH: Ms. Carter.

MS. CARTER: Aye.

MR. HAYWORTH: Ms. Wilson Phelan.

MS. WILSON PHELAN: Aye.

MR. HAYWORTH: Ms. Wattenberg.

MS. WATTENBERG: Aye.

MR. HAYWORTH: Dr. Woodruff.

DR. WOODRUFF: Aye.

MR. HAYWORTH: Mr. Jones.

MR. JONES: Aye.

MR. HAYWORTH: Mr. Weedon.

MR. WEEDON: Aye.
MR. HAYWORTH: Mr. Batchelor.

MR. BATCHELOR: Aye.

MR. HAYWORTH: Ms. Hall. Ms. Hall.

Mr. Dorosin. Mr. Dorosin. Madam President, the vote is unanimous.

PRESIDENT WILLIAMS: Thank you.

Congratulations, Mr. Jacobson. I look forward to your assistance as the State Board continues to work to increase academic achievement and equality in the district.

Now, if you will pardon us a minute, we will take a five-minute recess for our 2017 class photo. Thank you.

(Whereupon, the meeting went off the record at 5:39 p.m. and resumed at 5:42 p.m.)

PRESIDENT WILLIAMS: Thank you for your patience. Members, we have a draft agenda before us. I would like to ask that the agenda be modified to include a vote on a resolution requested by the Ombudsman related to the domicile requirement for employees in our office.

Because this resolution is out of our
regular order, it requires a vote to suspend the rules in order to proceed. Therefore, I move that the rules be suspended for the purpose of adding State Board Resolution 17-3 to the agenda. Is there a second?

VICE PRESIDENT JACOBSON: Second.

PRESIDENT WILLIAMS: The motion being properly moved and seconded, I will ask for yeas and nays. All in favor?

(Chorus of ayes.)

PRESIDENT WILLIAMS: All opposed?

(No audible response.)

PRESIDENT WILLIAMS: The motion is approved. Under suspension of the rules, I move that Resolution 17-3 be added to the agenda. Is there an objection?

VICE PRESIDENT JACOBSON: It would be in order under the approval of the Committee Resolution 17-2.

PRESIDENT WILLIAMS: Are there additional corrections or additions to the agenda?
DR. WOODRUFF: Yes. I move to amend the agenda by moving the committee report on the ESSA, from the ESSA Committee, which is implicitly at the end of this agenda, though it's not listed, up to become, I guess the new Number 9.

PRESIDENT WILLIAMS: Second?

MR. JONES: Second.

MS. WILSON PHELAN: Discussion, please.

PRESIDENT WILLIAMS: Ms. Laura Phelan.

MS. WILSON PHELAN: I don't understand, actually, what you were talking about. Is this just a report out?

DR. WOODRUFF: Yes. It's a report out, and it was discussed with basically everybody except you, because you came in late. It's going to be a opportunity to talk before we move into the full report.

PRESIDENT WILLIAMS: Any more discussion? Are there any objections to the
motion?

(No audible response.)

PRESIDENT WILLIAMS: Seeing no additional changes, I will entertain a motion to approve the agenda. Is there a second?

MR. WEEDON: Second.

PRESIDENT WILLIAMS: The motion has been properly moved and seconded. All in favor say, yea.

(Chorus of ayes.)

PRESIDENT WILLIAMS: And all opposed, say nay.

(No audible response.)

PRESIDENT WILLIAMS: The motion is approved. Next on our agenda is approval of the minutes from the January 4th working session. Are there corrections or additions to the minutes?

MS. WATTENBERG: Oh, yes. I have one correction.

PRESIDENT WILLIAMS: Ms. Wattenberg.

MS. WATTENBERG: Yes. On line 194 --.
MR. HAYWORTH: Ms. Wattenberg, is your microphone on?

MS. WATTENBERG: Yes. On line 194, my sentence cuts off in the middle, and I just wanted to add the remainder. It says, "Ms. Wattenberg asked Ms. Kang how much better than average would a school have to be to not end up in the bottom 25 percent?"

And what got dropped, on 25 percent of schools, "if 75 percent of the students in that school began the year having earned ones and twos on PARCC, when the ratings system only counts fours and fives, and threes, partially." And I can send that to you.

PRESIDENT WILLIAMS: Are there objections to this amendment?

(No audible response.)

PRESIDENT WILLIAMS: None is accepted.

So we entertain a motion to approve the minutes.

Is there a motion to approve the minutes?

MR. JONES: So move.

PRESIDENT WILLIAMS: Second?
MR. BATCHELOR: Second.

PRESIDENT WILLIAMS: I will ask for all in favor, say aye.

(Chorus of ayes.)

PRESIDENT WILLIAMS: All opposed?

(No audible response.)

PRESIDENT WILLIAMS: Thank you. The motion is approved. All Right. Good evening.

In case you don't know, my name is Karen Williams, the Ward 7 Representative, and of ten minutes ago, the President of the State Board of Education.

On behalf of the members of the District of Columbia State Board of Education, I want to welcome our guests and our viewing public to our Wednesday, January 18th Public Meeting.

The State Board typically holds its regularly scheduled meetings on the third Wednesday of every month, here in the Old Council Chambers at 441 Fourth Street, Northwest.

Tonight is the first public meeting of the State Board in 2017, but the State Board has
already held multiple committee meetings and working sessions in the first three months of this year.

We are committed to increasing the productivity of the State Board. I want to thank my predecessor again, Jack Jacobson, for his leadership over the past two years, and his mentorship, that helped me obtain this seat tonight, and his commitment to the development of the State Board as a partner in the D.C. educational landscape.

We will begin our meeting tonight with votes on two resolutions relating the administration of the State Board and its component offices.

The State Board will continue its work related to Every Student Succeeds Act, or ESSA. Our friends at OSSE will be presenting tonight on the consolidated state plan that is required by the U.S. Department of Education.

As my colleagues know, the State Board has approval authority over the state-wide
accountability system section of the state plan.
I look forward to hearing more about remainder of
the plan.

I also want to note that in the coming
days, OSSE and the State Board will be releasing
a list of community meetings that cover every
ward in the district. These meetings will
coincide with the public release of district's
draft accountability plan.

The State Board and OSSE are committed
to public engagement and the development of a
plan, and these meetings will assist both
agencies in the determinations needed prior to a
vote of the State Board.

If you are interested in learning more
about ESSA and its potential for district
students, please visit our website at
sboe@dc.gov\essa. There you will find a wealth
of information about our work.

Before we move to our administrative
votes and public comment session, I would like to
invite our State Superintendent of Education,
Hanseul Kang, to provide opening remarks.

SUPERINTENDENT KANG: Thank you, President Williams. I wanted to begin by congratulating Karen Williams as our new President, and Jack Jacobson as our new Vice President. I've appreciated the chance to work with both of them to date, and look forward to continuing our strong partnership together in the future.

I also want to congratulate the three new members of the State Board on their first official public meeting, Lannette Woodruff, Ashley Carter, and Markus Batchelor. I'm looking forward to working closely with all of you, as well.

I wanted to note that tonight, we are continuing the dialogue we've been having for almost a year now, on the Every Student Succeeds Act. And we've certainly appreciated the thoughtful dialogue that we've engaged in, and the feedback we've received to date.

We feel we've had a productive
dialogue, in particular at the last working session, and in the continued conversation with my staff last week. We look forward to continuing the conversation we've been having, both with the Board, and with the wide range of views that have been expressed by the community, that we're all hearing from.

We look forward to continuing to hear that feedback and make refinements, both to our accountability system, both prior to the release of our draft state plan for public comment at the end of this month, but also, in reflection, in reaction to that public comment period, prior to submission in April. So, we look forward to further refinements over the coming months.

And finally, as President Williams noted, we are pleased tonight to be able to present on the full State plan that we will be submitting to the U.S. Department of Education, of which accountability is a substantial portion, but certainly not the only portion.

We think this will be a helpful frame
for everybody to learn about all of the different pieces for which we will need to submit responses to the U.S. Department of Education. So, we look forward to continuing the productive dialogue that we've been having with the Board, and look forward to continuing to address the feedback that's been shared.

PRESIDENT WILLIAMS: Thank you very much. Before we move on, I'd like to acknowledge the presence of our student rep, Jamiah Hall. Thank you.

(Applause.)

PRESIDENT WILLIAMS: The State Board of Education consists of nine elected members, and two student reps. In order to complete our work we have before us, it is necessary for us to create a committee structure that will help the State Board function as efficiently as possible.

This year, I am proposing the creation of five committees. The first of these committees is actually spelled out in our by-laws as a standing committee.
This committee will have authority over the general administration and budget for the State Board, including setting office goals, performance evaluations for senior staff, position descriptions, and general oversight.

The by-laws state that the vice president should chair this committee. Mr. Jacobson has recommended that Joe Weedon be designated as Chair. The committee members will be: Mark Jones of Ward 5, Dr. Woodruff of Ward 4.

The second committee is the Student Advisory Committee. This committee is co-chaired by our student representative, Alex Dorosin and Jamiah Hall, and is open to other students attending public charter schools, in the District of Columbia.

The third committee is called the Academic Excellence and Equity Committee, chaired by Laura Wilson Phelan of Ward 1. This committee will have jurisdiction over regulatory and policy approvals. She is joined on this committee by
Ashley Carter, at-large, and Mark Jones of Ward 5.

Ruth Wattenberg of Ward 3 will continue to chair the ESSA Accountability Plan Committee, with Jack Jacobson, Ward 2, Joe Weedon, Ward 6, and Ashley Carter, at-large, and Dr. Woodruff of Ward 4, and Markus Batchelor from Ward 8.

This committee will be very busy in the coming months, as we work with OSSE on our accountability plan and other items required by ESSA.

Finally, I am pleased to propose the creation of the Public Engagement and Outreach Committee, chaired by Markus Batchelor of Ward 8. This committee will be composed of Jack Jacobson, Ward 2 and Laura Wilson Phelan of Ward 1. This committee will continue and expand the work that Laura began last year on including proportionate voices in the decisions of the board.

Members, we have a resolution before us. Is there a motion on this resolution?
MS. WILSON PHELAN: I'd like to make an amendment.

MR. HALL: I'll move the resolution.

MR. JONES: Second.

PRESIDENT WILLIAMS: Ms. Phelan? Laura?

MS. WILSON PHELAN: I would just like to recommend two changes associated with the titles of these committees, to make it clear to the public their purpose. I'd recommend, on Line 19, that the standing committee be renamed Administration and Budget. And I'd recommend that, on Line 27, the Academic Excellence and Equity Committee be renamed Educational Excellence and Equity.

MR. JONES: Second.

PRESIDENT WILLIAMS: Any further discussion?

VICE PRESIDENT JACOBSON: I would take that as a friendly amendment, if it's okay with the second, Mr. Jones?

MR. JONES: Yes.
MS. WILSON PHELAN: I'd like to move the question.

PRESIDENT WILLIAMS: Go ahead. I'm sorry. The motion on State Board Resolution 17-12-2, without objection, I will waive the reading of the resolution. If there's no further discussion --.

MR. BATCHELOR: Madam President?

PRESIDENT WILLIAMS: Yes.

MR. BATCHELOR: Would you -- quick discussion.

MR. WEEDON: Point of order. The question's been called.

MR. BATCHELOR: Okay. Thank you, Madam President.

PRESIDENT WILLIAMS: All right. All Right. So, we both made a -- I will ask for a vote. All in favor, say aye.

(Chorus of ayes.)

PRESIDENT WILLIAMS: All opposed?

(No audible response.)

PRESIDENT WILLIAMS: The motion is
approved. Under our by-laws, the Ombudsman for
Public Education has exclusive authority over the
employees within that office. As the Board is
aware, employees in her office serve in the
excepted service category. This service requires
that employees be domiciled in the District of
Columbia.

The Ombudsman has requested a blanket
waiver of this provision. Is there a motion on
this resolution?

VICE PRESIDENT JACOBSON: So moved.
PRESIDENT WILLIAMS: Is there a
second?
MR. JONES: Second.
PRESIDENT WILLIAMS: The motion is --
any discussion?
MS. WILSON PHELAN: Discussion.
PRESIDENT WILLIAMS: Yes, Ms. Wilson
Phelan.
MS. WILSON PHELAN: I do understand
there are several amendments to this. I would
like to just state for the record that I am
really challenged by this resolution, which waive the requirement that those who work in the office of the Ombudsman for Public Education reside in the District of Columbia, because I don't think we should issue a blanket waiver for any kind of role that requires such a deep and integrated knowledge of our city.

But secondarily, for the positions that are under consideration, one of them, we knew that this was a requirement before it was posted, and I just want to state that for the record.

PRESIDENT WILLIAMS: Any other discussion? Yes, Dr. Woodruff.

DR. WOODRUFF: I have an amendment to the Resolution 17-3. My amendment would ensure that the State Board is on record that waivers of this nature are very unusual, and we are taking this step upon the request of the Ombudsman.

MR. JONES: Madam President, could she repeat the, her concern? I couldn't, I didn't hear it.
PRESIDENT WILLIAMS: Would you repeat that, please?

DR. WOODRUFF: Yes. Madam President, I have an amendment to Resolution 17-3. My amendment would ensure that the State Board is on record that waivers of this nature are very unusual, and we are taking this step upon request of the Ombudsman.

PRESIDENT WILLIAMS: Thank you. Any other -- Mr. Hayworth, would you read the amendment, please?

MR. HAYWORTH: The amendment from Dr. Woodruff, in the appropriate place insert, "Whereas, the State Board believes that this waiver should be granted only in unique circumstances, and should not be extended or applied to any further positions or employees."

MR. WEEDON: Second.

PRESIDENT WILLIAMS: Any further discussion? Seeing none, a vote on Resolution -- okay. Before we vote on the resolutions, we vote on the amendment. Can we have a vote on the
acceptance of the amendments presented?

MS. WILSON PHELAN: So move.

PRESIDENT WILLIAMS: So move? Yes.

Yes. Sorry, I'll get this down. Yes. Okay, so, Resolution 17-13 has been approved. No? Sorry. So, can we take a vote on the amendment of Dr. Woodruff? I will ask for all in favor, say aye.

(Chorus of ayes.)

PRESIDENT WILLIAMS: All opposed?

(No audible response.)

PRESIDENT WILLIAMS: The amendment is approved.

MR. WEEDON: Madam President, I have an amendment as well.

PRESIDENT WILLIAMS: Mr. Weedon.

MR. WEEDON: I would like to echo my colleague, Ms. Wilson Phelan's concerns about this amendment, as well as my strong support for Dr. Woodruff's amendment. I strongly believe that we need to make clear that this was brought to the Board by the Ombudsman, and that we should not issue blanket statements.
Individuals working in these positions should have a deep and intimate knowledge of the district, of our neighborhoods, and of our students. And with that, I would like our Executive Director to read my proposed amendment striking the last sentence, due to the passage of the previous amendment.

MR. HAYWORTH: The amendment by Mr. Weedon. In Line 9, insert, "and the SBOE believes that all employees of the office of the SBOE should be district residents, as their work requires an intimate knowledge of the district, its neighborhoods, and its people," in place of the words, "but such a waiver of the domicile requirement can be issued for cause." And insert a new second clause, that reads, "Whereas, a waiver of the domicile requirement can be issued for cause."

And in Line 15, delete the Board's by-laws and policies and procedures manual, as well as pending legislation. And in Line 19, insert the words, "as requested," after the word,
"authorized."

And in Line 21, delete the words, "pending legislation," and insert a new clause on Line 23 that reads, "Whereas, the office of the Ombudsman has requested that the State Board of Education issue a waiver for the domiciliary requirement for the Associate Ombudsman position."

And in Lines 24, insert the word, "a," prior to the word, "waiver," and in Line 25, insert the words, "the Assistant Ombudsman position," before the word, "within."

PRESIDENT WILLIAMS: Are there discussions on the amendment?

MR. WEEDON: Point of information. We need a second before we have discussion.

MS. WILSON PHELAN: Second.

PRESIDENT WILLIAMS: Second. Any discussion on the amendment?

MS. WILSON PHELAN: Discussion.

PRESIDENT WILLIAMS: Ms. Wilson Phelan.
MS. WILSON PHELAN: Joe, where you say on Line 25, insert the words Assistant Ombudsman position, that would mean that that's an exempted position from here on out, regardless of who occupies it, correct? Because you've eliminated the last part of your amendment.

MR. WEEDON: But with the previous amendment that we just approved, the State Board believes that this waiver should be granted only in unique circumstances, and should not be extended or applied to any further positions or employees.

My intent would be that it applies to the current two individuals who are being considered for these two positions, and these two specific waivers.

MS. WILSON PHELAN: Can I make a friendly suggestion that you actually include the original two sentences that you had on your amendment? To make that just really explicit?

VICE PRESIDENT JACOBSON: And if I could interject on that? If it's an order, I
would suggest, since these are personnel
decisions, that specific names not be included.

MR. HAYWORTH: Madam President, as a
matter of, also, additional clarification, the
positions are actually Assistant Ombudsman, not
Associate. So, that's a technical change that I
will make if the amendment is passed. And in the
original resolution, as well.

PRESIDENT WILLIAMS: Any further
discussion?

MR. JONES: Yes. Madam President, is
it possible that we can accomplish Laura's
suggestion to the amendment by stating the
positions, and not the candidates' names?

PRESIDENT WILLIAMS: Yes.

PRESIDENT WILLIAMS: Yes. Yes.

MR. HAYWORTH: So, Madam President, to
clarify, what you're asking is for the original
sentence to only apply to Assistant Ombudsman
positions. Is that correct? So, what we would
do is, insert a new clause on Line 28 that reads,
"Be it further resolved that the waiver granted
by the State Board of Education only applies to
the two Assistant Ombudsman positions." Is that
correct?

MR. JONES: That's what I'm
suggesting, if that accomplishes Ms. Phelan's
request.

MS. WILSON PHELAN: I actually think
we'd have to be much more specific if I'm reading
this correctly. I think what the State Board's
intent is, is to make an exception in two very
specific cases, and I think if we include the
language in Mr. Weedon's amendment, it actually
creates a situation where those are exempted
positions from here on out.

MR. HAYWORTH: Madam President, may
suggest then, that we note that, "Be it further
resolved that the waiver granted by the State
Board of Education only applies to current
incumbents in the Assistant Ombudsman position"?

MS. WILSON PHELAN: I would welcome
that, but that is not exactly what Joe had in
mind, I think, so.
MR. WEEDON: Just point of information. One is a current position, the other has not yet started. So, if there's a way to include that language for the current position and the individual to who an offer is being made for this position? But, again, I'm not privy to the details of where that offer is, in the process.

VICE PRESIDENT JACOBSON: Madam President, might I suggest that we name that current employee, because that employee is already. And describe the other role as the current vacant Assistant Ombudsman. Would that be a friendly amendment?

MR. WEEDON: So, I'd prefer the move of a separate amendment. Let's get what we've got clearly on the table, on the books. And then, let's move that forward.

PRESIDENT WILLIAMS: Any further discussion on the amendment?

MR. WEEDON: Call the question, please.
PRESIDENT WILLIAMS: I will ask for all in favor of adopting the amendment, say aye.

(Chorus of ayes.)

PRESIDENT WILLIAMS: Any opposed?

(No audible response.)

PRESIDENT WILLIAMS: The amendment carries. Mr. Weedon, do you have another amendment?

MR. WEEDON: So, I would like to move a new amendment that would add a, "Be it further resolved that the waiver granted by the State Board of Education applies only to the current Assistant Ombudsman, Clarence Park, and the currently open Assistant Ombudsman position."

VICE PRESIDENT JACOBSON: Second.

PRESIDENT WILLIAMS: Any further discussion?

MS. WILSON PHELAN: Joe, would you consider a friendly amendment to strike the second part of that, so that it applies only to the current sitting Assistant Ombudsman, Clarence Park?
MR. WEEDON: I would, if we can also find a way to accommodate the Ombudsman's request for the other position. So, yes, and let's work in language for that other position.

PRESIDENT WILLIAMS: Suggestion. Why don't we wait until we find that person in place, and then amend this resolution?

MR. WEEDON: So, I'll accept Ms. Phelan's recommendation as friendly.

VICE PRESIDENT JACOBSON: As will I.

MR. BATCHELOR: Point of information, Madam President. Point of information. It's my understanding that, for the currently vacant position, that a conditional offer has already been made. Is that the case?

PRESIDENT WILLIAMS: Yes.

MR. BATCHELOR: So, would it not be in order for us to just include the name of the person who's been given the conditional offer?

MS. WILSON PHELAN: Just as a point of discussion, so, when that position was posted, we knew the residency requirement was part of the
And so, I understand and I believe that we should create an excepted situation when someone's already in the role, and because of administration miscommunication over the years, between the State Board and the Department of Human Resources.

That position was filled by someone who lived outside the district. That just doesn't seem fair to that person, to just sort of pull the rug under him, and change the rules.

But in the second case, we aren't changing the rules. This is actually the set of rules we knew going forward, and so that is why I don't think that it's right, and that's why I've asked for this friendly amendment.

MS. WATTENBERG: Madam Chairman.

PRESIDENT WILLIAMS: Ms. Wattenberg.

MS. WATTENBERG: It was my understanding that if we excepted the person that was already on staff, and did not make an exception for the second person with, I guess,
the pending employment offer, that the Ombudsman
would, in fact, be in a position to make that
hire, to make that choice, to use her new
authority under the new legislation to exempt
that person, to waive the residency requirement.
Is that correct? That was my understanding.

MR. HAYWORTH: Just, as a matter of
information, the bill providing that authority is
not yet law, and so that authority would not
reside in the Ombudsman until after that bill
becomes law.

MS. WATTENBERG: And we don't know
when that will happen?

MR. HAYWORTH: No. There is a six-
month provision for, once you start employment in
the excepted service, you have six months in
which to either move into the district, or
technically lose your employment status.

So, the board does have an additional
six months from the day that the new employee
would join the Ombudsman's staff to either
present another resolution or the Ombudsman could
do the waiver at that point.

    MS. WATTENBERG: Presumably, during

that six months, the legislation would be logged,
and the Ombudsman would be in a position to make
this waiver on her own, correct?

    MR. HAYWORTH: I can't comment to

that, because it's a congressional calendar
issue. And so, there's some other issues
involved. So, I can't say, definitively, when
that bill would become law.

    MR. WEEDON: Madam President? As it

appears that we're not under a definite time line
for the second position, I call the question on
the amendment.

    PRESIDENT WILLIAMS: Thank you, Mr.

Weedon. All in favor of the amendment, say aye.

    (Chorus of aye.)

    PRESIDENT WILLIAMS: Opposed?

    (No audible response.)

    PRESIDENT WILLIAMS: The amendment has
carried.

    MS. WILSON PHELAN: Madam President,
there is one more amendment.

MS. WATTENBERG: All Right. I'm calling a vote on the full resolution.

MS. WILSON PHELAN: No, I'm sorry, I already said that before you called the question.

PRESIDENT WILLIAMS: Oh, we have another amendment?

MS. WILSON PHELAN: This is really simple. Just, in Line 25, to make sure there's coherence in this resolution, I think we need to cross out or delete, "for all positions." And it needs to be replaced with the language of Joe's amendment.

MR. JONES: Second.

PRESIDENT WILLIAMS: Okay. All in favor? Any more discussion? All in favor, say aye.

(Chorus of ayes.)

PRESIDENT WILLIAMS: All opposed?

(No audible response.)

PRESIDENT WILLIAMS: All right. So then, we're going to vote, all in favor of
passing the amendment, the resolution. All in favor of passing the resolution.

(Chorus of ayes.)

PRESIDENT WILLIAMS: All opposed?

(No audible response.)

PRESIDENT WILLIAMS: The motion is approved. The State Board welcomes public participation in activities under our authority. At every public meeting, we begin with testimony from public witnesses on educational-related matters.

If you are a member of the public, and would like to speak at a future public meeting, please contact our staff at sboe@dc.gov, or by calling 202-741-0888.

Tonight, Amone Banks, Dr. Austin Nichols, Dominique Little, Merliyn Holmes, and Shanti Sale have joined us. Okay. Excuse me, I lost my place. Would you please come up to the table?

All Right. We will start from my right, your left. And you each have three
minutes. And you can begin when you're ready.

Please note that you must have your microphone on, and to activate your microphone, you have to hit the green button on the base. The same button de-activates your microphone when you're not speaking.

You will also see on your upper right side of the witness table, a timer. The light will be green for the first two and a half minutes of your presentation, and will turn yellow at the last 30 seconds, and will turn red after three minutes. Thank you for coming tonight, and would you please begin? Thank you.

Mr. BANKS: Hello, can you hear me?

Okay. My name's Amone Banks, a resident of Ward 5, with my daughter, sitting right over here, my wife. They go to Francis Stevens, School Without Walls at Francis Stevens. This has been an ongoing issue for me for the last, probably two or three months.

Some of you all might know me. If you don't, this is my issue. Buses. Now, when I
went to the first meeting, many, many moons ago,
I talked to David Grosso, on his committee of
education, and talked about how DCPS buses are
not being utilized to the point where kids can
use the buses to go on field trips.

When I spoke to the principal at
School Without Walls, he explained to me that the
buses are owned by OSSE. Thank you for being
here today. So, I was voicing my concern to say,
hey this is an issue with Metro, and just,
climates, when it comes to cold weather, extreme
heat.

You shouldn't have young kids, like my
daughter, walking the streets of D.C. to get try
to get to these field trips. Now, it shouldn't
be a stressor for a kid to go to a field trip,
and top of that, not even enjoying the field
trip, because they've got to worry about other
things.

So, I took it upon myself, and if I
can give you, I've been out, talking to other
parents, and we have signed petitions. I just
want to -- can I give them to you right now?

Would you like to -- okay. Give me one second.

These are signatures from parents from School Without Walls. The issue is, that they didn't understand our taxable dollars go to fund these buses, but yet we don't have full utilization of the buses. We understand that these buses only given to special needs kids, which they do need them, we're not negating that. But we also feel like these buses need to stay.

Now also, in that package, you also see a memo from OSSE, saying that if a school wants to use a bus, we have to pay. I feel like no school should have to pay to utilize taxpayer buses that's already been given, been funded by the people of D.C.

Now, with the issues that's going on right now, with Metro, I asked OSSE to actually put a hold on the memorandum, and allow buses be fully used to access to any teacher, to allow the kids to go to any field trip. No matter when there's any inclement weather, or any other
issues, they should be able to call the bus
depot, say, we need two or three buses, and allow
kids to go on field trips.

No school, such as School Without
Walls, have to go through their budget to also,
to get buses to take kids on field trips.
There's other issues too, as well. One is, I got
20 seconds to say about Common Core.

Common Core is terrible. Especially
when it comes to the math part. My daughter's
been going through it, we've been teaching her
traditional math. We don't do Common Core in my
house, because it doesn't work.

For one regular math problem, it takes
more than about a minute to do a three-digit math
problem, when it comes to adding and subtracting.
And other issues like that have been heard around
the school, when you have other parents at the
PTA. And my wife is part of the PTA.

Parents feel like Common Core math
need to be revamped, and also need to be looked
at again, because there's no data saying that it
actually works, especially in the D.C. area, and it's only frustrating the kids. Thank you.

PRESIDENT WILLIAMS: Thank you.

Introduce yourself.

MS. LITTLE: Hi. My name is Dominique Little. I'm a parent of a student at C.W. Harris Elementary School, in Ward 7. I'm here tonight to talk about this DCPS Local Wellness Policy. In the policy, it states that every DCPS student should have 20 minutes of recess.

This school, I notice other D.C. public schools that are taking these kids' recess away from them as a form of punishment, which is against this policy. But I'm focusing right now on C.W. Harris Elementary, because I see it happening.

I have five members of a project that I'm developing now, called the School of Student Council and Junior ANC, where I bring these kids from C.W. Harris Elementary School and also the surrounding neighborhood where they live in, to
these meetings so they can understand how to
govern.

How they can use their voices to make
differences in their communities and their
schools. So, I would like to know why is this
recess policy, if it's in fact a policy, from
federal and from D.C., for these kids to have
their recesses. Why is this school not enforcing
this?

Also, I would like to talk about more
funding for family involvement activities. I'm
reading a paper from DCPS that says, "Research
tells us students need to feel valued,
encouraged, and loved to reach their potential."

It's also known that more family
involvement helps students to succeed in their
education. I'm looking at this budget. They
have $2000 towards family and parental
involvement. We need more funding in these
schools, to engage more parents in activities,
and not just parents, but the communities, as
well.
My last bullet point is, this is a community announcement for a rally tomorrow. It's Defending Public Education for All. C.W. Harris LSAT, one of the LSAT members asked me to talk about this information, so their parents come out and understand what's going on about public education.

It's going to be tomorrow at 3:00 p.m., Anacostia High School and Beers Elementary, Deal Middle, Payne Elementary, Simon Elementary, Thompson Elementary, and Tubman Elementary are hosting these rallies for public education for all. Thank you.

PRESIDENT WILLIAMS: Thank you, Ms. Little. Ms. Holmes.

MS. HOLMES: Good evening. Hello to the new people up on the dais. It's always a pleasure to have this opportunity to come up and talk to you guys about the educational matters that are so important to me at Total Sunshine.

I'm Merilyn Holmes, the President and founder of Total Sunshine, Incorporated. We've
been working in this community for the last 17 years. This is actually our 17th year, with an all-volunteer crew, and it's been quite a task.

I want to talk about just two things today. I usually have one main focus, but I have to talk about the Martin Luther King essay contest winners. Yes, indeed, the Peace Walk and Parade this past Monday, it was just fantastic, and the young people, we gave them tablets for their efforts, the first three winners, the top three.

I just wanted to share their names with everyone. So, first place was Unique Warner, second place was Tatiana Smith, third place was Janiah Stewart, in fourth place, Arun Forte, he's the only boy winner. And fifth place was Jakiah Featherstone.

These are all students that are in school in D.C., and so I'm really happy that they were able to, you know, show that they are in support of Martin Luther King's legacy, as well.

As a part of Total Sunshine, we always
engage with the Martin Luther King effort in the
city. I'm a part of the Peace Walk and Parade
planning committee, and so it was our pleasure to
provide prizes for the young people.

Now, the other point that I want to
make is, of course, well, I'm hopeful that you
all have at least heard about our School Grade
Incentive Program, with which we support the top
graduates of the city with laptops, or tablets,
or pieces of technology for college.

This is a city-wide effort. Public
schools and charter schools, all the top two
graduates, the valedictorians and salutatorians,
they are invited every single year, and this year
will be no different. It's going to be our ninth
annual School Grade Rewards Ceremony, in June.

We have supported more than 500 top
graduates of the city. I was actually speaking
to a gentleman at the Peace Walk the other day,
and he said, well, you know, we need to put a lot
of focus on the young people that, you know, that
need to be brought onto the right track.
And I said, well, you know, we do that with our School Grade Incentive Program, and with our Anti-Violence Life Coping Skills seminars. However, just because a young person gets As, doesn't mean that they have a lot of money coming from home.

And so, it's so important and just critical to us to make sure that the young people that have shown they have the capacity to succeed, as well as the diligence, we have to make sure that they have what they need in order to get to college, and be able to compete.

And we want them to bring those talents back to the city, and make a difference here. We're just trying to do everything we can for the young people. Now, if anyone is interested in our School Grade Incentive Program, they can feel free to reach me on the Total Sunshine hotline. It's 202-575-0462, or just log onto totalsunshine.org. I'm going to be out here, hopefully coming, getting my attendance back together for attending these public
I really appreciate this platform, because every year, you'd think it's not, but it has been quite a struggle to make sure we have the top graduates in line with their tech tools. So, I appreciate this opportunity, and I look forward to coming back and meeting with you guys again. Thanks.

PRESIDENT WILLIAMS: Thank you. Ms. Sale.

MS. SALE: Good evening. My name is Shanti Sale, and I'm a Ward 2 resident, and parent of two children attending Ross Elementary School. I'm here tonight to provide a parent's perspective regarding the proposed changes to our state accountability system, as part of the implementation of the Every Student Succeeds Act.

I want to express my support for a city-wide, cross sector accountability system that is clear, objective, and easy for families to understand. In addition, I would encourage the State Board of Education to choose concrete
metrics that are fair measures of student outcomes, both academic and non-academic, rather than more subjective measures, like surveys.

Like many parents, when my child was first eligible for the pre-SUPERINTENDENT KANG: lottery, I explored both charter and DCPS options. I researched schools both online and through conversations with other parents, with a goal of better understanding each school's academic model, STEM, and arts integration, and diversity of student population.

One question I asked was, how well will this school serve my child academically, both at the early childhood level, and as he gets older, and needs to learn foundational reading, writing, math, and critical thinking skills in a challenging and enriching environment.

A related question I had about equity was, how well does this school serve children representing a diversity of racial and socioeconomic backgrounds? It's my view that
parents like me are interested in, and value, many pieces of information about a school's program, and we seek a very holistic understanding of a school before making a decision.

Parents might be interested in whether a school offers language immersion, whether there's an arts emphasis, the student-teacher ratio, or how the school approaches family engagement. Parents might seek out one type of program for one of their children, and a different for another. Or, like me, they might find that the same school is a fit for both children.

However, not every piece of information about a school's program should be part of the state accountability system. The summative rating a school receives is an important indicator of quality for parents, therefore, we must choose a reasonable number of important measures, that are applicable across all public schools.
I believe the best way to take into consideration the diversity of public school models in our city is to focus the accountability system on student outcomes. Let's measure how students are doing, both academically, and with regard to important non-academic factors, like graduation and attendance.

Measures like PARCC absolute performance, growth on PARCC, graduation, attendance, and re-enrollment are concrete, clear, and objective, which mean that parents like me across the city, can clearly make comparisons, school to school.

I realize that some people have lobbied the State Board to make student academic performance only a small part of how schools are rated, with subjective measures like student or teacher surveys being given more weight.

As a parent, I would be very concerned that such a move would water down the rating system, making all schools look good via a Lake Woebegone affect. This would make it hard for
parents to know which school would really meet
t heir child's needs.

In addition, some of those more
subjective measures are truly unproven as to
whether they are valid when part of an
accountability system, rather than simply
reported out publicly.

Even though I support gathering
feedback from students, teachers, and parents, I
worry that surveys could become biased or gamed
if they were a big part of the accountability
system. Instead, I'd recommend sharing survey
data publicly, such as a state report card, or
providing funding for a cross-sector pilot
program.

In sum, I believe parents, educators,
and community members should have access to an
easy, at-a-glance view into school performance
that is honest about the differences between
schools, and really shows how students are
learning and progressing.

Parents like me deserve clear,
objective information about how a school is serving students. I believe that the current proposal from the state superintendent sets us on the right path.

I would ask my board representative for more, too, and all board members to work with OSSE to ensure we keep the focus of the accountability system on academic quality both student achievement and student growth over time, as well as objective student engagement and school climate measures like graduation, re-enrollment, and attendance.

PRESIDENT WILLIAMS: Thank you. I was interested in hearing what you had to say, that's why I let you finish. Thank you.

MS. SALE: Oh, thank you.

PRESIDENT WILLIAMS: Thank you all for your testimony, and we would like to have copies of your testimonies. If you don't have them tonight, you can email it to the office, please. Thank you.

Mr. BANKS: I have another set of
signatures, you wanted to, as well. And I just want to know, any feedback, I know other council members' meetings, we do have feedback, we do have dialogue. I'm just curious, because this has been an ongoing issue for many schools, especially our school, where we don't have proper transportation to get our kids to field trips.

Is there anything that the board can say to us right now to give us some reassurance that we'll take a look into the situation? It's an ongoing concern, as you see the signatures I did poll, these are registered voters, and these people are very concerned about the issue that's going on. And we just want more feedback, saying that we're just working on it. Because the last three council meetings that I've been to, that's all I've been getting. So, does it need to take more parents to walk into the building? Or, do we need to be more engaged --?

PRESIDENT WILLIAMS: Our Ward 5 State Board of Education representative, would you leave your contact information, he will get in
contact with you.

Mr. BANKS: And well, also, we want
the data on also the Common Core education, too, as well. When it comes to Common Core, we see a lot of parents are frustrated. Teachers are not being taught properly, trained properly to do it.

And also, as well as, parents are being frustrated because we can't help our kids when the kids come home with this work. Now, I done spoke about this on many occasions to the councilmen, and they see it. But we keep getting the same thing, we're working on it.

Now, I'm coming to this meeting. Now, we'll keep coming back, and I'll bring more parents and more signatures. But the problem is that, you shouldn't just push us away, knowing that this is a concern of many parents.

Now, me and my wife, we have degrees, and we're still frustrated, trying to help our kids. And when we look at the budget of how much money is being spent on certain things, and our school has just lost $200,000, and we're still at
full enrollment. These are some of the concerns, but yet, nobody comes to us. So, it seems like, please don't let me fall on deaf ears. I just want to know, can we have a dialogue? We don't have anybody else in here, right now. So, can a dialogue be had right now?

PRESIDENT WILLIAMS: Mr. Banks. We are a State Board of Education, and we don't have jurisdiction over some of the issues you are discussing.

Mr. BANKS: But the issue of buses, OSSE is here right now.

PRESIDENT WILLIAMS: Excuse me. Excuse me.

Mr. BANKS: Yes, ma'am.

PRESIDENT WILLIAMS: But we avow to try to help you and your ward with the problem, you are Ward 5, their voted representative person, Mark Jones, will contact you, and we will see what we can do to help you.

Mr. BANKS: But the school falls in Ward 2, as well.
VICE PRESIDENT JACOBSON: Madam President. Two things. One, I am happy to work with my colleague, Mr. Jones, and our at-large member, Ms. Carter. School Without Walls at Francis Stevens is in my ward, and I will work on this issue. I have been working on busing issues at School Without Walls at Francis Stevens with OSSE, regarding traffic patterns.

With that, I know I'm out of order in speaking right now, but I'd like for us to get back to, unfortunately, our agenda. But we do hear you, and we are working on these issues.

PRESIDENT WILLIAMS: Please leave your contact information. Thank you. According to the change in the agenda, we will now take the ESSA Committee report. Ms. Wattenberg.

MS. WATTENBERG: Hi. Thank you. So, I want to start with what I think is very interesting, I don't know how many people watched Betsy Demos's confirmation hearings yesterday.

She was being -- she is up for Education Secretary, and there are very
interesting committee hearings, and in it,
Senator Al Franked, who many of you may know, or
at least my age or older, is a great comedian,
and he is now a senator. And one of the things
that he asked her about was the difference
between growth and proficiency in testing.

And it appeared that she was not well
briefed on this issue, and what I wanted to say,
is one of the wonderful things about all the
discussions we've been having on the State Board
of Ed, and with all of our colleagues in OSSE,
our superintendent, our colleagues in the
audience, is I think there is nobody who has been
involved in these discussions, who would be
caught flat-footed about the difference between
proficiency and growth. And for that, I am
thankful to all of you.

Let me just say a couple of things,
and then I'm going to open it up for some
comments before we hear from our Superintendent
about the broader ESSA plan.

First of all, there has been just an
enormous amount of interest in the ESSA plan. It is delightful. Sometimes, some of us on the State Board of Ed think, wow, we're not, we don't get to get our hands on the things that really matter to us, and we're getting calls and calls about this.

We are hearing from advocates and parents and school leaders and institutional leaders who are passionate, who love OSME's plan. We are hearing from people who hate OSME's plan, and we are hearing from people who want all of us to find a compromise.

We're hearing about a lot of very important issues, including this issue about growth and proficiency. I really welcome this discussion. I encourage people who are watching, people out there to continue letting us know what you think.

If we want a system of accountability, that really will cover all of the schools in all of our sectors, as one of the speakers pointed out, it's critical that the various stakeholders
in these different systems have a real opportunity to make clear what's important to them, what's working, what they worry about, going forward, and to make sure that their concerns are addressed, and that they don't feel as though just one system is being imposed on everyone.

The other think I want to say, it is complicated. You know, there's been a lot of discussion around the national politics about how people live in our bubbles. I've been talking with people since the spring, as have many of my colleagues.

At our ward meetings, I've been talking to parents, teachers, and principals. At school meetings in my ward, I know others have been doing so. I've been talking to people in the charter sector, in the DCPS sector, families, parents, advocates, leaders.

And what I realize is, what incredible bubbles we live in. People in those two sectors, people at the top and the bottom of the
stakeholders, really don't talk to each other in a way that people understand each other's issues, and I really think that this is an opportunity to do so.

I want to say just two final things. Part of why it's complicated is, a lot of this stuff is technical, and it's detailed, and I think it's important for us to get to some smaller technical working group meetings, where we can solve some of these problems, because I think they are solvable in ways that most people will find amenable.

And also, going back to the bubbles, I think part of the issue here is, that we do all have our fingers on different parts of the elephant. On one part, two parts, ten parts, and this is a huge elephant. And we really need to be talking across lines, with each other, to figure out what will work.

We had considered our committee, and our committee has six, now seven people, so it's a lot of people up here. We've considered
bringing a resolution to sort of put forward some of our concerns, going forward, and we decided we didn't want to do that. Rather, what we're going to do, this is our last opportunity before OSME prepares sort of a final plan, that will go out to the community.

What we do want to have an opportunity to do is just for people on the committee, insofar as they want to, or people on the board, insofar as they want to, to raise any concerns they have, or non-concerns they have, so that we can leave the OSME folks with our best wisdom, as they go off to make a report.

I also want to say, this is the last time we'll see you in this setting, before there's such a report. But we really do hope to be working closely with you in the couple weeks before that happens.

So with that, let me just ask if there are folks from the committee, or from the board who would like to make some comments, and then I'll call on them, and then I'll just end with
MR. BATCHELOR: Madam President.

PRESIDENT WILLIAMS: Mr. Batchelor.

MR. BATCHELOR: Thank you, Madam President. First I'd like to thank Ms. Wattenberg for all of the work that she's done on the ESSA committee. I also want to thank her for welcoming me and the other new members to be involved in those committee discussions, as we joined a couple weeks back, and for inviting us to join the committee, as we continue this work.

I know I'm probably not the only new member who feels a little handicapped, joining this discussion in its waning days, but I think, due to you, Ruth, and OSME, the new members have gotten some pretty good information. I think, like Ms. Wattenberg, I am very interested in making sure that we strike the right balance, in OSME's final plan.

I represent just as many public schools as charter schools in Ward 8, and so we definitely want to make sure that we have a
uniform way to assess our schools, but we also
want to make sure that schools that are doing
good work with our students, and who still have a
little ways to go, but are making strides, are
treated fairly in this accountability system.

So, that will be my focus as we
continue these discussions, and I look forward to
working with OSME to ensure that all of the
members feel comfortable making a vote like this
when we meet in March. I think there was a
desire by me and some other members of the
committee to ensure that we saw some modeling
around the proposed structure, so that we know
how it fits with the current state of our
schools, and I think that's a very important step
that we want to make with OSME, if they're
willing to ensure that we can see what this plan
and these metrics look like in action.

I think that will put me in a very
good space to take this to my residents, as we
begin public engagement next month. My desire is
to work with OSME, I know they put in extra time
with us, even though, over the past couple weeks, but my plan is to work just as diligently over the next couple of weeks, to make sure that we have a plan that all of us can agree on, before we take it to the public next month.

So, thank you, Madam President, thank you, Ms. Wattenberg, and I'll give my time back. And Hanseul, as well. I'll give my time back.

PRESIDENT WILLIAMS: Mr. Weedon.

MR. WEEDON: I'd like to echo -- thank you, Madam President. I'd like to echo many of the comments already, and I'd like to thank OSME for their work. This is a very complex issue. There are many competing interests and perspectives on the issues, and think we're all in agreement that we want one system. And, quite frankly, we have one system. It's a system under No Child Left Behind.

And, for a long time, it has not been public and transparent, and we've used two systems, but we have one system. And our challenge is to make that one system, the system
that all parents can use, that is user-friendly, and gets the information that parents want to see; clear, concise, concrete, objective. I think we all share those concerns. That was just brought up to us from public testimony.

What I've heard from Ward 6 parents, though, is that they want more than test scores, and they want a greater emphasis on growth. Leveling the playing field for those schools that have students who are years and years behind, coming into their school.

When a school has an average -- when a middle school, my daughter's middle school, is rated as a failing school, but over half -- I think it's closer to 80 percent of students coming into the sixth grade, are reading at a second grade level. That school is never going to be viewed by a rating system that has an emphasis on proficiency as successful.

So, we've got to find ways to highlight the growth that's going on in our schools. I look forward to working the public
engagement sessions over the next couple of months, and working to find something that best serves the interests of students, not necessarily the best interests of the adults.

Let's keep the focus on the students, and ensure that we develop a system that allows us to identify where, and what types of interventions will help our students achieve.

PRESIDENT WILLIAMS: Mr. Jacobson.

VICE PRESIDENT JACOBSON: Thank you, Madam President. I want to echo Mr. Batchelor's comments about our committee Chair, Ms. Wattenberg. She's been very diligent in her activities, and very deliberate. I also want to thank my constituents and others who have come to this meeting and many other meetings that the State Board has hosted around these issues.

Accountability's really, really important for our city, and we have been very successful in our education reform efforts over the years. I don't want to take my foot off of the gas, and I think none of us at this dais want
to do that. Also, understanding that academics and assessments are the best way that we have available to ensure that students are learning everywhere.

It was Congressman Bobby Scott, who is a member of the Congressional Black Caucus and the ranking member of the Educational Workforce Committee in the House of Representatives, that made sure that academic assessments were a cornerstone of the Every Student Succeeds Act.

We also get to debate a lot, the difference, as Ms. Wattenberg eloquently put, and where our Education Secretary nominee did not eloquently put, there is a difference between growth and proficiency.

Unfortunately, you can't get to growth, and understand growth, unless we have assessments. That's the only way to measure growth. You have to assess how students are learning.

I think we are very close to agreement with the superintendent's office. My
constituents and my colleagues have my commitment to continue to work towards a compromise, and I think we can do something that is very good, actually great, for all of our students across the city, in every ward.

I look forward to a final plan, and the community meetings that we'll be hosting, that OSME will be hosting, and that many of the State Board members are assisting with in the month of February. Thank you.

PRESIDENT WILLIAMS: Dr. Woodruff.

DR. WOODRUFF: Madam President, I would like to just echo that. I'd like to give a special thanks to Ruth. This has been an undertaking that had to be done quickly, and so, we have been meeting and talking, and meeting and talking, means that there's motion going on. That's really important, and I would like to thank the constituents of Ward 4. My phone has been ringing off the hook, day and night. I must have about 20 messages a day, that I respond to, in the past five or six days, in regards to how
important our community sees this. As important that, assessment is important, and that growth measurement is important, and that they're supporting OSME's proposal because of the fact that there is some way to measure growth.

They would like to see that the schools that are growing are rewarded in a way that, because it would mean that the children that may have been behind in first grade, reading at a first grade level in third grade, but if they're growing, one, one and a half years a year, they can begin to look at the achievement gap.

It's really not a gap. We tend to use that word, but we should be looking at our achievement growth, because we want everybody in the District of Columbia, we want every child to grow. And the parents have said that, over and over again. Their voices are constantly saying that I want my child to be able to read and write on grade level, be able to go to college if that's a choice.
But, I've heard a lot of parents say, I just want my child to be able to graduate and fill out a job application. That's real important in our society today. So, looking at the plan that OSME has put before us, it gives us an opportunity to look at how to measure, not just the assessment based on a raw score, but on the growth. Are our children growing?

I have two children in D.C. system, and the first thing I looked for, only because of my background, was not, was the school just assessing, but was the school growing. And I switched my child from a school that I loved dearly, because he loved it dearly, but it wasn't working for him.

Because he needed growth. Whereas, in one parent spoke and said that their child, they're able to send both their children to the same school, but that's not the case with all of us. Sometimes one school may work for one of our children and not the other. So, that's why this plan is so important.
That parents are able to look at one plan in the city to help them make a good choice decision on where they want to send their children. Thank you.

PRESIDENT WILLIAMS: Any other comments, discussion?

MS. WATTENBERG: If nobody else wants to go, I'll take my comment. So, let me just start. Again, thanks to the Secretary. I have a paper from 74 million kids, and anybody who follows this, I just want to say, this is an organization that is among other things, very supportive of charter schools, and very supportive of equity.

They put out a thing today called, "The growth v proficiency debate and why Al Franked raised a boring but critical issue."

Part of what he says, is that "judging schools based on the measure" -- he's explaining this to the Secretary Designate -- "judging schools based on a measure that is largely outside of their control, as proficiency would do for the reasons
we've heard, can lead to a host of negative
consequences.

And this is what the concerns are,
that I hear. Most simply, the wrong schools may
receive accolades or sanctions. If a school with
low proficiency but high growth gets closed down
for allegedly poor performance, students are
unlikely to benefit.

This is not theoretical. Research in
New Orleans found students benefitted when
struggling schools were closed, but only when
such schools were genuinely low-performing, as
judged by their students' growth.

Since proficiency scores are highly
correlated with poverty, using them to rate
schools inevitably means that low income schools
will, by and large, be the ones that face the
stigma and accountability pressure, potentially
driving away good teachers from schools that need
them most."

So, I'm not going to read more, but I
want to say these are the reasons why people are
raising these questions, and I think Markus is
exactly right in saying that part of what we
need to see is the models that can show us how
this is going to work.

We talked at a previous meeting about
how could we do growth in high schools, and there
was some sense that OSME didn't think that could
be doable at this point.

And I just want to say, I was just
looking at the high school proficiency rates
today, and I think -- this is why we need to see
models -- I think it could mean that every
single high school that's not a non-test high
school in this city, even if it had terrific
growth, would end up with a bad rating.

I know none of us want that, and
that's why we really need to look at these
models, so when we go out to the community, we'll
know, we'll all be able to talk about that.

The other thing I do want to raise is,
which, I've raised in a number of settings is,
the tests are all about reading and math. And
I'm not going to say a lot about it, because we actually have somebody on a panel later about this. But there is so much evidence that, especially at the early grades, being exposed to a broad, rich curriculum that includes social studies and science and the arts is so, so important, even for learning to read.

In fact, especially for learning to read. I have gotten a lot of comments about how we need to make sure we do something that helps schools feel encouraged to make sure they have a rich elementary school curriculum.

And with that, I thank the committee, and we'll have more to say next month.

PRESIDENT WILLIAMS: Thank you, Ms. Wattenberg. Thank you, committee members. The Every Student Succeeds Act, or ESSA, as we will refer to it, is a major re-thinking of educational policy in this country. I am thankful that our colleagues at OSME have been working closely with us, and look forward to learning more from them tonight about the other
aspects of the consolidated state plan.

Superintendent Kang, please begin when
you are ready. Thank you.

SUPERINTENDENT KANG: Actually, Jesse
Harteis from our staff is going to walk through
the presentation. As she's coming up, though,
I'll just comment by saying, as I mentioned in my
opening remarks, and as a couple of other people
have referenced, the state plan that each state
education agency is required to submit to the
U.S. Department of Education has a number of
required components.

A description of accountability is
included, but there are many other sections, as
well. And so, we thought, while our discussions
have obviously focused on the accountability
portion, we wanted to give you all a sense of
what the full state plan will encompass, as a
preview to you all prior to heading into our
community meetings.

And so, today's discussion will not
focus on the contents, but rather just describing
the elements of this template that we'll have to submit, that we will be walking through as part of our community meetings.

MS. HARTEIS: Thanks, good evening.

My name is Jesse Harteis, and I'm the Senior Advisor for Strategy at OSME. As was mentioned, this is not the right deck. But, as we're trying to get the correct deck, that's dated today, I just wanted to provide some context on exactly what it is we're presenting this evening, which is a high level of what's included in the state plan.

This is a preview, given that many of our recent conversations have been focused on accountability. We wanted to make sure there was clarity on all of the components that are included in the state plan. And, as you know, we will have an opportunity to talk about this in further detail in an upcoming working session.

SUPERINTENDENT KANG: I should note that the full template that's been released by the U.S. Department of Education is on the State
Board's website, along with the other meeting materials. So, if anyone wanted to just see the literal template that every state education agency is asked to use, that's posted online.

MS. HARTEIS: So, in the interest of time, we'll go ahead and talk through the content that was on the slides, and then they'll obviously also be available for the record, so people can reference them after.

First, just a reminder as to what the Every Student Succeeds Act is. Overall, the Every Student Succeeds Act is a federal law that gives rules for states around education funding programs, and supports for schools and students.

ESSA is the newest version of a law that many of you may have heard of, ESSA, that's been in effect since 1965. EISA's intent is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education.

In this process, the role of OSME as the state, is to distribute funding, set rules in
areas governed by the law, provide training and
support, and oversee schools.

EISA, the most recent reiteration of
ESSA, begins taking effect next school year, in
'17-'18, but some aspects will roll out over
time. Also important to note is that, the Every
Student Succeeds Act provides additional
transparency through increased public reporting,
including more information about how particular
groups of students, such as English learners,
homeless, and foster care, and students of
military families.

MR. HAYWORTH: Ms. Harteis, just so
you know, we're having some technical
difficulties up here as well, so we can't
actually see the presentation, but Members, it is
loaded on Assembly, so if you have your computers
with you, I can send you the link. It was in the
earlier email from today, so you can follow along
while we're fixing the difficulties up here.

MS. HARTEIS: Thank you, Mr.

Hayworth. So, to recap, in terms of the sections
that are included in the state plan, as you are likely aware, as part of any good plan, it's important to first have a sense of where we're going. So, a component of the plan are our long-term goals.

It's also been part of our work thus far to spend time talking to people such as you and members of the community, to build this plan, as part of our consultation. And we plan to continue to track, in the future, as to how the work is going as part of our performance management strategy.

In order to see how our goals are doing, and to keep track of progress, we also have continuing effort through academic assessments to measure the progress of our kids. And have an effort to continue to support both our educators and our students through Sections 4 and 5.

And then lastly, in terms of all of the investments that we're making, it's important for us to have a way of knowing how all of our
schools are doing, and that's what's captured in our accountability support and improvement for schools section.

As part of our state plan, there's a requirement to set state level short and long term goals for PARCC graduation rate and English language proficiency. This is different from No Child Left Behind, where goals had to be set at 100 percent, and required stringent action against schools that did not meet those goals.

We're still in the process of considering how these goals may be factored into scoring in the accountability system, but we're clear that our goals are to become the fastest-improving city and state in the nation, in student achievement outcomes, and to ensure greater equity in outcomes for our students, by accelerating progress for those who are furthest behind.

So just as a reminder, to-date, as a part of the process of preparing our Every Student Succeeds Act state plan, we've had over
50 meetings with participation by more than a hundred organizations.

As was mentioned earlier this evening, we're preparing for the public comment period, which will begin at the end of this month, and continue through early March.

And our commitment to engagement will continue as we carry out our state plan. Then, once our plan is out, there are four important stages of performance management that will be described in greater detail in our state plan.

Section 3 of our plan refers to academic assessments. Under the new version of ESSA, we are required to continue to assess students at the state level, once annually in Grades 3-8, and once in high school. So, this is not new information, but is important information for us to continue to include in our state plan.

Under EISA, we are required to create a plan to make sure every school is a good school, and we are committed to building a system based on academic performance and other factors,
to be able to make both judgments.

Obviously, this raises tough questions about how we define what it means to be a good school, and then also, how we support those schools that are excelling, and those that are behind.

As was also discussed this evening, EISA provides us with a great opportunity in D.C. that, while we've seen tremendous progress, given the choice environment in D.C., we see the opportunity under EISA to build a common model that includes information on all schools in both sectors.

We also know that it is critical for us to ensure that there is a great teacher in every school, and our state plan will outline several strategies that we are taking in each of these aspects of the educator pipeline. Certification and licensor, preparing teachers and leaders, teacher evaluation and supports, professional development, and teaching for specific groups of students.
It will also reference a plan that you may be familiar with, our plan on educator equity, and our strategy for continuing to ensure there's equity in high-quality educators across the city.

And the last section of our state plan refers to well-rounded and supportive education. And this will bring to bear some of the work that we're already doing about supporting early childhood, health and wellness, college and other post-secondary opportunities, as well as some additional family and community engagement efforts that are launching for the first time in the '17-'18 school year.

Our section on well-rounded education will also provide some additional detail on some of the specific sources of money that are available to support students. You can read these in greater detail here, but just to provide a little bit of a glossary in terms of translation of what these different funding sources are.
Then, just as a reminder, our next steps, as we mentioned, the public comment period begins later this month, continues through the beginning of March. On our website at that time, you will be able to review the full state plan, as well as have an opportunity to complete a feedback survey, based on your review of that plan, and attend a meeting that will be held in your community.

A full listing of meetings will be posted on that same web page. If you have any questions or additional feedback, we encourage you to write to osse.essa@dc.gov, and all of our materials from those meetings that I referenced, including notes, are available on the OSME/EISA web page.

PRESIDENT WILLIAMS: Thank you. Any questions from members?

MR. BATCHELOR: Madam President.

PRESIDENT WILLIAMS: Mr. BATCHELOR.

MR. BATCHELOR: In the program's specific requirements Title I, Part A, when you
say targeting dollars for high-poverty schools, and for school improvement, is that in addition to what's already allocated in terms of at-risk funding and if so, what do some of those investments look like in your minds?

MS. HARTEIS: So, I believe the at-risk funding you are referring to is local funding. Title I Part A would be federal funding so, those are separate dollars.

MR. BATCHELOR: And what do some of those investments look like, in your mind? Has that been discussed?

MS. HARTEIS: So I don't envision that this funding is dramatically different from the Title I, Part A funding that's been provided historically.

PRESIDENT WILLIAMS: Mr. Weedon.

Mr. WEEDON: Yes. On Slide 5, you mentioned 50 meetings, a hundred organizations. Could you give us some detail in who those organizations are, who they represent? Parents, LEAVES, administrators in schools, who have you
really been talking to, so, as we do public
gengagement, we can make sure that we're reaching
out to other and more diverse audiences?

MS. HARTEIS: Absolutely. All the
groups that you just mentioned. In the notes,
I'd have to look back on exactly what date.
We've actually provided you with a comprehensive
list of the folks to date, although, since then,
it's been updated.

So, if you check back on our website,
by next week, we'll actually have the list of
folks that have been engaged to date, so that
will be more thorough. But, in terms of broad
categories, all the groups you just mentioned
have been among those that we've talked to.

MR. WEEDON: And is there a summary of
input available as well? Or, can that be made
available? Summary of the public comments.

MS. HARTEIS: So, on our website,
notes from all of the meetings are available.

PRESIDENT WILLIAMS: Mr. Jones.

MR. JONES: Thank you, Madam
President. I have a question in reference to the McGivney-Veneto Act in support for homeless children. Can you give me some idea on what are the requirements under the act?

MS. HARTEIS: So, I'm frankly not the best person to speak to the specifics, and I don't want to speak out of turn. So, I'm happy to have our team follow up with more specific details.

MR. JONES: Okay.

MS. YOUNG: Hi, Shana Young, Chief of Staff at OSME. Broadly, it outlines the requirements of schools for providing services and supports to homeless students. And OSME's role as the state is to provide further guidance and support as well as oversight to the schools to ensure those students are getting those specific services. We can follow up more about the explicit details.

MR. JONES: Okay. Yes.

MS. YOUNG: OSME does include monitoring, training, and providing other types
of data and technical supports.

MR. JONES: Okay. Yes, if you could follow up, I'd like to know specifically how it's administered, and what support if offered to the schools.

MS. YOUNG: Absolutely. We can do that.

MR. JONES: Thank you.

MR. BATCHELOR: Madam President.

PRESIDENT WILLIAMS: Ms. Wattenberg is next.

MS. WATTENBERG: Yes. I have a few questions. I think that part of what has to happen in the plan, I think, is that you need to identify how you're going to judge the schools. In other words, we've talked about the rating, but are we going to have four tiers, or three tiers, or five tiers, or do we know that?

Second, what about the interventions? That's a really important part of this. Under the new law, they have to be high quality, research-based interventions, and I wonder what
they are.

And sort of, per what Markus had raised, and others, what's new? In other words, so we have this money, we've had this money. Is there new stuff that's going to be taking place in terms of the interventions, or in terms of the use of Title I funds?

MS. YOUNG: There are some specific technical changes, in terms of how the Title I funding works, but I think we'll be better equipped to provide more detail on that when we provide the full detail of the state plan.

In terms of broad ratings and intervention, some of that information has been in some of the technical documents, but again, I think we'll be more detailed in the plan, and we'll be able to provide some more detail in some of the next working group meetings.

MS. HARTEIS: I would invite you to also look at the deck that was provided at our working session last Friday, that we shared with you, that had some additional detail on the
classifications, as well.

MS. WATTENBERG: On the tiers?

MS. HARTEIS: Yes. Currently, we're not thinking of referring to them as tiers, instead as stars, and so we'd invite you to review that deck so that we can have a productive conversation at our next working session, based on what questions you still feel are unanswered.

MS. WATTENBERG: Absolutely. And what, anything in terms of the new interventions? Interventions that meet the new research requirements?

MS. HARTEIS: There was some information on that, also, in the information that was shared last week. As you know, we ran out of time because we were having a lively discussion, and the decision was made to share that deck for you all to review on your own, and to follow up with us with specific questions, so.

MS. WATTENBERG: Thank you. Thank you. We will do that. Can we also see the technical documents? Are they on the website?
MS. HARTEIS: I'm not sure which --

MS. WATTENBERG: Well, you just, you

were just indicating that information on the

ratings were in technical documents, and I'm --

you just said that.

MS. HARTEIS: I, by technical
documents, I meant those that were provided to

you.

MS. WATTENBERG: The slide decks.

Okay.

MS. HARTEIS: Exactly. Sorry for the

naming confusion.

PRESIDENT WILLIAMS: Mr. BATCHELOR.

MR. BATCHELOR: My questions were

pretty much in line with Ms. Wattenberg's. I was

wondering about the structure of the tier system,

and I will go back and look at some of those

slide decks, because I do believe that will be

important in how we assess, kind of, the utility

of the metrics that we're using.

And I know that's a more specific

discussion that we're having throughout the
month, so I'll go back and look at that, but I would like to make sure that the metrics we're using, and the tiers or stars that we're using kind of make sense, city-wide. So, thank you.

Ms. HARTEIS: Absolutely.

PRESIDENT WILLIAMS: No further -- Ms. Wilson Phelan.

MS. WILSON PHELAN: I know your presentation today is mostly about process, and overarching outline, and this is probably going to come out of left field, so completely feel free to defer. But one thing that I've been thinking about as I've been listening to both my colleagues, you all, and a number of parents who have reached out, is, people who want to find some kind of indicator beyond test scores, right? That indicate school quality in some way or another.

And I know there are all kinds of challenges associated with using something like a climate survey, both in how it's administered, the costs of its administration, its ability to
actually reach proportionate populations, and reveal something that would be meaningful, and actually lead to student improvement.

But one thing I'm wondering is whether you have researched the correlation between growth and climate? So, one would assume that in schools that have really positive climates, you should see significant growth.

So, I do wonder if you know anything about that. And again, feel free to defer. And number two, if that correlation exists, could we be talking about growth as it relates to improvement in student performance as a proxy for school climate?

Ms. YOUNG: I don't think we're technically prepared with enough research to comment on that. I appreciate the inquiry, and we can certainly see what we can find in terms of the research base.

MS. WILSON PHELAN: Thank you. I know it was sort of out of left field, but thank you for looking into it.
Ms. HARTEIS: I'm writing it down so we can do something about it.

PRESIDENT WILLIAMS: Anyone else?

Thank you. As we wait for our OSME to return -- and thank you so much for coming out to us again, we really appreciate it. I'd like to announce that our Student Representative, Alexander Dorosin, has just come in. Thank you for making the meeting.

Seeing that there are no further questions, we will move to our panel of witnesses. Tonight, I am pleased to recognize Barbara Davidson, President of Standard Works, Incorporated. Ms. Davidson, you will have five minutes to provide your testimony, followed by a round of questions from board members.

I would ask if you have not already done so, to please give us a copy -- you have, thank you. And please note that you must use the microphone and push the button. Thank you.

MS. DAVIDSON: I need to push the button on? Oh, it's already on? Okay, great.
Thank you for having me here this evening. The last time I testified before the State Board was ten years ago, in the context of D.C.'s overhaul of its academic standards, standards that went on to receive national recognition as some of the most rigorous in the country.

And as a consequence, actually played a big part of shaping the Common Core state standards. D.C. standards also drove a significant curriculum project within DCPS, one that involved hundreds of area teachers, and believe, really set the stage for some of the wonderful curriculum work happening throughout the city today.

I'm proud of the role that Standard Works played in that stunning turnaround, really, of a major urban school district. When we started here in 2004, there was a report by the Council of Great City Schools, that had just been released, saying that D.C. was one of the worst performing city school districts in the nation.

And now, it's the darling of Ed
reform, a proof point for what's possible. So, congratulations, really, to all of you that have been involved in that.

During the years in which D.C. was re-inventing itself, Standard Works has done the same, and we recently relaunched in order to promote a mission every bit as important as our previous work in standards and school accountability.

Our goal now is to encourage a higher standard of practice in the field, practice that's based on real knowledge of what does and does not work. As you probably know, EISA has over 100 references to the phrase, "evidence-based practice."

The law's push for evidence acknowledges that while we know far more than we did 20 or 30 years ago about how children learn, and how we can be more effective teachers, we simply have not cracked the code on bringing that knowledge into the classroom.

A big focus on EISA's guidance has
been on what qualifies as strong research, and this is a good thing, since the field of education is notorious for making claims and launching reforms that are ostensibly evidence-based, but are often founded on poorly conducted research that crowds out, to the detriment, the extreme detriment of those on the ground, the knowledge of really relatively simple instructional strategies, or shifts in practice that have proved, time and time again, to make teaching more consistent and effective.

In the opinion of Standard Works, there is no evidence more compelling, nor worthy of leadership's deliberate efforts than that which affirms the importance of curriculum, curriculum, particularly, that sequences the building of background knowledge, the linchpin of all learning.

In the weeks ahead, Standard Works will be releasing the results of a comprehensive literature review conducted by Johns Hopkins University, which describes a preponderance of
evidence about the positive impact of well-designed curriculum, and the profound compounding effect that strong curriculum can have over the 13 years of a child's schooling.

The importance of curriculum that is comprehensive, sequential, and content-rich simply cannot be over-stated, and by content-rich, I am largely thinking of social studies, science, and the arts, subjects that need to permeate the school day, but are instead getting fit in, as time permits. And we know how that goes.

So, what's the State Board's role in promoting evidence? One significant appeal that I would like to make to you is that you not get carried away, at least at the start, with creating new evidence, but that you instead recognize the biggest challenge LEAVES might face is in disseminating and using what is already known.

One of the reasons Standard Works relaunched itself is to promote a body of work
contained in practice guides that have been
published over the past decade by the Institute
of Education Sciences.

These guides represent an invaluable
collection of validated practices which should
form the foundation of educator training and
practice. Not only do the studies on which these
guides are based meet the highest of evidentiary
standards, they have been selected by experts
because their practically important,
statistically significant findings have been
replicated in a range of classrooms.

Sadly, these guides are virtually
unknown to the field. I'm just going to give you
a couple of examples of the kinds of things, the
kinds of pearls of wisdom that are contained in
these guides.

"It turns out, that to help students
remember key facts, concepts, and knowledge,
teachers should arrange for students to be
exposed to concepts on at least two occasions,
separated by a period of several weeks, and even
several months.

Research has shown that this delayed re-exposure often markedly increases the amount of information that students remember."

Here's another one, affecting English language learners. "We should integrate oral and written language instruction with content-area teaching, using content-rich texts, thus providing structured opportunities to engage students in academic discussions about the content, and teaching academic vocabulary.

Finally, pre-school and primary teachers should foster literacy using read-aloud. Read-aloud are recommended to develop students' inferential language, as well as to ensure that students learn new academic vocabulary."

I'm sure that this new-found freedom that EISA had given you is probably a bit overwhelming, based on the smart moves that this board has made in recent years. And that, together with the local education agencies with which you're working, I have every confidence
that you're going to do it brilliantly.

   My best advice is, follow the

evidence, and set the highest standards for the

evidence that you're looking at.

PRESIDENT WILLIAMS: Thank you for

your insight. Members, we will have a single

round of questions this evening. Who would like
to begin? No questions? Ms. WATTENBERG.

MS. WATTENBERG: One of the areas that

I think you're working in is the whole issue of

curriculum, and the importance of, as I mentioned

earlier, the broad curriculum, especially in the

eyearly grades, for social studies, science, and

the arts.

And I think on your site there's a

study that I have here, that shows that in the

time since 2000, so, right around when No Child

Left Behind was introduced, until, I think 2012,

the instructional time that had gone down, given

to social studies and science in K-3 has gone
down from, well, 40 minutes a day to about half

of that, I think.
And I wonder if you -- I'm not sure I have my numbers exactly right, that's roughly them -- but if you could comment on how that affects reading. Because I know one thing in D.C. is, our reading proficiency scores are very, very, very low.

And I think there is, and this is part of what you heard earlier, there's a lot of sense in the city, in schools, that the way to fix that is to spend many more hours on "reading." What's the effect of that, when you don't bring in the science and social studies?

MS. DAVIDSON: Right. I think that the information that you're citing comes from something called the National Survey of Science and Mathematics Education, and the last data that we have is from about 2012.

And by the calculations that I did, basically, our students are spending -- and this is, of course, you know, across the country -- the young children, K-3, are spending less than ten percent of their time in school on both
science and social studies.

And at the Grades 4-6, that's just a tiny little bit more, about 12.5 percent of their day. And yet, I would challenge any of us to think about the knowledge that we want, and what we really aspire for our children to get out of school, and obviously it's, you know, probably some of the first things that come to your mind are some of those subjects.

The impact on reading, and some of this really the result of this new knowledge that we possess about how children learn to read, it turns out that the ability to decode is something that is a very systematic, prescribed -- we've actually done quite well in terms of progress, in teaching children to read, up until about the third grade.

But our scores are stagnant, and they're not moving at all, past that. And it's because children are not being exposed to this knowledge. So, they're encountering words that they simply have not been introduced to, they're
encountering concepts that they -- Dr. Hirsch, who many of you have heard, founder of the Core Knowledge Foundation, refers to this as the Velcro of learning.

And it turns out that it really is impossible to learn more if you don't possess this -- you have to have that content to sort of hold things onto. So, really, in fact, the reading -- and you and others have done a beautiful job of talking about this -- our reading tests really are tests of background knowledge.

And there's just simply no way around the fact that until -- that students are going to score poorly on these tests despite their ability to, perhaps, read the passage, if they don't have, if they have not been exposed to these words, and to some of these concepts.

They simply can't hold as much information in their head as they're going to need to, to get through to the end of the passage, and ask these questions about main idea,
and inference, and compare and contrast, and all of the other skills that they're being asked to, that they're going to be tested on.

   If they don't have that Velcro for some of the concepts, and indeed possess the academic vocabulary, then just simply the exposure to some of the words that they're not going to get without being -- these words are words that we encounter as we learn about history, science, arts, and so forth.

   MS. WATTENBERG: Thank you.

   MS. WILSON PHELAN: Hi. Thank you so much for being here, and staying the length of the meeting. Appreciate it. Can you just go back to that statistic you stated a moment ago? Did you say 12.5 percent of their time on science and social studies, combined?

   MS. DAVIDSON: Yes. Now, I'm going to hasten to say that the study itself talks about the amount of time. So, that percentage that I gave you is my calculation based on a six-hour day. So, you could probably say, well, we need
to subtract out the time that they have lunch, and so forth.

But during the time, if you figure sort of a six-hour school day, the numbers are that in 2016, K-3 students are getting about 16 minutes of social studies instruction a day, they're getting about 19 minutes of science instruction a day, and fourth through sixth grade students are getting about 21 minutes of social studies instruction, and about 24 minutes of science instruction.

And, you know, the really interesting thing here, as well, is that surveys of teachers report that when struggling students are pulled out of class for a variety of reasons, they are, for the most part, being pulled out of social studies and science classes. A little bit more from social studies.

So, I think these numbers could, in fact, be inflated, as horrifying as that notion is.

MS. WILSON PHELAN: And does the study
extend beyond Grade 5, and is it longitudinal or is it a one-year snapshot?

MS. DAVIDSON: Pardon me?

MS. WILSON PHELAN: Is it longitudinal or is it just a one-year snapshot?

MS. DAVIDSON: No, it actually looks at data, at points in time, this particular report that I've got in front of me is looking at how -- I think it's talking about how No Child Left Behind had an impact on it -- but actually, in 1977, we had some modest increases up until about 2000, in that time, between 2000 and 1977. But then, lost it again, you know, after 2000.

MS. WILSON PHELAN: And just to -- I'm sorry to keep going on these details, but it's just good to have the overarching context. And so, when you're saying some modest gains, I mean relatively speaking, to when I hear --.

MS. DAVIDSON: Your talking about minutes, right?

MS. WILSON PHELAN: You're talking about minutes. So, are you saying that before it
was 20 minutes, and now it's 18 minutes, or is it more dramatic than that?

MS. DAVIDSON: No. Let's see -- here's fourth through sixth grade science. In 1977, was 28 minutes, went up to a whopping 31 minutes in 2000, and down to 24 minutes in 2012.

MS. WILSON PHELAN: Okay. That's really helpful context, because then that actually indicates that this isn't necessarily something that's a new generation associated with No Child Left Behind, per se.

Because I was going to say, those numbers actually correlate with my own education experience, quite closely. And I also wonder, do those numbers, to your understanding of how they were brought about, isolate the kinds of content that you might have in a language arts class, anyway? For example, my children are doing social studies almost all day long, really.

MS. DAVIDSON: Your children are really, really lucky, then, and I think that was the one positive note that I wanted to leave you
with. I mean, this is talking about time spent that's sort of dedicated to --.

MS. WILSON PHELAN: Any subject.

MS. DAVIDSON: The future really is in, and I feel quite positive about the possibility, because there are some really good efforts going on, where the English language arts block is integrated.

And so that the texts that are used, this is a nascent field, but it's a very, very exciting one, and it's a very big part of what the Knowledge Matters campaign that I'm associated with exists to -- and in the months ahead, we expect to be putting on our website some sequences in acknowledging and recognizing some good curriculum out there, that's doing a nice job of building into its English language arts block.

There's no reason kids aren't reading about this stuff in that time. But it needs to be sequential, and not random. Random acts of content is maybe a little bit better than no
content at all, but it's not nearly as good as this carefully sequenced cumulative experience. And that's where that real compounding effect that this report that we're talking about is going to start to really show up.

MS. WILSON PHELAN: Great. I would just say that we've heard a lot, I think, over the last two years, about the concerns related to science and social studies decreasing, because of the increase in test scores. And if that data is indicative of anything, it's that it's not actually a huge decrease.

And so, I just think we really need to ground our perspectives in the data, and not just make assumptions that, because there's increased testing, it means those subjects are going by the wayside.

It might be the case, but I'm just saying the data you just shared wouldn't have indicated that.

PRESIDENT WILLIAMS: Thank you. Well.

DR. WOODRUFF: I have a comment.
PRESIDENT WILLIAMS: Dr. Woodruff.

DR. WOODRUFF: Thank you. As I listened to you, and as a former educator and teacher, and in today's world going into the classrooms from when I taught 30 years ago and today, I have seen more and more classrooms where it's integrated, where social studies and science is a part of a literacy package.

And that, overall, I think it's more, how do we develop a curriculum that makes it more in alignment with Common Core? I believe that sectioning out learning like we did 30 years ago limits our children's ability to cross-sector their learning, as well as expand on their vocabulary and their knowledge base.

And so, I appreciate the statistics that were shared today, but I also want to recognize and let it be known that I believe it is something that goes beyond sectioning out science, social studies. That we have to look at the big picture today, and that's not how our children learn today. They learn through many
modalities that can be incorporated in literacy.
So, I do appreciate what you're saying.

            MS. DAVIDSON: Thank you, I absolutely
agree with you, and I think that, I'm aware of
some really important integrated curriculum work
going on at DCPS. I know a little bit less about
some of the charter schools, but that is
absolutely the holy grail. I think we all just
want to be very aware of the fact that it still
needs to be sequential. It does need to be
knowledge building, to really give the kids that
Velcro that they're going to need.

            PRESIDENT WILLIAMS: Thank you, Ms.
Davidson.

            MS. DAVIDSON: Thank you so much.

            PRESIDENT WILLIAMS: And please keep
in touch as we move through this process. Thank
you.

            MS. DAVIDSON: Pardon me?

            PRESIDENT WILLIAMS: Please keep in
touch with us, as we move through this process.
Thank you. With no further business before the
board, I would like to entertain a motion to
adjourn.

MS. WILSON PHELAN: So moved.
PRESIDENT WILLIAMS: Second?
MS. WATTENBERG: Second.
PRESIDENT WILLIAMS: All in favor?
(Chorus of ayes.)
PRESIDENT WILLIAMS: All opposed?
(No audible response.)
PRESIDENT WILLIAMS: Right. Now I can
do it.

(Whereupon, the above-entitled matter
grew off the record at 7:31 p.m.)
| teachers | 57:9 | 60:5 |
| teaching | 46:11 | 88:21 |
| tend | 75:14 |
| ten | 16:10 | 106:16 |
| tech | 53:5 |
| technical | 33:6 | 66:7,9 |
| terms | 84:22 | 85:20 |
| terrific | 79:14 |
| test | 71:7 | 98:16 |
| testified | 101:2 |
| testimony | 58:19 |
| testing | 63:6 | 116:16 |
| texts | 79:22 | 110:11,11 |
| thank | 4:14 | 5:20 |
| things | 44:19 | 50:4 | 60:21 |
| trip | 44:16 | 48:21 |
| trips | 44:5,15 | 46:3,6 |
| try | 44:14 | 61:17 |
| true | 57:4 |
| true | 57:4 |
| turned | 205:12 | 205:20 |
| turnaround | 101:16 |
| turns | 105:18 | 109:13 |
| three | 17:2 | 19:10 |
| three-digit | 46:15 |
| threes | 15:13 |
| tier | 97:16 |
| tiny | 109:3 |
| title | 4:14 | 90:22 |
| titles | 24:9 |
| to-date | 86:20 |
| today | 44:9 | 50:5 |
| tonight | 16:21 | 17:9,12 |
| tomorrow | 49:2,8 |
| tonight | 16:21 | 17:9,12 |
| tomorrow | 49:2,8 |
| totalsunshine.org | 52:20 |
| touch | 118:17,21 |
| track | 51:22 | 85:10,14 |
| traditional | 46:12 |
| traffic | 62:8 |
| trained | 60:6 |
| translation | 89:21 |
| transparency | 84:8 |
| transparent | 70:20 |
| transportation | 59:7 |
| treated | 69:5 |
| tremendous | 88:9 |
| tonight | 20:19 | 21:3 |
| tomorrow | 49:2,8 |
| U.S. | 13:20 | 19:21 |
| under | 13:14 |
| understanding | 37:13 |
| undertaken | 74:15 |
| unfortunately | 62:11 |
| uniform | 69:1 |
| unique | 28:15 | 32:10 |
| University | 103:22 |
| unknown | 105:14 |
| unproven | 57:4 |
| unusual | 27:18 | 28:7 |
| upcoming | 82:19 |
| updated | 92:9 |
| upper | 43:7 |
| urban | 101:17 |
| use | 6:8 | 39:3 |
| user-friendly | 71:1 |
| usually | 50:5 |
| utility | 97:19 |
| utilization | 45:7 |
| utilize | 45:14 |
| utilized | 44:4 |
| v | 77:16 |
| vacant | 35:13 | 37:13 |
| valedictorians | 51:13 |
| valid | 57:5 |
| validated | 105:5 |
| value | 55:1 |
| valued | 48:13 |
| variety | 112:15 |
| various | 64:22 |
| Velcro | 110:4 | 111:4 |
| version | 83:15 | 87:13 |
| vice | 1:11 | 3:5 |
| virtually | 105:13 |
| visit | 18:17 |
| vocabulary | 106:11 | 116:17 |
| voices | 23:20 | 48:3 |
| voicing | 44:9 |
| vote | 3:10,11 | 9:1,3 |
| voting | 61:18 |
| voters | 59:12 |
| votes | 17:13 | 18:21 |
| wait | 37:6 | 100:4 |
| waive | 25:5 | 39:5 |
| waiver | 3:11 | 26:9 |
| wait | 3:11 | 26:9 |
| wait | 3:11 | 26:9 |
| waiting | 44:14 | 82:2 |
| Walls | 43:18 | 44:7 |
| want | 45:12 | 77:7 |
| wants | 45:12 | 77:7 |
| ward | 4:10 | 7:10,17 |

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In the matter of: Meeting

Before: DC State Board of Education

Date: 01-18-17

Place: Washington, DC

was duly recorded and accurately transcribed under
my direction; further, that said transcript is a
true and accurate record of the proceedings.

______________________________

Court Reporter