

GOVERNMENT OF THE DISTRICT OF COLUMBIA

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STATE BOARD OF EDUCATION

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WEDNESDAY  
JANUARY 18, 2017

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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

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P-R-O-C-E-E-D-I-N-G-S

5:32 p.m.

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.

1 MR. JACOBSON: Present

2 MR. HAYWORTH: Ms. Williams.

3 MS. WILLIAMS: Present.

4 MR. HAYWORTH: Ms. Carter.

5 MS. CARTER: Present.

6 MR. HAYWORTH: Ms. Wilson Phelan.

7 MS. WILSON PHELAN: Present.

8 MR. HAYWORTH: Ms. Wattenberg.

9 MS. WATTENBERG: Present.

10 MR. HAYWORTH: Dr. Woodruff.

11 DR. WOODRUFF: Present.

12 MR. HAYWORTH: Mr. Jones.

13 MR. JONES: Present.

14 MR. HAYWORTH: Mr. Weedon

15 MR. WEEDON: Present.

16 MR. HAYWORTH: Mr. Batchelor.

17 MR. BATCHELOR: Present.

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

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

20 MR. JONES: Thank you, Mr. Hayworth.

21 A quorum has been determined, and the

22 State Board will proceed now with the business

1 portion of the meeting. Now, each year, the  
2 State Board must elect a president and vice  
3 president to provide leadership and oversight.

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

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

18 And so, Jack and I will continue to  
19 serve on the Board, and it's been a pleasure to  
20 have you, Jack, serve in our leadership. And  
21 it's going to continue to be an honor to serve  
22 with you.

1 MR. JACOBSON: Thank you, Mark.

2 (Applause.)

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

6 MR. JACOBSON: Mr. Jones.

7 MR. JONES: Mr. Jacobson?

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

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

14 (No response.)

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

21 MR. HAYWORTH: You don't have to call  
22 role, but you can if you'd like.

1 MR. JONES: Yes, I'd like to record by  
2 calling the role. So, Mr. Hayworth, if you will,  
3 please?

4 MR. HAYWORTH: Mr. Jacobson.

5 MR. JACOBSON: Aye.

6 MR. HAYWORTH: Ms. Williams.

7 MS. WILLIAMS: Aye.

8 MR. HAYWORTH: Ms. Carter.

9 MS. CARTER: Aye.

10 MR. HAYWORTH: Ms. Wilson Phelan.

11 MS. WILSON PHELAN: Aye.

12 MR. HAYWORTH: Ms. Wattenberg.

13 MS. WATTENBERG: Aye.

14 MR. HAYWORTH: Dr. Woodruff.

15 DR. WOODRUFF: Aye.

16 MR. HAYWORTH: Mr. Jones.

17 MR. JONES: Aye.

18 MR. HAYWORTH: Mr. Weedon.

19 MR. WEEDON: Aye.

20 MR. HAYWORTH: Mr. Batchelor.

21 MR. BATCHELOR: Aye.

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

1 Mr. Dorosin. Mr. Dorosin. Mr. Chair, the vote  
2 is unanimous.

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

6 (Applause.)

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

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

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

19 PRESIDENT WILLIAMS: Thank you.

20 DR. WOODRUFF: Thank you.

21 PRESIDENT WILLIAMS: Any other  
22 nominations?

1 (No response.)

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

7 MR. HAYWORTH: Ms. Williams.

8 PRESIDENT WILLIAMS: Aye.

9 MR. HAYWORTH: Mr. Jacobson.

10 MR. JACOBSON: Aye.

11 MR. HAYWORTH: Ms. Carter.

12 MS. CARTER: Aye.

13 MR. HAYWORTH: Ms. Wilson Phelan.

14 MS. WILSON PHELAN: Aye.

15 MR. HAYWORTH: Ms. Wattenberg.

16 MS. WATTENBERG: Aye.

17 MR. HAYWORTH: Dr. Woodruff.

18 DR. WOODRUFF: Aye.

19 MR. HAYWORTH: Mr. Jones.

20 MR. JONES: Aye.

21 MR. HAYWORTH: Mr. Weedon.

22 MR. WEEDON: Aye.

1 MR. HAYWORTH: Mr. Batchelor.

2 MR. BATCHELOR: Aye.

3 MR. HAYWORTH: Ms. Hall. Ms. Hall.  
4 Mr. Dorosin. Mr. Dorosin. Madam President, the  
5 vote is unanimous.

6 PRESIDENT WILLIAMS: Thank you.  
7 Congratulations, Mr. Jacobson. I look forward to  
8 your assistance as the State Board continues to  
9 work to increase academic achievement and  
10 equality in the district.

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

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

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

22 Because this resolution is out of our

1 regular order, it requires a vote to suspend the  
2 rules in order to proceed. Therefore, I move  
3 that the rules be suspended for the purpose of  
4 adding State Board Resolution 17-3 to the agenda.  
5 Is there a second?

6 VICE PRESIDENT JACOBSON: Second.

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

10 (Chorus of ayes.)

11 PRESIDENT WILLIAMS: All opposed?

12 (No audible response.)

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

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

20 PRESIDENT WILLIAMS: Are there  
21 additional corrections or additions to the  
22 agenda?

1 DR. WOODRUFF: Yes. I move to amend  
2 the agenda by moving the committee report on the  
3 ESSA, from the ESSA Committee, which is  
4 implicitly at the end of this agenda, though it's  
5 not listed, up to become, I guess the new Number  
6 9.

7 PRESIDENT WILLIAMS: Second?

8 MR. JONES: Second.

9 MS. WILSON PHELAN: Discussion,  
10 please.

11 PRESIDENT WILLIAMS: Ms. Laura  
12 Phelan.

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

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

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

1 motion?

2 (No audible response.)

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

6 MR. WEEDON: Second.

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

10 (Chorus of ayes.)

11 PRESIDENT WILLIAMS: And all opposed,  
12 say nay.

13 (No audible response.)

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

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

21 PRESIDENT WILLIAMS: Ms. Wattenberg.

22 MS. WATTENBERG: Yes. On line 194 --.

1 MR. HAYWORTH: Ms. Wattenberg, is  
2 your microphone on?

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

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

15 PRESIDENT WILLIAMS: Are there  
16 objections to this amendment?

17 (No audible response.)

18 PRESIDENT WILLIAMS: None is accepted.  
19 So we entertain a motion to approve the minutes.  
20 Is there a motion to approve the minutes?

21 MR. JONES: So move.

22 PRESIDENT WILLIAMS: Second?

1 MR. BATCHELOR: Second.

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

4 (Chorus of ayes.)

5 PRESIDENT WILLIAMS: All opposed?

6 (No audible response.)

7 PRESIDENT WILLIAMS: Thank you. The  
8 motion is approved. All Right. Good evening.  
9 In case you don't know, my name is Karen  
10 Williams, the Ward 7 Representative, and of ten  
11 minutes ago, the President of the State Board of  
12 Education.

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

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

21 Tonight is the first public meeting of  
22 the State Board in 2017, but the State Board has

1 already held multiple committee meetings and  
2 working sessions in the first three months of  
3 this year.

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

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

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

21 As my colleagues know, the State Board  
22 has approval authority over the state-wide

1 accountability system section of the state plan.  
2 I look forward to hearing more about remainder of  
3 the plan.

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

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

15 If you are interested in learning more  
16 about ESSA and its potential for district  
17 students, please visit our website at  
18 [sboe@dc.gov\essa](mailto:sboe@dc.gov\essa). There you will find a wealth  
19 of information about our work.

20 Before we move to our administrative  
21 votes and public comment session, I would like to  
22 invite our State Superintendent of Education,

1 Hanseul Kang, to provide opening remarks.

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

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

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

22 We feel we've had a productive

1 dialogue, in particular at the last working  
2 session, and in the continued conversation with  
3 my staff last week. We look forward to  
4 continuing the conversation we've been having,  
5 both with the Board, and with the wide range of  
6 views that have been expressed by the community,  
7 that we're all hearing from.

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

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

22 We think this will be a helpful frame

1 for everybody to learn about all of the different  
2 pieces for which we will need to submit responses  
3 to the U.S. Department of Education. So, we look  
4 forward to continuing the productive dialogue  
5 that we've been having with the Board, and look  
6 forward to continuing to address the feedback  
7 that's been shared.

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

12 (Applause.)

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

19 This year, I am proposing the creation  
20 of five committees. The first of these  
21 committees is actually spelled out in our by-laws  
22 as a standing committee.

1                   This committee will have authority  
2 over the general administration and budget for  
3 the State Board, including setting office goals,  
4 performance evaluations for senior staff,  
5 position descriptions, and general oversight.

6                   The by-laws state that the vice  
7 president should chair this committee. Mr.  
8 Jacobson has recommended that Joe Weedon be  
9 designated as Chair. The committee members will  
10 be: Mark Jones of Ward 5, Dr. Woodruff of Ward  
11 4.

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

18                   The third committee is called the  
19 Academic Excellence and Equity Committee, chaired  
20 by Laura Wilson Phelan of Ward 1. This committee  
21 will have jurisdiction over regulatory and policy  
22 approvals. She is joined on this committee by

1 Ashley Carter, at-large, and Mark Jones of Ward  
2 5.

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

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

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

21 Members, we have a resolution before  
22 us. Is there a motion on this resolution?

1 MS. WILSON PHELAN: I'd like to make  
2 an amendment.

3 MR. HALL: I'll move the resolution.

4 MR. JONES: Second.

5 PRESIDENT WILLIAMS: Ms. Phelan?  
6 Laura?

7 MS. WILSON PHELAN: I would just like  
8 to recommend two changes associated with the  
9 titles of these committees, to make it clear to  
10 the public their purpose. I'd recommend, on Line  
11 19, that the standing committee be renamed  
12 Administration and Budget. And I'd recommend  
13 that, on Line 27, the Academic Excellence and  
14 Equity Committee be renamed Educational  
15 Excellence and Equity.

16 MR. JONES: Second.

17 PRESIDENT WILLIAMS: Any further  
18 discussion?

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

22 MR. JONES: Yes.

1 MS. WILSON PHELAN: I'd like to move  
2 the question.

3 PRESIDENT WILLIAMS: Go ahead. I'm  
4 sorry. The motion on State Board Resolution 17-  
5 12-2, without objection, I will waive the reading  
6 of the resolution. If there's no further  
7 discussion --.

8 MR. BATCHELOR: Madam President?

9 PRESIDENT WILLIAMS: Yes.

10 MR. BATCHELOR: Would you -- quick  
11 discussion.

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

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

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

19 (Chorus of ayes.)

20 PRESIDENT WILLIAMS: All opposed?

21 (No audible response.)

22 PRESIDENT WILLIAMS: The motion is

1 approved. Under our by-laws, the Ombudsman for  
2 Public Education has exclusive authority over the  
3 employees within that office. As the Board is  
4 aware, employees in her office serve in the  
5 excepted service category. This service requires  
6 that employees be domiciled in the District of  
7 Columbia.

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

11 VICE PRESIDENT JACOBSON: So moved.

12 PRESIDENT WILLIAMS: Is there a  
13 second?

14 MR. JONES: Second.

15 PRESIDENT WILLIAMS: The motion is --  
16 any discussion?

17 MS. WILSON PHELAN: Discussion.

18 PRESIDENT WILLIAMS: Yes, Ms. Wilson  
19 Phelan.

20 MS. WILSON PHELAN: I do understand  
21 there are several amendments to this. I would  
22 like to just state for the record that I am

1 really challenged by this resolution, which  
2 waives the requirement that those who work in the  
3 office of the Ombudsman for Public Education  
4 reside in the District of Columbia, because I  
5 don't think we should issue a blanket waiver for  
6 any kind of role that requires such a deep and  
7 integrated knowledge of our city.

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

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

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

20 MR. JONES: Madam President, could she  
21 repeat the, her concern? I couldn't, I didn't  
22 hear it.

1                   PRESIDENT WILLIAMS:  Would you repeat  
2                   that, please?

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

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

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

18                  MR. WEEDON:  Second.

19                  PRESIDENT WILLIAMS:  Any further  
20                  discussion?  Seeing none, a vote on Resolution --  
21                  okay.  Before we vote on the resolutions, we vote  
22                  on the amendment.  Can we have a vote on the

1 acceptance of the amendments presented?

2 MS. WILSON PHELAN: So move.

3 PRESIDENT WILLIAMS: So move? Yes.

4 Yes. Sorry, I'll get this down. Yes. Okay, so,  
5 Resolution 17-13 has been approved. No? Sorry.

6 So, can we take a vote on the amendment of Dr.

7 Woodruff? I will ask for all in favor, say aye.

8 (Chorus of ayes.)

9 PRESIDENT WILLIAMS: All opposed?

10 (No audible response.)

11 PRESIDENT WILLIAMS: The amendment is  
12 approved.

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

15 PRESIDENT WILLIAMS: Mr. Weedon.

16 MR. WEEDON: I would like to echo my  
17 colleague, Ms. Wilson Phelan's concerns about  
18 this amendment, as well as my strong support for  
19 Dr. Woodruff's amendment. I strongly believe  
20 that we need to make clear that this was brought  
21 to the Board by the Ombudsman, and that we should  
22 not issue blanket statements.

1                   Individuals working in these positions  
2                   should have a deep and intimate knowledge of the  
3                   district, of our neighborhoods, and of our  
4                   students. And with that, I would like our  
5                   Executive Director to read my proposed amendment  
6                   striking the last sentence, due to the passage of  
7                   the previous amendment.

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

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

1 "authorized."

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

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

13 PRESIDENT WILLIAMS: Are there  
14 discussions on the amendment?

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

17 MS. WILSON PHELAN: Second.

18 PRESIDENT WILLIAMS: Second. Any  
19 discussion on the amendment?

20 MS. WILSON PHELAN: Discussion.

21 PRESIDENT WILLIAMS: Ms. Wilson  
22 Phelan.

1 MS. WILSON PHELAN: Joe, where you say  
2 on Line 25, insert the words Assistant Ombudsman  
3 position, that would mean that that's an exempted  
4 position from here on out, regardless of who  
5 occupies it, correct? Because you've eliminated  
6 the last part of your amendment.

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

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

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

21 VICE PRESIDENT JACOBSON: And if I  
22 could interject on that? If it's an order, I

1 would suggest, since these are personnel  
2 decisions, that specific names not be included.

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

9 PRESIDENT WILLIAMS: Any further  
10 discussion?

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

15 PRESIDENT WILLIAMS: Yes.

16 PRESIDENT WILLIAMS: Yes. Yes.

17 MR. HAYWORTH: So, Madam President, to  
18 clarify, what you're asking is for the original  
19 sentence to only apply to Assistant Ombudsman  
20 positions. Is that correct? So, what we would  
21 do is, insert a new clause on Line 28 that reads,  
22 "Be it further resolved that the waiver granted

1 by the State Board of Education only applies to  
2 the two Assistant Ombudsman positions." Is that  
3 correct?

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

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

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

20 MS. WILSON PHELAN: I would welcome  
21 that, but that is not exactly what Joe had in  
22 mind, I think, so.

1                   MR. WEEDON: Just point of  
2 information. One is a current position, the  
3 other has not yet started. So, if there's a way  
4 to include that language for the current position  
5 and the individual to who an offer is being made  
6 for this position? But, again, I'm not privy to  
7 the details of where that offer is, in the  
8 process.

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

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

19                   PRESIDENT WILLIAMS: Any further  
20 discussion on the amendment?

21                   MR. WEEDON: Call the question,  
22 please.

1                   PRESIDENT WILLIAMS: I will ask for  
2 all in favor of adopting the amendment, say aye.

3                   (Chorus of ayes.)

4                   PRESIDENT WILLIAMS: Any opposed?

5                   (No audible response.)

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

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

15                   VICE PRESIDENT JACOBSON: Second.

16                   PRESIDENT WILLIAMS: Any further  
17 discussion?

18                   MS. WILSON PHELAN: Joe, would you  
19 consider a friendly amendment to strike the  
20 second part of that, so that it applies only to  
21 the current sitting Assistant Ombudsman, Clarence  
22 Park?

1 MR. WEEDON: I would, if we can also  
2 find a way to accommodate the Ombudsman's request  
3 for the other position. So, yes, and let's work  
4 in language for that other position.

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

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

10 VICE PRESIDENT JACOBSON: As will I.

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

16 PRESIDENT WILLIAMS: Yes.

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

20 MS. WILSON PHELAN: Just as a point of  
21 discussion, so, when that position was posted, we  
22 knew the residency requirement was part of the

1 deal.

2 And so, I understand and I believe  
3 that we should create an excepted situation when  
4 someone's already in the role, and because of  
5 administration miscommunication over the years,  
6 between the State Board and the Department of  
7 Human Resources.

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

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

17 MS. WATTENBERG: Madam Chairman.

18 PRESIDENT WILLIAMS: Ms. Wattenberg.

19 MS. WATTENBERG: It was my  
20 understanding that if we excepted the person that  
21 was already on staff, and did not make an  
22 exception for the second person with, I guess,

1 the pending employment offer, that the Ombudsman  
2 would, in fact, be in a position to make that  
3 hire, to make that choice, to use her new  
4 authority under the new legislation to exempt  
5 that person, to waive the residency requirement.  
6 Is that correct? That was my understanding.

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

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

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

19 So, the board does have an additional  
20 six months from the day that the new employee  
21 would join the Ombudsman's staff to either  
22 present another resolution or the Ombudsman could

1 do the waiver at that point.

2 MS. WATTENBERG: Presumably, during  
3 that six months, the legislation would be logged,  
4 and the Ombudsman would be in a position to make  
5 this waiver on her own, correct?

6 MR. HAYWORTH: I can't comment to  
7 that, because it's a congressional calendar  
8 issue. And so, there's some other issues  
9 involved. So, I can't say, definitively, when  
10 that bill would become law.

11 MR. WEEDON: Madam President? As it  
12 appears that we're not under a definite time line  
13 for the second position, I call the question on  
14 the amendment.

15 PRESIDENT WILLIAMS: Thank you, Mr.  
16 Weedon. All in favor of the amendment, say aye.

17 (Chorus of aye.)

18 PRESIDENT WILLIAMS: Opposed?

19 (No audible response.)

20 PRESIDENT WILLIAMS: The amendment has  
21 carried.

22 MS. WILSON PHELAN: Madam President,

1 there is one more amendment.

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

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

6 PRESIDENT WILLIAMS: Oh, we have  
7 another amendment?

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

14 MR. JONES: Second.

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

18 (Chorus of ayes.)

19 PRESIDENT WILLIAMS: All opposed?

20 (No audible response.)

21 PRESIDENT WILLIAMS: All right. So  
22 then, we're going to vote, all in favor of

1 passing the amendment, the resolution. All in  
2 favor of passing the resolution.

3 (Chorus of ayes.)

4 PRESIDENT WILLIAMS: All opposed?

5 (No audible response.)

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

12 If you are a member of the public, and  
13 would like to speak at a future public meeting,  
14 please contact our staff at [sboe@dc.gov](mailto:sboe@dc.gov), or by  
15 calling 202-741-0888.

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

21 All Right. We will start from my  
22 right, your left. And you each have three

1 minutes. And you can begin when you're ready.  
2 Please note that you must have your microphone  
3 on, and to activate your microphone, you have to  
4 hit the green button on the base. The same  
5 button de-activates your microphone when you're  
6 not speaking.

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

14 Mr. BANKS: Hello, can you hear me?  
15 Okay. My name's Amon Banks, a resident of Ward  
16 5, with my daughter, sitting right over here, my  
17 wife. They go to Francis Stevens, School Without  
18 Walls at Francis Stevens. This has been an  
19 ongoing issue for me for the last, probably two  
20 or three months.

21 Some of you all might know me. If you  
22 don't, this is my issue. Buses. Now, when I

1 went to the first meeting, many, many moons ago,  
2 I talked to David Grosso, on his committee of  
3 education, and talked about how DCPS buses are  
4 not being utilized to the point where kids can  
5 use the buses to go on field trips.

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

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

20 So, I took it upon myself, and if I  
21 can give you, I've been out, talking to other  
22 parents, and we have signed petitions. I just

1 want to -- can I give them to you right now?

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

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

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

17           Now, with the issues that's going on  
18 right now, with Metro, I asked OSSE to actually  
19 put a hold on the memorandum, and allow buses be  
20 fully used to access to any teacher, to allow the  
21 kids to go to any field trip. No matter when  
22 there's any inclement weather, or any other

1 issues, they should be able to call the bus  
2 depot, say, we need two or three buses, and allow  
3 kids to go on field trips.

4 No school, such as School Without  
5 Walls, have to go through their budget to also,  
6 to get buses to take kids on field trips.  
7 There's other issues too, as well. One is, I got  
8 20 seconds to say about Common Core.

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

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

20 Parents feel like Common Core math  
21 need to be revamped, and also need to be looked  
22 at again, because there's no data saying that it

1 actually works, especially in the D.C. area, and  
2 it's only frustrating the kids. Thank you.

3 PRESIDENT WILLIAMS: Thank you.

4 Introduce yourself.

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

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

18 I have five members of a project that  
19 I'm developing now, called the School of Student  
20 Council and Junior ANC, where I bring these kids  
21 from C.W. Harris Elementary School and also the  
22 surrounding neighborhood where they live in, to

1 these meetings so they can understand how to  
2 govern.

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

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

15 It's also known that more family  
16 involvement helps students to succeed in their  
17 education. I'm looking at this budget. They  
18 have \$2000 towards family and parental  
19 involvement. We need more funding in these  
20 schools, to engage more parents in activities,  
21 and not just parents, but the communities, as  
22 well.

1                   My last bullet point is, this is a  
2 community announcement for a rally tomorrow.  
3 It's Defending Public Education for All. C.W.  
4 Harris LSAT, one of the LSAT members asked me to  
5 talk about this information, so their parents  
6 come out and understand what's going on about  
7 public education.

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

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

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

21                   I'm Merilyn Holmes, the President and  
22 founder of Total Sunshine, Incorporated. We've

1       been working in this community for the last 17  
2       years. This is actually our 17th year, with an  
3       all-volunteer crew, and it's been quite a task.

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

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

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

22             As a part of Total Sunshine, we always

1 engage with the Martin Luther King effort in the  
2 city. I'm a part of the Peace Walk and Parade  
3 planning committee, and so it was our pleasure to  
4 provide prizes for the young people.

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

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

17 We have supported more than 500 top  
18 graduates of the city. I was actually speaking  
19 to a gentleman at the Peace Walk the other day,  
20 and he said, well, you know, we need to put a lot  
21 of focus on the young people that, you know, that  
22 need to be brought onto the right track.

1                   And I said, well, you know, we do that  
2                   with our School Grade Incentive Program, and with  
3                   our Anti-Violence Life Coping Skills seminars.  
4                   However, just because a young person gets As,  
5                   doesn't mean that they have a lot of money coming  
6                   from home.

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

13                  And we want them to bring those  
14                  talents back to the city, and make a difference  
15                  here. We're just trying to do everything we can  
16                  for the young people. Now, if anyone is  
17                  interested in our School Grade Incentive Program,  
18                  they can feel free to reach me on the Total  
19                  Sunshine hotline. It's 202-575-0462, or just log  
20                  onto totalsunshine.org. I'm going to be out  
21                  here, hopefully coming, getting my attendance  
22                  back together for attending these public

1 meetings.

2 I really appreciate this platform,  
3 because every year, you'd think it's not, but it  
4 has been quite a struggle to make sure we have  
5 the top graduates in line with their tech tools.  
6 So, I appreciate this opportunity, and I look  
7 forward to coming back and meeting with you guys  
8 again. Thanks.

9 PRESIDENT WILLIAMS: Thank you. Ms.  
10 Sale.

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

18 I want to express my support for a  
19 city-wide, cross sector accountability system  
20 that is clear, objective, and easy for families  
21 to understand. In addition, I would encourage  
22 the State Board of Education to choose concrete

1 metrics that are fair measures of student  
2 outcomes, both academic and non-academic, rather  
3 than more subjective measures, like surveys.

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

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

19 A related question I had about equity  
20 was, how well does this school serve children  
21 representing a diversity of racial and  
22 socioeconomic backgrounds? It's my view that

1 parents like me are interested in, and value,  
2 many pieces of information about a school's  
3 program, and we seek a very holistic  
4 understanding of a school before making a  
5 decision.

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

15 However, not every piece of  
16 information about a school's program should be  
17 part of the state accountability system. The  
18 summative rating a school receives is an  
19 important indicator of quality for parents,  
20 therefore, we must choose a reasonable number of  
21 important measures, that are applicable across  
22 all public schools.

1 I believe the best way to take into  
2 consideration the diversity of public school  
3 models in our city is to focus the accountability  
4 system on student outcomes. Let's measure how  
5 students are doing, both academically, and with  
6 regard to important non-academic factors, like  
7 graduation and attendance.

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

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

19 As a parent, I would be very concerned  
20 that such a move would water down the rating  
21 system, making all schools look good via a Lake  
22 Woebegone affect. This would make it hard for

1 parents to know which school would really meet  
2 their child's needs.

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

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

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

22 Parents like me deserve clear,

1 objective information about how a school is  
2 serving students. I believe that the current  
3 proposal from the state superintendent sets us on  
4 the right path.

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

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

16 MS. SALE: Oh, thank you.

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

22 Mr. BANKS: I have another set of

1 signatures, you wanted to, as well. And I just  
2 want to know, any feedback, I know other council  
3 members' meetings, we do have feedback, we do  
4 have dialogue. I'm just curious, because this  
5 has been an ongoing issue for many schools,  
6 especially our school, where we don't have proper  
7 transportation to get our kids to field trips.

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

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

1 contact with you.

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

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

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

18 Now, me and my wife, we have degrees,  
19 and we're still frustrated, trying to help our  
20 kids. And when we look at the budget of how much  
21 money is being spent on certain things, and our  
22 school has just lost \$200,000, and we're still at

1 full enrollment. These are some of the concerns,  
2 but yet, nobody comes to us. So, it seems like,  
3 please don't let me fall on deaf ears. I just  
4 want to know, can we have a dialogue? We don't  
5 have anybody else in here, right now. So, can a  
6 dialogue be had right now?

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

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

13 PRESIDENT WILLIAMS: Excuse me.  
14 Excuse me.

15 Mr. BANKS: Yes, ma'am.

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

21 Mr. BANKS: But the school falls in  
22 Ward 2, as well.

1                   VICE PRESIDENT JACOBSON: Madam  
2 President. Two things. One, I am happy to  
3 work with my colleague, Mr. Jones, and our at-  
4 large member, Ms. Carter. School Without Walls  
5 at Francis Stevens is in my ward, and I will work  
6 on this issue. I have been working on busing  
7 issues at School Without Walls at Francis Stevens  
8 with OSSE, regarding traffic patterns.

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

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

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

21                  She was being -- she is up for  
22 Education Secretary, and there are very

1 interesting committee hearings, and in it,  
2 Senator Al Franked, who many of you may know, or  
3 at least my age or older, is a great comedian,  
4 and he is now a senator. And one of the things  
5 that he asked her about was the difference  
6 between growth and proficiency in testing.

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

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

22 First of all, there has been just an

1 enormous amount of interest in the ESSA plan. It  
2 is delightful. Sometimes, some of us on the  
3 State Board of Ed think, wow, we're not, we  
4 don't get to get our hands on the things that  
5 really matter to us, and we're getting calls and  
6 calls about this.

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

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

19 If we want a system of accountability,  
20 that really will cover all of the schools in all  
21 of our sectors, as one of the speakers pointed  
22 out, it's critical that the various stakeholders

1 in these different systems have a real  
2 opportunity to make clear what's important to  
3 them, what's working, what they worry about,  
4 going forward, and to make sure that their  
5 concerns are addressed, and that they don't feel  
6 as though just one system is being imposed on  
7 everyone.

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

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

20 And what I realize is, what incredible  
21 bubbles we live in. People in those two sectors,  
22 people at the top and the bottom of the

1 stakeholders, really don't talk to each other in  
2 a way that people understand each other's issues,  
3 and I really think that this is an opportunity to  
4 do so.

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

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

20 We had considered our committee, and  
21 our committee has six, now seven people, so it's  
22 a lot of people up here. We've considered

1 bringing a resolution to sort of put forward some  
2 of our concerns, going forward, and we decided we  
3 didn't want to do that. Rather, what we're going  
4 to do, this is our last opportunity before OSME  
5 prepares sort of a final plan, that will go out  
6 to the community.

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

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

19           So with that, let me just ask if there  
20 are folks from the committee, or from the board  
21 who would like to make some comments, and then  
22 I'll call on them, and then I'll just end with

1 something.

2 MR. BATCHELOR: Madam President.

3 PRESIDENT WILLIAMS: Mr. Batchelor.

4 MR. BATCHELOR: Thank you, Madam

5 President. First I'd like to thank Ms.

6 Wattenberg for all of the work that she's done on

7 the ESSA committee. I also want to thank her for

8 welcoming me and the other new members to be

9 involved in those committee discussions, as we

10 joined a couple weeks back, and for inviting us

11 to join the committee, as we continue this work.

12 I know I'm probably not the only new

13 member who feels a little handicapped, joining

14 this discussion in its waning days, but I think,

15 due to you, Ruth, and OSME, the new members have

16 gotten some pretty good information. I think,

17 like Ms. Wattenberg, I am very interested in

18 making sure that we strike the right balance, in

19 OSME's final plan.

20 I represent just as many public

21 schools as charter schools in Ward 8, and so we

22 definitely want to make sure that we have a

1 uniform way to assess our schools, but we also  
2 want to make sure that schools that are doing  
3 good work with our students, and who still have a  
4 little ways to go, but are making strides, are  
5 treated fairly in this accountability system.

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

19 I think that will put me in a very  
20 good space to take this to my residents, as we  
21 begin public engagement next month. My desire is  
22 to work with OSME, I know they put in extra time

1 with us, even though, over the past couple weeks,  
2 but my plan is to work just as diligently over  
3 the next couple of weeks, to make sure that we  
4 have a plan that all of us can agree on, before  
5 we take it to the public next month.

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

9 PRESIDENT WILLIAMS: Mr. Weedon.

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

19 And, for a long time, it has not been  
20 public and transparent, and we've used two  
21 systems, but we have one system. And our  
22 challenge is to make that one system, the system

1 that all parents can use, that is user-friendly,  
2 and gets the information that parents want to  
3 see; clear, concise, concrete, objective. I  
4 think we all share those concerns. That was just  
5 brought up to us from public testimony.

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

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

20 So, we've got to find ways to  
21 highlight the growth that's going on in our  
22 schools. I look forward to working the public

1 engagement sessions over the next couple of  
2 months, and working to find something that best  
3 serves the interests of students, not necessarily  
4 the best interests of the adults.

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

9 PRESIDENT WILLIAMS: Mr. Jacobson.

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

18 Accountability's really, really  
19 important for our city, and we have been very  
20 successful in our education reform efforts over  
21 the years. I don't want to take my foot off of  
22 the gas, and I think none of us at this dais want

1 to do that. Also, understanding that academics  
2 and assessments are the best way that we have  
3 available to ensure that students are learning  
4 everywhere.

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

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

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

21 I think we are very close to agreement  
22 with the superintendent's office. My

1 constituents and my colleagues have my commitment  
2 to continue to work towards a compromise, and I  
3 think we can do something that is very good,  
4 actually great, for all of our students across  
5 the city, in every ward.

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

11 PRESIDENT WILLIAMS: Dr. Woodruff.

12 DR. WOODRUFF: Madam President, I  
13 would like to just echo that. I'd like to give a  
14 special thanks to Ruth. This has been an  
15 undertaking that had to be done quickly, and so,  
16 we have been meeting and talking, and meeting and  
17 talking, means that there's motion going on.  
18 That's really important, and I would like to  
19 thank the constituents of Ward 4. My phone has  
20 been ringing off the hook, day and night. I must  
21 have about 20 messages a day, that I respond to,  
22 in the past five or six days, in regards to how

1 important our community sees this. As important  
2 that, assessment is important, and that growth  
3 measurement is important, and that they're  
4 supporting OSME's proposal because of the fact  
5 that there is some way to measure growth.

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

14 It's really not a gap. We tend to use  
15 that word, but we should be looking at our  
16 achievement growth, because we want everybody in  
17 the District of Columbia, we want every child to  
18 grow. And the parents have said that, over and  
19 over again. Their voices are constantly saying  
20 that I want my child to be able to read and write  
21 on grade level, be able to go to college if  
22 that's a choice.

1                   But, I've heard a lot of parents say,  
2 I just want my child to be able to graduate and  
3 fill out a job application. That's real  
4 important in our society today. So, looking at  
5 the plan that OSME has put before us, it gives us  
6 an opportunity to look at how to measure, not  
7 just the assessment based on a raw score, but on  
8 the growth. Are our children growing?

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

16                   Because he needed growth. Whereas, in  
17 one parent spoke and said that their child,  
18 they're able to send both their children to the  
19 same school, but that's not the case with all of  
20 us. Sometimes one school may work for one of our  
21 children and not the other. So, that's why this  
22 plan is so important.

1           That parents are able to look at one  
2 plan in the city to help them make a good choice  
3 decision on where they want to send their  
4 children. Thank you.

5           PRESIDENT WILLIAMS: Any other  
6 comments, discussion?

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

15           They put out a thing today called,  
16 "The growth v proficiency debate and why Al  
17 Franked raised a boring but critical issue."  
18 Part of what he says, is that "judging schools  
19 based on the measure" -- he's explaining this to  
20 the Secretary Designate -- "judging schools based  
21 on a measure that is largely outside of their  
22 control, as proficiency would do for the reasons

1 we've heard, can lead to a host of negative  
2 consequences.

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

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

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

21           So, I'm not going to read more, but I  
22 want to say these are the reasons why people are

1 raising these questions, and I think Markus is  
2 exactly right in saying that part of what we  
3 need to see is the models that can show us how  
4 this is going to work.

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

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

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

20 The other thing I do want to raise is,  
21 which, I've raised in a number of settings is,  
22 the tests are all about reading and math. And

1 I'm not going to say a lot about it, because we  
2 actually have somebody on a panel later about  
3 this. But there is so much evidence that,  
4 especially at the early grades, being exposed to  
5 a broad, rich curriculum that includes social  
6 studies and science and the arts is so, so  
7 important, even for learning to read.

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

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

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

1 aspects of the consolidated state plan.

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

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

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

21 And so, today's discussion will not  
22 focus on the contents, but rather just describing

1 the elements of this template that we'll have to  
2 submit, that we will be walking through as part  
3 of our community meetings.

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

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

20 SUPERINTENDENT KANG: I should note  
21 that the full template that's been released by  
22 the U.S. Department of Education is on the State

1 Board's website, along with the other meeting  
2 materials. So, if anyone wanted to just see the  
3 literal template that every state education  
4 agency is asked to use, that's posted online.

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

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

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

21 In this process, the role of OSME as the  
22 state, is to distribute funding, set rules in

1 areas governed by the law, provide training and  
2 support, and oversee schools.

3 EISA, the most recent reiteration of  
4 ESSA, begins taking effect next school year, in  
5 '17-'18, but some aspects will roll out over  
6 time. Also important to note is that, the Every  
7 Student Succeeds Act provides additional  
8 transparency through increased public reporting,  
9 including more information about how particular  
10 groups of students, such as English learners,  
11 homeless, and foster care, and students of  
12 military families.

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

21 MS. HARTEIS: Thank you, Mr.  
22 Hayworth. So, to recap, in terms of the sections

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

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

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

20 And then lastly, in terms of all of  
21 the investments that we're making, it's important  
22 for us to have a way of knowing how all of our

1 schools are doing, and that's what's captured in  
2 our accountability support and improvement for  
3 schools section.

4 As part of our state plan, there's a  
5 requirement to set state level short and long  
6 term goals for PARCC graduation rate and English  
7 language proficiency. This is different from No  
8 Child Left Behind, where goals had to be set at  
9 100 percent, and required stringent action  
10 against schools that did not meet those goals.

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

20 So just as a reminder, to-date, as a  
21 part of the process of preparing our Every  
22 Student Succeeds Act state plan, we've had over

1 50 meetings with participation by more than a  
2 hundred organizations.

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

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

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

19 Under EISA, we are required to create  
20 a plan to make sure every school is a good  
21 school, and we are committed to building a system  
22 based on academic performance and other factors,

1 to be able to make both judgments.

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

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

14 We also know that it is critical for  
15 us to ensure that there is a great teacher in  
16 every school, and our state plan will outline  
17 several strategies that we are taking in each of  
18 these aspects of the educator pipeline.  
19 Certification and licensure, preparing teachers  
20 and leaders, teacher evaluation and supports,  
21 professional development, and teaching for  
22 specific groups of students.

1           It will also reference a plan that you  
2 may be familiar with, our plan on educator  
3 equity, and our strategy for continuing to ensure  
4 there's equity in high-quality educators across  
5 the city.

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

15           Our section on well-rounded education  
16 will also provide some additional detail on some  
17 of the specific sources of money that are  
18 available to support students. You can read  
19 these in greater detail here, but just to provide  
20 a little bit of a glossary in terms of  
21 translation of what these different funding  
22 sources are.

1           Then, just as a reminder, our next  
2           steps, as we mentioned, the public comment period  
3           begins later this month, continues through the  
4           beginning of March. On our website at that time,  
5           you will be able to review the full state plan,  
6           as well as have an opportunity to complete a  
7           feedback survey, based on your review of that  
8           plan, and attend a meeting that will be held in  
9           your community.

10           A full listing of meetings will be  
11           posted on that same web page. If you have any  
12           questions or additional feedback, we encourage  
13           you to write to [osse.essa@dc.gov](mailto:osse.essa@dc.gov), and all of our  
14           materials from those meetings that I referenced,  
15           including notes, are available on the OSME/EISA  
16           web page.

17           PRESIDENT WILLIAMS: Thank you. Any  
18           questions from members?

19           MR. BATCHELOR: Madam President.

20           PRESIDENT WILLIAMS: Mr. BATCHELOR.

21           MR. BATCHELOR: In the program's  
22           specific requirements Title I, Part A, when you

1 say targeting dollars for high-poverty schools,  
2 and for school improvement, is that in addition  
3 to what's already allocated in terms of at-risk  
4 funding and if so, what do some of those  
5 investments look like in your minds?

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

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

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

17 PRESIDENT WILLIAMS: Mr. Weedon.

18 Mr. WEEDON: Yes. On Slide 5, you  
19 mentioned 50 meetings, a hundred organizations.  
20 Could you give us some detail in who those  
21 organizations are, who they represent? Parents,  
22 LEAVES, administrators in schools, who have you

1 really been talking to, so, as we do public  
2 engagement, we can make sure that we're reaching  
3 out to other and more diverse audiences?

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

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

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

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

21 PRESIDENT WILLIAMS: Mr. Jones.

22 MR. JONES: Thank you, Madam

1 President. I have a question in reference to the  
2 McGivney-Veneto Act in support for homeless  
3 children. Can you give me some idea on what are  
4 the requirements under the act?

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

10 MR. JONES: Okay.

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

20 MR. JONES: Okay. Yes.

21 MS. YOUNG: OSME does include  
22 monitoring, training, and providing other types

1 of data and technical supports.

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

6 MS. YOUNG: Absolutely. We can do  
7 that.

8 MR. JONES: Thank you.

9 MR. BATCHELOR: Madam President.

10 PRESIDENT WILLIAMS: Ms. Wattenberg  
11 is next.

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

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

1 they are.

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

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

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

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

1 classifications, as well.

2 MS. WATTENBERG: On the tiers?

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

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

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

20 MS. WATTENBERG: Thank you. Thank  
21 you. We will do that. Can we also see the  
22 technical documents? Are they on the website?

1 MS. HARTEIS: I'm not sure which --

2 MS. WATTENBERG: Well, you just, you  
3 were just indicating that information on the  
4 ratings were in technical documents, and I'm --  
5 you just said that.

6 MS. HARTEIS: I, by technical  
7 documents, I meant those that were provided to  
8 you.

9 MS. WATTENBERG: The slide decks.  
10 Okay.

11 MS. HARTEIS: Exactly. Sorry for the  
12 naming confusion.

13 PRESIDENT WILLIAMS: Mr. BATCHELOR.

14 MR. BATCHELOR: My questions were  
15 pretty much in line with Ms. Wattenberg's. I was  
16 wondering about the structure of the tier system,  
17 and I will go back and look at some of those  
18 slide decks, because I do believe that will be  
19 important in how we assess, kind of, the utility  
20 of the metrics that we're using.

21 And I know that's a more specific  
22 discussion that we're having throughout the

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

5 Ms. HARTEIS: Absolutely.

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

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

19 And I know there are all kinds of  
20 challenges associated with using something like a  
21 climate survey, both in how it's administered,  
22 the costs of its administration, its ability to

1 actually reach proportionate populations, and  
2 reveal something that would be meaningful, and  
3 actually lead to student improvement.

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

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

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

20 MS. WILSON PHELAN: Thank you. I know  
21 it was sort of out of left field, but thank you  
22 for looking into it.

1                   Ms. HARTEIS: I'm writing it down so  
2 we can do something about it.

3                   PRESIDENT WILLIAMS: Anyone else?  
4 Thank you. As we wait for our OSME to return --  
5 and thank you so much for coming out to us again,  
6 we really appreciate it. I'd like to announce  
7 that our Student Representative, Alexander  
8 Dorosin, has just come in. Thank you for making  
9 the meeting.

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

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

21                   MS. DAVIDSON: I need to push the  
22 button on? Oh, it's already on? Okay, great.

1 Thank you for having me here this evening. The  
2 last time I testified before the State Board was  
3 ten years ago, in the context of D.C.'s overhaul  
4 of its academic standards, standards that went on  
5 to receive national recognition as some of the  
6 most rigorous in the country.

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

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

22 And now, it's the darling of Ed

1 reform, a proof point for what's possible. So,  
2 congratulations, really, to all of you that have  
3 been involved in that.

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

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

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

22 A big focus on EISA's guidance has

1       been on what qualifies as strong research, and  
2       this is a good thing, since the field of  
3       education is notorious for making claims and  
4       launching reforms that are ostensibly evidence-  
5       based, but are often founded on poorly conducted  
6       research that crowds out, to the detriment, the  
7       extreme detriment of those on the ground, the  
8       knowledge of really relatively simple  
9       instructional strategies, or shifts in practice  
10      that have proved, time and time again, to make  
11      teaching more consistent and effective.

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

19                 In the weeks ahead, Standard Works  
20      will be releasing the results of a comprehensive  
21      literature review conducted by Johns Hopkins  
22      University, which describes a preponderance of

1 evidence about the positive impact of well-  
2 designed curriculum, and the profound compounding  
3 effect that strong curriculum can have over the  
4 13 years of a child's schooling.

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

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

21 One of the reasons Standard Works  
22 relaunched itself is to promote a body of work

1 contained in practice guides that have been  
2 published over the past decade by the Institute  
3 of Education Sciences.

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

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

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

1 several months.

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

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

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

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

1 that you're going to do it brilliantly.

2 My best advice is, follow the  
3 evidence, and set the highest standards for the  
4 evidence that you're looking at.

5 PRESIDENT WILLIAMS: Thank you for  
6 your insight. Members, we will have a single  
7 round of questions this evening. Who would like  
8 to begin? No questions? Ms. WATTENBERG.

9 MS. WATTENBERG: One of the areas that  
10 I think you're working in is the whole issue of  
11 curriculum, and the importance of, as I mentioned  
12 earlier, the broad curriculum, especially in the  
13 early grades, for social studies, science, and  
14 the arts.

15 And I think on your site there's a  
16 study that I have here, that shows that in the  
17 time since 2000, so, right around when No Child  
18 Left Behind was introduced, until, I think 2012,  
19 the instructional time that had gone down, given  
20 to social studies and science in K-3 has gone  
21 down from, well, 40 minutes a day to about half  
22 of that, I think.

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

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

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

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

1 science and social studies.

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

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

18 But our scores are stagnant, and  
19 they're not moving at all, past that. And it's  
20 because children are not being exposed to this  
21 knowledge. So, they're encountering words that  
22 they simply have not been introduced to, they're

1 encountering concepts that they -- Dr. Hirsch,  
2 who many of you have heard, founder of the Core  
3 Knowledge Foundation, refers to this as the  
4 Velcro of learning.

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

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

19 They simply can't hold as much  
20 information in their head as they're going to  
21 need to, to get through to the end of the  
22 passage, and ask these questions about main idea,

1 and inference, and compare and contrast, and all  
2 of the other skills that they're being asked to,  
3 that they're going to be tested on.

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

11 MS. WATTENBERG: Thank you.

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

18 MS. DAVIDSON: Yes. Now, I'm going to  
19 hasten to say that the study itself talks about  
20 the amount of time. So, that percentage that I  
21 gave you is my calculation based on a six-hour  
22 day. So, you could probably say, well, we need

1 to subtract out the time that they have lunch,  
2 and so forth.

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

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

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

22 MS. WILSON PHELAN: And does the study

1 extend beyond Grade 5, and is it longitudinal or  
2 is it a one-year snapshot?

3 MS. DAVIDSON: Pardon me?

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

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

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

19 MS. DAVIDSON: Your talking about  
20 minutes, right?

21 MS. WILSON PHELAN: You're talking  
22 about minutes. So, are you saying that before it

1 was 20 minutes, and now it's 18 minutes, or is it  
2 more dramatic than that?

3 MS. DAVIDSON: No. Let's see --  
4 here's fourth through sixth grade science. In  
5 1977, was 28 minutes, went up to a whopping 31  
6 minutes in 2000, and down to 24 minutes in 2012.

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

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

20 MS. DAVIDSON: Your children are  
21 really, really lucky, then, and I think that was  
22 the one positive note that I wanted to leave you

1 with. I mean, this is talking about time spent  
2 that's sort of dedicated to --.

3 MS. WILSON PHELAN: Any subject.

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

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

19 There's no reason kids aren't reading  
20 about this stuff in that time. But it needs to  
21 be sequential, and not random. Random acts of  
22 content is maybe a little bit better than no

1 content at all, but it's not nearly as good as  
2 this carefully sequenced cumulative experience.  
3 And that's where that real compounding effect  
4 that this report that we're talking about is  
5 going to start to really show up.

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

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

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

21 PRESIDENT WILLIAMS: Thank you. Well.

22 DR. WOODRUFF: I have a comment.

1 PRESIDENT WILLIAMS: Dr. Woodruff.

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

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

16 And so, I appreciate the statistics  
17 that were shared today, but I also want to  
18 recognize and let it be known that I believe it  
19 is something that goes beyond sectioning out  
20 science, social studies. That we have to look at  
21 the big picture today, and that's not how our  
22 children learn today. They learn through many

1 modalities that can be incorporated in literacy.  
2 So, I do appreciate what you're saying.

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

13 PRESIDENT WILLIAMS: Thank you, Ms.  
14 Davidson.

15 MS. DAVIDSON: Thank you so much.

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

19 MS. DAVIDSON: Pardon me?

20 PRESIDENT WILLIAMS: Please keep in  
21 touch with us, as we move through this process.  
22 Thank you. With no further business before the

1 board, I would like to entertain a motion to  
2 adjourn.

3 MS. WILSON PHELAN: So moved.

4 PRESIDENT WILLIAMS: Second?

5 MS. WATTENBERG: Second.

6 PRESIDENT WILLIAMS: All in favor?

7 (Chorus of ayes.)

8 PRESIDENT WILLIAMS: All opposed?

9 (No audible response.)

10 PRESIDENT WILLIAMS: Right. Now I can  
11 do it.

12 (Whereupon, the above-entitled matter  
13 went off the record at 7:31 p.m.)

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C E R T I F I C A T E

This is to certify that the foregoing transcript

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.

*Neal R Gross*  
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