

GOVERNMENT OF THE DISTRICT OF COLUMBIA

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STATE BOARD OF EDUCATION

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WEDNESDAY
JANUARY 20, 2016

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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., at 5:30 p.m., Jack Jacobson, President, presiding.

BOARD MEMBERS PRESENT:

JACK JACOBSON, President, Ward 2
Representative
KAREN WILLIAMS, Vice-President, Ward 7
Representative
KAMILI ANDERSON, Ward 4 Representative
TIERRA JOLLY, Ward 8 Representative
MARK JONES, Ward 5 Representative
MARY LORD, At-Large Representative
LAURA WILSON PHELAN, Ward 1 Representative
RUTH WATTENBERG, Ward 3 Representative
JOE WEEDON, Ward 6 Representative
JOHN-PAUL HAYWORTH, Executive Director

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:

HANSEUL KANG, State Superintendent

STUDENT REPRESENTATIVES:

DESTINEE WHITTINGTON

ALSO PRESENT:

ERICH MARTEL, Retired DCPS High School
Teacher, Ward 3

MARILYN HOLMES, Executive Director, Total
Sunshine, Inc.

ALISSA PELTZMAN, Vice President, State
Policy & Implementation Support

DAVID TANSEY, Math Teacher, Dunbar Senior
High School

HEATHER WASHINGTON, Ph.D., Chief Executive
Officer, Maya Angelou Schools and See
Forever Foundation

PAUL KIHN, Former Deputy Superintendent,
the School District of Philadelphia

DONNA ANTHONY, Assistant Superintendent for
Health & Wellness, Office of the State
Superintendent of Education

CHARNETA SCOTT, Ph.D., District Department
of Behavioral Health

ABIGAIL KOEMER, 11th grade, Wilson Senior
High School

JAMES PETERS, 12th grade, Bell Multi-
Cultural High School

RAHEL MIDEKSA, 11th grade, Columbia Heights
Education Campus

JHIRBRON TONGE, 12th grade, School Without
Walls

CAROL BRISTOL, Director at Sunshine Early
Learning Center

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

(5:33 p.m.)

PRESIDENT JACOBSON: Good afternoon.

The time is 5:33 on January 20th, 2016 and this public meeting of the District of Columbia State Board of Education is now called to order.

The roll will now be called to determine the presence of a quorum. Mr. Hayworth?

MR. HAYWORTH: Mr. Jacobson?

PRESIDENT JACOBSON: Present.

MR. HAYWORTH: Ms. Williams?

VICE-PRESIDENT WILLIAMS: Present.

MR. HAYWORTH: Ms. Lord? Ms. Lord?

Ms. Wilson Phelan?

MEMBER WILSON PHELAN: Present.

MR. HAYWORTH: Ms. Wattenberg? Ms. Wattenberg? Ms. Anderson?

MEMBER ANDERSON: Present.

MR. HAYWORTH: Mr. Jones? Mr. Jones? Mr. Weedon?

MEMBER WEEDON: Present.

1 MR. HAYWORTH: Ms. Jolly?

2 MEMBER JOLLY: Present.

3 MR. HAYWORTH: Mr. Contraras? Mr.

4 Contraras? Ms. Whittington?

5 REPRESENTATIVE WHITTINGTON: Present.

6 MR. HAYWORTH: Mr. President, you have
7 a quorum.

8 PRESIDENT JACOBSON: Thank you. A
9 quorum has been determined and the State Board
10 will now proceed with the business portion of the
11 meeting. Let the record note Ms. Wattenberg is
12 in attendance.

13 Members, we have a draft agenda before
14 us. Are there corrections or additions?

15 (No audible response)

16 PRESIDENT JACOBSON: There being no
17 corrections, I would entertain a motion to
18 approve the agenda.

19 VICE-PRESIDENT WILLIAMS: So moved.

20 PRESIDENT JACOBSON: Moved by Ms.
21 Williams.

22 MEMBER JOLLY: Second.

1 PRESIDENT JACOBSON: Second by Ms.
2 Jolly. The motion being properly moved and
3 seconded, I will ask the yeas and nays. All in
4 favor, please say aye.

5 (Chorus of ayes)

6 PRESIDENT JACOBSON: Any opposed?

7 (No audible response)

8 PRESIDENT JACOBSON: The motion is
9 approved. And we're going to slow down just
10 slightly for our colleague from the at large seat
11 to get settled in. Each year, the State Board of
12 Education elects two of its Members to serve as
13 President and Vice President of the Board.

14 Together, the President and Vice
15 President provide leadership to the State Board,
16 represent the Board at public events, and work
17 with Staff to ensure that the Board's priorities
18 are realized.

19 Our election for president is chaired
20 by our longest tenured member. As such --

21 (Off microphone comment)

22 MEMBER LORD: Change into my superman

1 clothing.

2 PRESIDENT JACOBSON: We will turn the
3 chair over to our at large member, Ms. Mary Lord.

4 MEMBER LORD: Thank you, Mr. Jacobson.
5 I'm honored to be considered as the Dean of the
6 Board. In fact, my mother's name was Dean and
7 she worked at a university. So this is sort of a
8 triple honor for me.

9 It is my distinct pleasure and honor
10 to ask if there are any nominations for the
11 Office of President of the State Board of
12 Education for 2016. Ms. Jolly?

13 MEMBER JOLLY: I nominate Jack
14 Jacobson, my colleague from Ward 2.

15 MEMBER LORD: Thank you, Ms. Jolly.
16 Mr. Jacobson from Ward 2, you have been
17 nominated. Do you accept the nomination?

18 PRESIDENT JACOBSON: I do.

19 MEMBER LORD: Thank you. Are there
20 any additional nominations?

21 (No audible response)

22 MEMBER LORD: Okay. Hearing no

1 further nominations, I would ask the Executive
2 Director to call the roll on the question of
3 election of the President of the State Board of
4 Education for 2016 in order of nomination. Mr.
5 Executive Director?

6 MR. HAYWORTH: Sorry. So for this
7 vote, the Members will be asked to say the name
8 of the person that they intend to vote for or if
9 they are abstaining. Mr. Jacobson?

10 PRESIDENT JACOBSON: Jacobson.

11 MR. HAYWORTH: Ms. Williams?

12 VICE-PRESIDENT WILLIAMS: Jacobson.

13 MR. HAYWORTH: Ms. Lord?

14 MEMBER LORD: Jacobson.

15 MR. HAYWORTH: Ms. Wilson Phelan?

16 MEMBER WILSON PHELAN: Jack Jacobson.

17 MR. HAYWORTH: Ms. Wattenberg?

18 MEMBER WATTENBERG: Jacobson.

19 MR. HAYWORTH: Ms. Anderson?

20 MEMBER ANDERSON: Jacobson.

21 MR. HAYWORTH: Mr. Jones? Mr. Jones?

22 Mr. Weedon?

1 MEMBER WEEDON: Jacobson.

2 MR. HAYWORTH: Ms. Jolly?

3 MEMBER JOLLY: Jacobson.

4 MR. HAYWORTH: Mr. Contreras? Mr.

5 Contreras? Ms. Whittington?

6 REPRESENTATIVE WHITTINGTON: Jacobson.

7 MR. HAYWORTH: Madam Chair, the vote

8 is unanimous.

9 MEMBER LORD: Thank you very much.

10 Congratulations, Mr. Jacobson. I'm happy to turn

11 the gavel back over to you.

12 PRESIDENT JACOBSON: Thank you so

13 much, Mary.

14 MEMBER LORD: And for the record, I

15 didn't actually get the gavel.

16 PRESIDENT JACOBSON: We can rectify

17 that at the end. Here we go. I thank my

18 colleagues so much for your support, and I look

19 forward to working with you for another year.

20 I now open the floor for nominations

21 for the Vice Presidency. Are there nominations?

22 Ms. Wilson Phelan?

1 MEMBER WILSON PHELAN: I nominate
2 Karen Williams from Ward 7.

3 PRESIDENT JACOBSON: Ms. Williams from
4 Ward 7 has been nominated. Are there additional
5 nominations?

6 (No audible response)

7 PRESIDENT JACOBSON: Do you accept the
8 nomination?

9 VICE-PRESIDENT WILLIAMS: Yes, I do.

10 PRESIDENT JACOBSON: Good. Are there
11 any additional nominations?

12 (No audible response)

13 PRESIDENT JACOBSON: Hearing none, I
14 will ask the Executive Director to call the roll
15 on the nomination of Ms. Williams from Ward 7 as
16 Vice President.

17 MR. HAYWORTH: On the question of Ms.
18 Williams as Vice President, please indicate the
19 Member's last name as your vote. Mr. Jacobson?

20 PRESIDENT JACOBSON: Williams.

21 MR. HAYWORTH: Ms. Williams?

22 VICE-PRESIDENT WILLIAMS: Williams.

1 MR. HAYWORTH: Ms. Lord?

2 MEMBER LORD: Williams.

3 MR. HAYWORTH: Ms. Wilson Phelan?

4 MEMBER WILSON PHELAN: Williams.

5 MR. HAYWORTH: Ms. Wattenberg?

6 MEMBER WATTENBERG: Williams.

7 MR. HAYWORTH: Ms. Anderson?

8 MEMBER ANDERSON: Williams.

9 MR. HAYWORTH: Mr. Jones? Mr. Jones?

10 Mr. Weedon?

11 MEMBER WEEDON: Williams.

12 MR. HAYWORTH: Ms. Jolly?

13 MEMBER JOLLY: The unsinkable Karen

14 Williams.

15 MR. HAYWORTH: Mr. Contreras? Mr.

16 Contreras? Ms. Whittington?

17 REPRESENTATIVE WHITTINGTON: Williams.

18 MR. HAYWORTH: Mr. President, the vote
19 is unanimous.

20 PRESIDENT JACOBSON: Thank you so
21 much, and congratulations, Karen. I'm looking
22 forward to working with you.

1 VICE-PRESIDENT WILLIAMS:

2 Congratulations, Jack.

3 PRESIDENT JACOBSON: Now we'll move
4 onto actual business. Next on our agenda is
5 approval of the minutes from the working sessions
6 on December 2nd and December 9th, 2015. Are
7 there corrections or additions to the minutes?

8 (Off microphone comment)

9 PRESIDENT JACOBSON: I'm sorry,
10 January 6th, 2016. Hearing none, I would
11 entertain a motion to approve the minutes from
12 January 6th, 2016.

13 MEMBER LORD: So moved.

14 PRESIDENT JACOBSON: Moved by Ms.
15 Lord. Is there a second?

16 MEMBER WILSON PHELAN: Second.

17 PRESIDENT JACOBSON: Second by Ms.
18 Wilson Phelan. All in favor please say aye.

19 (Chorus of ayes)

20 PRESIDENT JACOBSON: Any opposed?

21 (No audible response)

22 PRESIDENT JACOBSON: The motion is

1 approved. Next on our agenda is approval of our
2 2015 Year in Review report. 2015 was a very busy
3 year for the Board. We welcomed four new staff,
4 our new executive director, a chief student
5 advocate, a policy analyst, and a program
6 associate.

7 We approved a new waiver to the
8 Elementary and Secondary Education Act. We
9 worked to approve a new state diploma who's final
10 vote will occur in a few moments.

11 We put together a task force to
12 reexamine how the District awards credit in high
13 school. We continued pushing for revised health
14 standards to meet the needs of our students.

15 We closely monitored the results of
16 our new state assessment, the PARK, and we joined
17 our voices with State Boards across the country
18 to influence national education policy with the
19 passage of the Every Student Succeeds Act through
20 the National Association of State Boards of
21 Education.

22 In short, we did our job. The State

1 Board exists to provide education policy
2 leadership in the District. The staff have
3 compiled highlights of our work in a Year in
4 Review report that Members have reviewed.

5 This report will serve as a foundation
6 for our upcoming performance in oversight and
7 budget hearings before the Council of the
8 District of Columbia. As such, I would entertain
9 a motion to approve the report.

10 VICE-PRESIDENT WILLIAMS: So moved.

11 PRESIDENT JACOBSON: Moved by Ms.
12 Williams. Is there a second?

13 MEMBER WEEDON: Second.

14 PRESIDENT JACOBSON: Second by Mr.
15 Weedon. Is there any discussion? Then all
16 approved, please say aye.

17 (Chorus of ayes)

18 PRESIDENT JACOBSON: Any opposed?

19 (No audible response)

20 PRESIDENT JACOBSON: Any abstentions?

21 MEMBER LORD: I abstain.

22 PRESIDENT JACOBSON: Thank you. Ms.

1 Lord will be recorded as abstaining.

2 MEMBER WILSON PHELAN: I also abstain.

3 PRESIDENT JACOBSON: And Ms. Wilson
4 Phelan. As such, the --

5 MEMBER WATTENBERG: I abstain as well.

6 PRESIDENT JACOBSON: And Ms.
7 Wattenberg abstains. The Year in Review is
8 approved. Thank you.

9 Good evening, my name is Jack Jacobson
10 and I'm President and Ward 2 Representative of
11 the State Board of Education. On behalf of the
12 Members of the District of Columbia State Board
13 of Education, I want to welcome you, guests, and
14 our viewing public to our Wednesday, January
15 20th, 2016 public meeting. I also want to
16 welcome our State Superintendent who is in route,
17 Ms. Hanseul Kang.

18 The State Board holds its regularly
19 scheduled meetings on the third Wednesday of
20 every month here in the Old Council Chambers at
21 441 4th Street Northwest. The Members of the
22 State Board of Education welcome your

1 participation and your support in our efforts to
2 improve education in the Nation's Capital.

3 Tonight's agenda includes the final
4 step to provide adult students in the District a
5 state diploma to recognize the commitment and
6 dedication that these students have shown.

7 The Board and our friends at OSSE have
8 done a great job in their investigation into the
9 pros and cons of awarding the state diploma in
10 the District.

11 I also want to note that the GED
12 testing service may be recommending a change in
13 the passing score for its exam. As Members know,
14 in 2014 the GED testing service released a new,
15 more challenging exam, the result of which was a
16 steep decline in the passage rate.

17 The State Board and Superintendent
18 will review data from the GED and assess if it
19 makes sense for the District to adopt the new
20 score or maintain our current score.

21 We'll also be hearing from Panel on
22 Proposed Regulation soon to be published in the

1 D.C. Register that were developed based on
2 recommendations that the State Board adopted at
3 our December public meeting related to providing
4 additional flexibility in awarding students high
5 school credit.

6 We will also hear from two panels on
7 the recently released Health Education Standards
8 which are in draft form. Health standards may
9 not be a panacea for all of the problems facing
10 our students, but effective, comprehensive, and
11 skills based health standards are incredibly
12 important for laying a foundation for a healthy
13 life for our students.

14 From bullying to sexual health, food
15 choices to gun safety, our students deserve the
16 best and most comprehensive information we can
17 provide. The work done by the State Board of
18 Education, OSSE, and dozens and dozens of content
19 experts, teachers, and students over the past 18
20 months has provided a path toward adopting rich,
21 rigorous health education standards that will be
22 the gold standard for urban school districts

1 across the country.

2 Finally, we'll be hearing from
3 providers of high quality pre-kindergarten
4 programming in the District. The Board has the
5 authority to set academic and degree requirements
6 for teachers in pre-kindergarten programs that
7 receive funding from the District Pre-K
8 Enhancement and Expansion Program.

9 We will hear more about the program
10 tonight and about how the District's commitment
11 to pre-kindergarten education is faring.

12 We'll now hear introductory comments
13 from the State Superintendent of Education, Ms.
14 Hanseul Kang. Ms. Kang?

15 SUPERINTENDENT KANG: Good evening,
16 everyone. I apologize for being a few minutes
17 late. Traffic is pretty bad out there. But I'm
18 glad to be here with all of you today.

19 I'm really excited about tonight's
20 agenda and very grateful for the partnership
21 between OSSE and the State Board of Education as
22 well as many other stakeholders in the work

1 around the state diploma, high school credit
2 flexibility, health standards, and the provision
3 around pre-k that we'll be discussing tonight.

4 On credit flexibility, I wanted to
5 just briefly note that since our working session,
6 we've had a productive discussion with Laura
7 Wilson Phelan to follow up on some additional
8 tweaks to the wording of the regulations before
9 they go out for public comment.

10 I also wanted to note that I plan to,
11 in the coming days, send a letter to the task
12 force members just providing directly some of the
13 additional rationale around the decisions that we
14 made in the final wording of the regulations, and
15 also just expressing my appreciation again for
16 their work. So just note that we plan to send
17 that letter to the task force members.

18 The regulation should be published in
19 the D.C. Register on Friday, January 22nd, and
20 will be out then for the 30 day public comment
21 period.

22 And then I wanted to also briefly just

1 address the pre-k enhancement and expansion
2 funding regulation provision that you all will be
3 voting on. As I mentioned at the working session
4 when we had a chance to discuss this, OSSE
5 promulgated emergency and proposed regulations
6 around the allocation of funding to high quality
7 pre-k programs in community based organizations
8 throughout the District.

9 The specific provision that you all
10 will be voting on this evening is related to the
11 minimum academic and degree requirements that are
12 established by OSSE and approved by the Board for
13 high quality CBO pre-k classrooms. So again,
14 this is just related to the CBO classrooms who
15 are participating in the pre-k enhancement
16 funding.

17 We are excited to have here this
18 evening Dr. Carol Bristol from the Sunshine Early
19 Learning Center in Southeast to speak
20 specifically around the importance of the
21 academic and degree requirements and how they
22 play out in her center, and appreciate her taking

1 the time to join us this evening.

2 And so look forward to any discussion
3 on the topic, but I'm happy to entertain
4 questions at that point in time. Thank you.

5 PRESIDENT JACOBSON: Thank you so
6 much, Superintendent Kang. The Board welcomes
7 public participation in activities under its
8 authority. At every public meeting, we begin
9 with testimony from public witnesses on education
10 related matters.

11 If you are a member of the public and
12 would like to speak at a public meeting, please
13 contact our staff at SBOE@DC.gov or by calling
14 202-741-0888.

15 Our public witnesses are Eric Martel,
16 retired D.C. public schools high school teacher
17 from Ward 3. Eric, you can come on down and sit
18 at one of the chairs here. And Marilyn Holmes,
19 Executive Director of Total Sunshine, Inc. Ms.
20 Holmes, you're also welcome to step up to the
21 witness table. You'll each have three minutes.

22 MR. MARTEL: Good evening. My name is

1 Eric Martel, retired DCPS high school teacher. I
2 will be sending a corrected copy because I notice
3 there are a number of typos.

4 I am testifying against the following
5 proposed amendments to DCMR Title 5 Chapter 22
6 Graduation, specifically 2203.7(a), (b), and (c),
7 waiving of the Carnegie Unit in favor of
8 competency based units, excusing students from
9 any course, not just from world languages and
10 math on the basis of a test, testing out, and
11 process of reviewing these two methods by OSSE,
12 taking three years.

13 The refusal of the task force majority
14 to request that OSSE provide it with evidence
15 that explains both deficient as well as
16 proficient student performance in DCPS and
17 charter schools means that the reasons for
18 promoting competency based units fails to
19 determine the causes of a stagnant student
20 performance and replacing it with effective
21 methods.

22 The task force did achieve a

1 compromise on the valid issue before it, allowing
2 students to receive credit for prior knowledge in
3 world languages and math, provided that they pass
4 a state approved exam that meets or exceeds
5 career and college readiness standards.

6 The decision of the State
7 Superintendent to ignore the world language and
8 math limitation and expand it to all subjects is
9 an affront to members and the trust they placed
10 in the task force process, and invites arbitrary
11 implementation.

12 Please note that the task force
13 recommendation is for passing a state approved
14 exam that meets or exceeds career and college
15 readiness standards. That's now replaced with
16 attains a minimum score as set by OSSE on a
17 corresponding OSSE approved assessment, which is
18 an arbitrary definition not tied to any standard.

19 Thurgood Marshall Academy, for
20 example, has what could be a model, and that is
21 credit by exam for foreign language and math
22 only, and it is recorded as having been taken by

1 a test, and does not carry a grade or is factored
2 into the GPA.

3 And the other point that I wanted to
4 make is it will take, under item (c) it will take
5 three years before a report is given on whatever
6 processes are being used by the, that have been
7 approved by OSSE. What are the exams, what is
8 the process, and all of that.

9 All of these things need to be
10 specifically detailed, available to the Board
11 because the Board, according to its website and
12 its rules, has a degree of responsibility for
13 what is being done in the name of graduation
14 standards. Thank you.

15 PRESIDENT JACOBSON: Thank you, Mr.
16 Martel, and we will gladly accept longer
17 testimony and corrected testimony from you. Ms.
18 Holmes?

19 MS. HOLMES: Hello, Happy New Year.
20 Yes. Thank you all for this opportunity for me
21 to come on out and speak to you once again about
22 our education related matters. I'm with Total

1 Sunshine, Incorporated. That's the non-profit
2 501(c)(3) organization that I have chaired and
3 led since 2003.

4 It's been quite some time that we've
5 been working with young people in the City, and
6 it's always a pleasure. Just here recently we
7 participated in the Martin Luther King parade and
8 peace walk. It was really exciting, there were a
9 lot of young people that came out, and it was
10 wonderful to see that.

11 I'm currently looking forward to
12 rewarding the four national essay contest winners
13 with their awards for winning the contest, of
14 course. We're going to give them some
15 technological tools to help them further their
16 educational endeavors.

17 Now I wanted to talk specifically
18 about our school grade exam program. This
19 program has been going on since we've gotten the
20 organization started, and this is our eighth year
21 that we'll be doing our annual rewards ceremony
22 which supports D.C.'s valedictorians and

1 salutorians with technological tools in their
2 academic endeavors for the future.

3 It's always quite a tough road to get
4 them supported. Here's a picture of our young
5 people from last, actually 2013. But I'm sure
6 you can see that it's a city-wide program. And
7 all the colors of that caps and gowns, the
8 valedictorians and salutatorians of our city,
9 probably smiling, receiving technological tools.
10 But I'll tell you, it's always a task to get them
11 supported.

12 This year, I want to start as early as
13 possible. I want to form a committee to help
14 support them. Our eighth annual ceremony is
15 going to be this June, and the clock is ticking,
16 essentially.

17 I'm hopeful that we can provide the
18 60, roughly 67 top graduates with laptops for
19 college. I say 67 and it's not an even number.
20 I know we have an even number of schools. But
21 I'll tell you, those salutatorians, they're
22 always fighting so hard. And sometimes we have

1 one school or two schools that will provide more
2 than one salutatorian.

3 And so I'm hopeful that everyone that
4 can hear me talking about this program will step
5 on up. I know that the theme from the Martin
6 Luther King parade and peace walk this year was
7 change is coming. I'm looking forward to some
8 changes this year.

9 I'm hopeful that each of you will
10 contact us and hopefully if you can point us in
11 the direction of someone or anyone that you know
12 that may be willing to support our school grade
13 incentive program or support these stellar young
14 people, it would be fantastic.

15 We're looking for a location this
16 year. We're looking for everything this year.
17 And it's a task. So if someone wants to know
18 more information about our school grade incentive
19 program, they can log on to TotalSunshine.org.
20 You can email me directly at
21 info@totalsunshine.org or you can call the
22 Sunshine Line at 202-575-0462.

1 I'm really looking forward to this
2 year's ceremony, once again, to see all these
3 young people citywide, you know, public schools
4 and charter schools, the top graduates are always
5 invited.

6 And so we're just looking forward to
7 supporting these young people and hopeful that
8 we'll get a great coalition together to make sure
9 that it's as smooth a process as possible and
10 that they enjoy it. That will be great.

11 PRESIDENT JACOBSON: Thank you, Ms.
12 Holmes. We always appreciate you coming down.
13 Thank you both for coming down this evening.

14 We're now moving to state diploma
15 final approval. The state diploma will provide
16 adult students in the District of Columbia a new
17 pathway to opportunity.

18 It is not a replacement for our
19 current high school diploma, and neither GED nor
20 NEDP provide the full breadth of knowledge a
21 graduating senior should have. They are not
22 designed to do so.

1 What the state diploma will do is
2 recognize the commitment of adult students to
3 complete very challenging programs like the GED
4 and NEDP. Both require significant time and
5 investment.

6 The GED for example can take more than
7 two years of preparation to pass. Adults
8 involved in these programs often face barriers to
9 completion like single parenthood, a primary
10 language that is not English, inflexible
11 employment, and other barriers.

12 On November 18th, 2015, the Board
13 voted unanimously to move forward with proposed
14 and final regulations that would allow the State
15 Superintendent to award a state diploma. The
16 regulations were published in the District
17 Register for a 30 day public comment period and
18 no comments were received.

19 As such, we have before us today a
20 resolution approving the final regulations. But
21 before we move to the resolution, I would like
22 the opportunity for the Superintendent to

1 comment.

2 SUPERINTENDENT KANG: I think I would
3 just note that I think as the President commented
4 in his opening remarks, I think that all along
5 our motivation, or I'll speak for myself, my
6 motivation and I think OSSE's motivation in
7 trying to move forward on this issue is the
8 compelling testimony and the feedback we've heard
9 over and over again from our adult education
10 community, from both the students and the
11 providers and leaders in that community about the
12 barrier that not having a diploma has posed to
13 many students in the District and wanting to do
14 what we can do to advance this work for those
15 students and to ensure them access to
16 opportunities.

17 So it's really from that lense of
18 equity that I think we have been motivated, and I
19 think that's been a key factor in many of the
20 Board members' comments and discussion as well.

21 So I'm excited that we're at this
22 point. I'm hopeful that we can move forward with

1 this exciting proposal.

2 PRESIDENT JACOBSON: Thank you, Madam
3 Superintendent. Next we have a resolution before
4 us that will approve the final regulations for
5 the state diploma. The Executive Director will
6 read the resolution.

7 MR. HAYWORTH: State Board of
8 Education resolution to approve the state diploma
9 rulemaking. SR-16.1 whereas District of Columbia
10 law requires that the State Board of Education,
11 excuse me, requires State Board of Education
12 approval of high school graduation requirements.

13 Whereas the current regulatory
14 framework does not provide the District's non-
15 traditional and adult students with multiple
16 pathways to obtain a high school diploma.

17 Whereas approximately 60,000 District adults, 85
18 percent of whom are 25 or older, lack a high
19 school diploma or its equivalency.

20 Whereas the State Superintendent has
21 proposed offering a state diploma to a resident
22 who has successfully passed the General Education

1 Development test in compliance with Title 5(e)
2 District of Columbia Municipal Regulation
3 Sections 2320 or successfully completed the
4 requirements of the National External Diploma
5 Program on or after January 1st, 2014.

6 Whereas the state diploma shall be
7 recognized as an equivalent to a high school
8 diploma granted pursuant to the District's
9 graduation requirements.

10 Whereas the State Superintendent and
11 Members of the State Board of Education have
12 engaged in an extensive public, period of public
13 engagement including receiving testimony from the
14 public and from the Office of the State
15 Superintendent of Education regarding the
16 proposed state diploma at public meetings held on
17 November 19th, 2014, July 15th, 2015, and October
18 21st, 2015 as well as at working sessions held on
19 July 1st, October 7th, and November 4th, 2015.

20 Whereas the State Board included in
21 its independent review current research on high
22 school equivalency policies, practices, and

1 learning outcomes in other states.

2 Whereas members of the public,
3 employers, and research underscored the need for
4 accountability, transparency, and annual
5 reporting by providers of high school equivalency
6 programs to identify and replicate best practices
7 including such measures as exam passage rates,
8 trends in enrollment and feeder patterns,
9 academic growth, and employment rates six,
10 twelve, and twenty-four months after successful
11 completion of the GED, NEDP, or other approved
12 high school equivalency exam.

13 Whereas the state diploma provided for
14 passing the GED test or successfully completing
15 the NEDP shall not be included in the District
16 State or school level calculation of the adjusted
17 cohort graduation rate.

18 Whereas the State Board of Education
19 has reviewed the proposed and final rulemaking
20 establishing, excuse me, proposed rulemaking
21 establishing the state diploma and finds that the
22 state diploma may eliminate barriers and ensure

1 District residents have additional opportunities
2 to access educational and career pathways to the
3 middle class regardless of past experiences.

4 And whereas the State Board of
5 Education unanimously approved a resolution
6 advising the State Superintendent to publish
7 proposed and final rulemaking that would
8 implement a state diploma on November 18th, 2015.

9 Whereas proposed regulations
10 implementing a state diploma were published in
11 the District of Columbia Register on December
12 11th, 2015 for a 30 day public comment period and
13 no public comments were received.

14 And now therefore, be it resolved that
15 on January 20th, 2016, the State Board approves
16 the final rulemaking implementing a state diploma
17 for the District of Columbia.

18 PRESIDENT JACOBSON: Thank you, Mr.
19 Hayworth. I would now entertain a motion on the
20 resolution.

21 MEMBER ANDERSON: I move that we vote
22 on the resolution and accept the resolution as

1 stated.

2 PRESIDENT JACOBSON: The motion has
3 been moved by Ms. Anderson. Is there a second?

4 MEMBER JOLLY: Second.

5 PRESIDENT JACOBSON: Second by Ms.
6 Jolly. Now that it has been properly moved and
7 seconded, do members have brief comments? Ms.
8 Wattenberg?

9 MEMBER WATTENBERG: Thanks. First of
10 all, I want to say, am I on? Yes. So delighted
11 that recipients of GEDs are now going to get
12 state diplomas. I have been on a great learning
13 curve with regard to this issue.

14 I visited a number of the charter
15 schools that provide GED prep. I have read, I
16 showed this last time, just this huge document
17 showing the very rigorous standards that GED
18 recipients reach. And I think it's terrific that
19 now they are going to get a state diploma.

20 As for the NEDP, I have asked many,
21 many times for the Board to get a complete and
22 proper evaluation of this assessment. Now

1 evaluating an assessment is not a simple matter.
2 You can't just look at the items. First of all,
3 they're not always available.

4 But what also matters is what are the
5 answers that are regarded as adequate, how good
6 does an answer have to be to get scored, how many
7 answers do you need to get correct to pass, and
8 so on. It's very complicated.

9 And for those reasons, there are very
10 detailed, serious protocols and standards for
11 judging such assessments. They are produced by
12 the American Educational Research Association, by
13 the American Psychological Association, and so
14 on.

15 The GED has been evaluated by such
16 standards. The PARK Test has been evaluated by
17 such standards. And you can see it online. The
18 NEDP has not. And I have talked with
19 professional researchers at the Education
20 Department's Office of Adult Ed. They have never
21 seen any independent research on this.

22 I have talked to people at the

1 National Assessment Centers who have not seen any
2 reviews on this. I asked at our last working
3 meeting, failing all of this, could we at least
4 get the assessment professionals at OSSE to
5 review the evidence, put their professional
6 credibility, their professional judgement on the
7 line, use those professional standards, and
8 indicate to us that they've reviewed the evidence
9 and that in fact they felt like they could say
10 yes, this assessment does in fact evaluate high
11 school graduation level work.

12 I finally got a response to that just
13 over an hour ago, and it is not signed by any
14 OSSE assessment professionals. It is simply a
15 statement that says we asked them to look at it
16 and they say it's all fine or something slightly
17 more than that.

18 I just, I so wanted to vote for this,
19 and I simply can't just based on the fact that we
20 have not been provided the basic evidence on this
21 and we haven't been provided it in a timely way.

22 So I'm sorry for that. Thank you very

1 much. I'll just say, part of my, I mean, the
2 reason we have a State Board is for checks and
3 balances. And it's simply impossible for us to
4 do our job if we can't be provided that kind of
5 information.

6 PRESIDENT JACOBSON: Thank you, Ms.
7 Wattenberg. Ms. Kang, would you like to respond
8 briefly?

9 SUPERINTENDENT KANG: Yes. I'll just
10 make a couple of points. I think at some point
11 we may have to agree to disagree, and we may be
12 at that point.

13 I just wanted to note that I think we
14 have done our best to be responsive to the
15 questions that have been asked. I think although
16 the final response you received may have been
17 just over an hour ago, we have been in continuous
18 communication and continuing to provide
19 additional information including some information
20 that NEDP is not even able to make public because
21 it's related to their proprietary information.

22 And I've tried to go above and beyond

1 in providing access to that background
2 information for the Board. And finally, just on
3 the research point I'll note that in speaking to
4 our assessment team at OSSE, part of what emerged
5 was just that there, it tends to be less research
6 on portfolio based assessments as opposed to
7 traditional pen and paper types of assessments,
8 and that may be one reason why we see the
9 difference with the NEDP.

10 So just wanted to offer those
11 comments. And appreciate the robust discussion
12 that the Board has had on this topic.

13 PRESIDENT JACOBSON: We're going to go
14 to Ms. Lord, now.

15 MEMBER WATTENBERG: This is very
16 simple. I just want to say yes, we can agree to
17 disagree. I believe this will be the last time
18 that we have a chance to disagree on this. So I
19 look forward to moving forward.

20 PRESIDENT JACOBSON: Thank you. Ms.
21 Lord?

22 MEMBER LORD: Thank you, Mr.

1 President. I just have a couple of quick things
2 more to clarify or get on the record. There was
3 a great deal of discussion about who would
4 qualify to take the GED or NEDP.

5 And it was originally discussed as
6 adults over the age of 24. Isn't it the case
7 that the reference to the DC Municipal Regs
8 essentially sets that bar for the GED at 24 and
9 above?

10 So in other words, we're talking about
11 adults, we're not talking about 16 year olds, you
12 know, dropping out of high school and taking this
13 test.

14 SUPERINTENDENT KANG: There is an age
15 requirement that's incorporated in the
16 regulations. But I believe it's a different age
17 limit for GED versus NEDP. And I'm looking to my
18 staff, and they are nodding.

19 MEMBER LORD: And then one other, just
20 a question. I know that the NEDP has been used
21 for many decades actually to award a diploma from
22 a DC public schools to those who complete,

1 successfully complete this.

2 Does this state diploma change that,
3 or do NEDP passers have the ability to, for
4 example, earn a blue high school diploma or a
5 DCPS diploma or a diploma that says the name of
6 the program?

7 SUPERINTENDENT KANG: I'm actually not
8 sure of the specific impact on the state
9 programs. I think what do though is allow NEDP
10 completers at NELEA to receive a state diploma
11 which wasn't currently the practice or the
12 policy.

13 MEMBER LORD: And then finally, while
14 I share my colleague's concerns about the
15 availability of data and the comparability, two
16 things have happened recently that have sort of
17 reframed my consideration.

18 One is as usual an article I'm working
19 on about new ways of grading to get at
20 competencies. And the big question for educators
21 is really is our job to sort talent or select
22 talent, or is it to develop talent?

1 And the kinds of assessments we use
2 determine whether we're just identifying the best
3 top brains and then sort of shutting everybody
4 else off to the side or whether our job is, which
5 would mean a grading system where there's a lot
6 of, you know, very few passing and a lot sort of
7 struggling to get to the benchmarks versus a
8 talent development model which assesses as the
9 NEDP does what you can do and how you have
10 progressed in being able to do those things.

11 So that has changed my mind. And then
12 I also realize that, especially with this job
13 market as hurly burly as it is and probably it
14 ever has been, these are barriers that we're
15 removing.

16 And I think if we stick to our guns
17 and insist on the evaluations, find out who's
18 taking the test, who's not succeeding, who's
19 taking the test, succeeding, and then not doing
20 well in the workplace.

21 We'll have a much better idea of if
22 this is, in fact, a viable root for people to

1 advance in their professions, get jobs in the
2 first place, or qualify for additional education
3 and training programs.

4 So that is why I feel confident about
5 going forward. We've looked into this very
6 deeply and, you know, I expect that the State
7 Superintendent's Office will watch this like a
8 hawk because if employers come back and say hey,
9 who are you sending us, these are not equivalent
10 credentials, then we have to walk it back. Thank
11 you.

12 PRESIDENT JACOBSON: Thank you, Ms.
13 Lord. And I would agree that this body will
14 continue to look at that data and evidence coming
15 out of these regulations as well. Ms. Jolly?

16 MEMBER JOLLY: Yes, I have a question
17 for Superintendent Kang. So when this passes,
18 because I'm going to speak it into existence, I'm
19 curious if you could address for viewers watching
20 at home, for all of our constituents, people who
21 have passed this new GED exam and who have
22 recently completed the NEDP program, what will

1 they need to do to get their state diploma?

2 Is there an application process that
3 needs to happen, is it something that will happen
4 automatically where you just mail them their
5 state diploma? Can you explain now what happens
6 next for people who are going to be directly
7 affected by this?

8 SUPERINTENDENT KANG: Yes, thank you
9 for the question. If I can, can I invite a
10 member of my staff to come up and briefly answer
11 the question?

12 PRESIDENT JACOBSON: Yes. Please come
13 to the table and turn your microphone on. And
14 introduce yourself with your name and title,
15 please.

16 MR. BOARDMAN-SCHROYER: Hello,
17 everyone. My name is Kilin Boardman-Schroyer.
18 I'm the Deputy Assistant Superintendent for Post-
19 Secondary and Career Education.

20 In regards to your question, Board
21 Member Jolly, for the GED, the process will be
22 fully automated. We have all of that

1 information. This will be a new credential that
2 will be available to individuals who have passed
3 the GED.

4 So we will work with GD testing
5 service and the GD test administrator for Mr.
6 Phil PremDas, who is also here, to identify all
7 of the individuals who have passed and then reach
8 out to them about how they are going to be able
9 to access their new state diploma.

10 The NEDP process will be a little bit
11 different, and that will be something that we
12 will work in tandem with DCPS on as was eluded to
13 earlier. They have currently, up until now, been
14 getting DCPS diplomas.

15 So the process there will be a little
16 bit more involved and will have to be coordinated
17 with DCPS.

18 MEMBER JOLLY: Thank you. So just to
19 be clear, there's no application process for our
20 constituents who will be earning this new
21 credential?

22 SUPERINTENDENT KANG: Correct. We

1 will work to identify and provide to those who
2 complete.

3 MEMBER JOLLY: Fantastic. Thank you
4 for making that process so streamlined.

5 PRESIDENT JACOBSON: Ms. Williams?

6 VICE-PRESIDENT WILLIAMS: Thank you,
7 Ms. Jolly. I just wanted to follow up on your
8 question because I wanted to make sure that our
9 constituents know that this is only for GED
10 graduates who have taken the exam after, what is
11 it, January 2014? So this does not apply to
12 anybody who has completed the course before then.
13 That's correct? Thank you.

14 PRESIDENT JACOBSON: Do Board Members
15 have additional questions? Or comments? Mr.
16 Jones from Ward 5.

17 MEMBER JONES: Thank you, Mr.
18 President. I want to actually comment about an
19 individual, Mr. PremDas because I still believe,
20 even if this passes tonight, that we haven't done
21 all the real work that we need to do.

22 I believe the real proof in the

1 pudding is in the resources that are given to the
2 organizations that prepare these individuals to
3 pass the GED and the NEDP.

4 Quite frankly, on the NEDP, I don't
5 have a solid, comfortable feeling that it's the
6 right thing. As far as the GED is concerned,
7 clearly it's aligned with Common Core. And
8 there's evidence to show if you put in the
9 resources and the service delivery, that the
10 numbers will go up.

11 There's evidence in the National Guard
12 Challenge Program. In 2014 where they only had
13 two individuals to pass, in 2015 they've had I
14 believe 13 or 14. And that's because of the
15 material they're getting, the money they invested
16 in additional resources and identifying
17 individuals to put the effort in to prepare these
18 young people.

19 And I don't see that across the board.
20 And I think we as a Board must insist that we do
21 those sort of things. And again, I would like to
22 commend Mr. PremDas because he made the effort to

1 work with the National Guard and Youth Challenge
2 program.

3 Mr. PremDas and his family has a long,
4 long history in education in this city, not only
5 Mr. PremDas being a long time educator, but I
6 believe if I'm wrong, Mr. PremDas, correct me, I
7 believe his grandfather was the first
8 superintendent in this city for colored children
9 in colored schools.

10 He has been committed, his family has
11 been committed. So I would like to commend him
12 in supporting the National Guard Challenge
13 Program. And the evidence is in the numbers, and
14 I believe the evidence will be in the numbers if
15 we make that commitment to put our resources in
16 preparing these service providers.

17 Just passing this today doesn't do it
18 for me. I'm a believer in it. I'm a true
19 believer in it. But it's not enough to just vote
20 tonight and put it on the shelf.

21 And if that's what you're doing, then
22 I think you're doing the wrong thing. I'm

1 committed, always have been and always will be.
2 And I'll keep pushing that effort going forward.

3 Lastly, I believe OSSE or DCPS or
4 whoever the responsible party is, or the Deputy
5 Mayor, must identify some funds and hit the
6 street. They should reach metro and should be on
7 every side of the bus and in the metros letting
8 them know that the GED is new and it's different
9 and it's aligned with Common Core.

10 Our constituents don't know that. We
11 know it because it's something we do every day.
12 We live it, we breathe it. But the individuals
13 who will benefit the most from this, they're
14 still blind to it. So we still have some heavy
15 lifting to do.

16 Again, I believe it's the right thing
17 to do. But it's not all we should do.

18 PRESIDENT JACOBSON: Madam
19 Superintendent, did you want a moment to respond?

20 SUPERINTENDENT KANG: Yes, just very
21 briefly. I just want you to know that I agree
22 that the hard work is always in the

1 implementation.

2 I think our adult educators, or adult
3 education providers with our adult charter LEAs
4 and the community based organizations have been
5 doing a great deal to get up to speed on the new
6 GED and better prepare their students and are
7 learning a lot about how best to do so.

8 I also just wanted to note that OSSE
9 actually has an innovative partnership with the
10 GED testing service where they provide not only
11 fee discounts for DC residents who are taking the
12 GED, but also work with us to provide
13 professional development to providers across the
14 city for exactly the reasons that you mentioned.

15 And then I also agree on the
16 importance of communication and I think we at
17 OSSE will work closely with adult education
18 providers who are in working in communities
19 already with students to think about how we can
20 continue to promote that message.

21 PRESIDENT JACOBSON: Thank you. Are
22 there any final comments? If not, I would like

1 to move to a vote on the resolution.

2 MEMBER JOLLY: I move the question.

3 PRESIDENT JACOBSON: Ms. Jolly?

4 MEMBER JOLLY: I said I move the
5 question.

6 PRESIDENT JACOBSON: Oh. Then we will
7 call the roll. Mr. Hayworth?

8 MR. HAYWORTH: The question is on
9 approving Resolution SR-16.1, the State Board of
10 Education Resolution to approve the state diploma
11 rulemaking. Mr. Jacobson?

12 PRESIDENT JACOBSON: Aye.

13 MR. HAYWORTH: Ms. Williams?

14 VICE-PRESIDENT WILLIAMS: Aye.

15 MR. HAYWORTH: Ms. Lord?

16 MEMBER LORD: Yes.

17 MR. HAYWORTH: Ms. Wilson Phelan?

18 MEMBER WILSON PHELAN: Yes.

19 MR. HAYWORTH: Ms. Wattenberg?

20 MEMBER WATTENBERG: No.

21 MR. HAYWORTH: Ms. Anderson?

22 MEMBER ANDERSON: Yes.

1 MR. HAYWORTH: Mr. Jones?

2 MEMBER JONES: Yes.

3 MR. HAYWORTH: Mr. Weedon?

4 MEMBER WEEDON: Yes.

5 MR. HAYWORTH: Ms. Jolly?

6 MEMBER JOLLY: Yes.

7 MR. HAYWORTH: Mr. Contreras? Mr.
8 Contreras? Ms. Whittington?

9 REPRESENTATIVE WHITTINGTON: Yes.

10 MR. HAYWORTH: Mr. President, the
11 motion passes.

12 PRESIDENT JACOBSON: Thank you so
13 much. And thank you to my colleagues for the
14 rigorous and thoughtful discussion on this issue
15 over the past year.

16 I know I speak for us all when I say
17 that I look forward to working with OSSE on the
18 effective and proper implementation of this rule,
19 and we will be asking you for follow up
20 information in the coming months.

21 Would we now be able to turn to high
22 school flexibility? Then one moment while I

1 confer on the next item on our agenda.

2 I'm going to ask my colleagues if they
3 would be willing to flip the agenda to move to
4 the Health Education Standards next. Are there
5 any objections?

6 MEMBER WILSON PHELAN: Yes, I object
7 to that. So if we do your whole panel, we
8 instructed the panel for Credit Flexibility to
9 arrive by 6:30. They'll be here in ten minutes,
10 and we've committed to a certain time block for
11 them.

12 If we do your whole panel, that's over
13 an hour later and I want to be respectful to the
14 people who are giving us their time tonight and
15 make a recommendation that our last item on the
16 agenda be taken up now which is likely a ten
17 minute activity.

18 (Off microphone comment)

19 PRESIDENT JACOBSON: And that witness
20 is not here because we gave that witness a later
21 timeframe as well. So --

22 MEMBER WILSON PHELAN: I guess we have

1 to move forward in the way that you just
2 described.

3 PRESIDENT JACOBSON: Then we may break
4 this up briefly and do Ms. Anthony's testimony
5 and the Department of Behavioral Health's
6 testimony. If they could give that testimony, if
7 your witnesses are here at the end of that
8 testimony, then I would propose that we would
9 move to your panel and save questions for after
10 your panel.

11 Is that fair? Do Board Members agree
12 with that? Okay. Then I would invite then Ms.
13 Donna Anthony, Assistant Superintendent for
14 Health and Wellness with the Office of State
15 Superintendent of Education to come forward.

16 And Dr. Charneta Scott, District
17 Department of Behavioral Health, Charneta, I
18 apologize Dr. Scott, to give your prepared
19 testimony. You should have about five minutes
20 each.

21 After your testimony, we're going to
22 break and call another panel on Credit

1 Flexibility. And then we'll ask you to come back
2 for questions from the Board after that. Thank
3 you so very much.

4 And Dr. Scott, do you have a
5 presentation or are you just going to speak?

6 DR. SCOTT: A brief presentation.

7 PRESIDENT JACOBSON: Okay, wonderful.
8 When you all are ready? Our Executive Director
9 is going to come down and try to help you with
10 the technology issues.

11 MS. ANTHONY: Sorry about that, I'm
12 clearly not an IT person.

13 PRESIDENT JACOBSON: I appreciate your
14 adjusting the schedule.

15 MS. ANTHONY: No problem. Good
16 evening, I'm Donna Anthony. I'm the Assistant
17 Superintendent of Health and Wellness. Thank you
18 so much for having me tonight. I'm excited to
19 discuss the draft Health Education Standards that
20 we shared with LEAs across the District for
21 review and feedback.

22 Before I get started, I also wanted to

1 express OSSE's appreciation to the Health
2 Standards Working Group, in particular the State
3 Board of Education for their input on the Health
4 Education Standards and for advocating for
5 necessary revisions.

6 This is a quick overview of my
7 presentation. So I'm going to give you some
8 background on where we were and where we're
9 trying to go, our theory of action at OSSE around
10 health and wellness work in general.

11 I'll look at some District level data
12 and our approach to the whole school, whole
13 community, whole child model that we're trying to
14 implement across all strands of our work.

15 I'm going to give a brief overview
16 about the drafting process that resulted in the
17 draft that we released a few weeks ago to LEAs.
18 And I'll give an overview of the key revisions
19 that we've made from the 2007 draft.

20 I'll talk about our timeline for
21 adoption and activities that we're planning to
22 support implementation across the District.

1 So as background, I'm sure many of you
2 know because you've been so invested in this
3 work, the District of Columbia's Health Education
4 Standards were last approved in December 2007.
5 This is a copy of that version.

6 Since then, much has changed in the
7 education outcomes and the health outcomes in
8 youth across the District of Columbia. I also
9 wanted to note that the National Health Education
10 Standards were last revised in 2007 as well.

11 SUPERINTENDENT KANG: Could you speak
12 into the microphone?

13 MS. ANTHONY: Sure, sorry about that.
14 Is this better?

15 SUPERINTENDENT KANG: Yes, thank you.

16 MS. ANTHONY: Great. Our theory of
17 action as we approach this work is that healthy
18 school environments, is that if we can promote
19 healthy school environments, student health
20 knowledge and healthy behaviors will increase,
21 and student health and academic outcomes will
22 flourish. And we feel like the health education

1 standards touch each strand of this theory of
2 action.

3 OSSE has a part in each of these
4 components and relies on various data sources, as
5 you know we're data heavy agency across the
6 District, to measure our success in each of these
7 categories.

8 So for the promotion of healthy
9 schools in general, we have an annual survey that
10 looks at school health profiles. It looks at all
11 of the resources in the building. And we
12 administer that to every single school in the
13 District.

14 For student health knowledge and
15 healthy behaviors, we look at the health and
16 physical education assessment which you know
17 formally as DC CAS Health. We also look at the
18 Youth Risk Behavior survey which is a CDC
19 developed survey. It's the Centers for Disease
20 Control and Prevention.

21 And we look through a variety of
22 sources across the District. Our partners at the

1 Department of Behavioral Health have tons of data
2 on health outcomes as well as the Department of
3 Health. We also work with several federal
4 agencies and research and community groups to get
5 surveillance data on health and academic
6 outcomes.

7 Before we dive into the Health
8 Education Standards specifically, I would like to
9 provide some data on where we are in each domain
10 in that theory of action that I just showed you.

11 Annually, we administer a survey to
12 schools that collects information related to a
13 variety of resources including, for example, what
14 I have listed here.

15 So the Healthy Schools Act nutrition
16 compliance, the implementation of Health
17 Education Standards, the ones from 2007, access
18 to health and physical education in each of our
19 schools across the District, physical activity
20 including recess, and resource availability which
21 is social workers, nurse availability.

22 Some of the data that I just wanted to

1 highlight that we thought about when we developed
2 the revised standards, the District went from 48
3 percent to 100 percent compliance with the
4 nutrition guidelines between 2012 and 2013.

5 Health education that was based on the
6 actual previous 2007 standards went from 83
7 percent to 92 percent from 2010 to 2013. We also
8 look at the minutes of time that kids are getting
9 access to health education and physical
10 education. That's remained fairly constant over
11 the last five years District wide.

12 Again, nurse availability is one of
13 the resources in schools that we feel can drive
14 health outcomes. Nurses are available in all of
15 our DCPS schools, but only about 70 percent of
16 our public charters. This is something we're
17 working on with the Department of Health and our
18 LER leaders to change.

19 So as I mentioned, formerly DC CAS
20 Health, we do an annual health and physical
21 education assessment. And so between 2012 and
22 2014, knowledge increased in the majority of

1 reporting categories in all tested grades, which
2 obviously we were excited to see.

3 However, the averages for the tested
4 grades were between the 60th and 70th percentile.
5 And so we're hoping that the new standards will
6 be more challenging, increase knowledge, and
7 hopefully over time the assessment scores will
8 increase.

9 The largest gains were in the human
10 body category in 5th graders, nutrition in 8th
11 graders, and the human growth and development in
12 high school students.

13 Unfortunately, there were some
14 decreases in knowledge around alcohol, tobacco,
15 and other drugs in 5th graders and high school
16 students. This decrease was something that we
17 certainly took into consideration while revising
18 the standards.

19 So not just looking at what students
20 know but also what they're doing, how they're
21 behaving, and how their health outcomes are
22 associated is important data for us to be looking

1 at.

2 So we use the Youth Risk Behavior
3 survey. It's a national survey administered in
4 school systems across the country. It happens
5 every other year in the District, and I would
6 like to also note that we're one of the only
7 school systems in the country that administers it
8 in both middle school and high school.

9 So we have some really rich data to
10 climb through. What was really exciting, between
11 2007 and 2012 is that obesity rates for high
12 school students dropped, school violence
13 decreased, fewer middle school students reported
14 being sexually active, and condom use among high
15 school students remains well above the national
16 average.

17 We actually just closed out the
18 administration of the 2015 survey and we'll have
19 those results this summer. I wish I had them
20 today, but we'll be sharing those soon.

21 Some of the data that we did see was
22 also concerning. So bullying remained a

1 prevalent problem, again something that we
2 thought about in the revisions. Alcohol,
3 tobacco, and other drugs, marijuana, synthetic
4 marijuana, and tobacco use increased across the
5 District in our youth.

6 Mental health continues to be an area
7 of improvement, and I think we all know that and
8 talk about that all the time. And the data
9 showed a correlation between health related risks
10 and school climate which is also something I've
11 talked to several of you about. A really good
12 example here is that students who are hungry or
13 obese are more likely to be bullied or bullies
14 themselves.

15 So this is a national model that we've
16 been working at OSSE to align our work to that is
17 all of our work around health and wellness. It's
18 called the Whole School, Whole Community, Whole
19 Child model.

20 I also wanted to note because I
21 thought it was really important for our
22 discussion tonight that health education is at

1 the very top of this circle showing its
2 importance in changing health outcomes in the
3 District.

4 OSSE views itself as the white ring
5 which is coordinating policy, process, and
6 practice to improve learning and improve health
7 across the District. And I also just wanted to
8 make a note and again thank the working group and
9 the State Board for their collaboration. And you
10 can see how important and prevalent community is
11 in the process.

12 So diving into the actual health
13 standards revisions that we created, we reviewed
14 the current standards, the ones that have been
15 deployed since 2007. We considered input heavily
16 from the Health Standards working group.

17 We looked at what other states were
18 doing. We looked at the National Health
19 Education standards. We also looked at next
20 generation science and common core.

21 We worked with a variety of community
22 stakeholders, one of them's here tonight, thank

1 you, to make sure that the folks who are serving
2 youth across the District are helping us think
3 about how we're instructing youth to also be
4 their own drivers for change around their own
5 health.

6 So here's a list of folks that
7 provided input. The dashed agencies are folks
8 who provided us with written feedback that was
9 incorporated into the draft that's currently
10 being vetted by LEAs. We also shared it with the
11 American Academy of Pediatrics, a charter
12 advocacy group, the American Heart Association,
13 and the Metropolitan Police Department.

14 So there are several key changes from
15 the 2007 version that I just wanted to note for
16 you all. They're certainly more robust,
17 particularly around sexual health and safety
18 skills. And part of that is because some of the
19 data that I talked about earlier.

20 So condom use is high, but I think
21 some risky behavior around sexual activity is
22 still of concern in the District. Something else

1 is around the bullying prevention, and so we
2 tried to drive some of that instruction through
3 the safety skills category.

4 We also have a greater focus on
5 advocacy and decision making skills, knowing that
6 those are going to be game changers for kids in
7 the District on a variety of different fronts and
8 can translate well into adulthood.

9 We have more explicit alignment to the
10 National Health Education Standards, and the
11 reason I told you earlier that the National
12 Health Education Standards were last revised in
13 2007 and that's when we put ours out is they were
14 kind of coming out at the same time and I think
15 that there was an effort to align as much as
16 possible.

17 But when things are released within
18 months of each other, it's hard to kind of back
19 into a format that's coming out nationally when
20 you've been doing years of work locally.

21 So now we had this opportunity in
22 looking at what other states have done since 2007

1 with the National Health Education Standards,
2 we've been able to more explicitly format and
3 align to that.

4 We also do this annual assessment.
5 And so the categories in the standards need to be
6 reflected in the test itself so that people
7 understand when I'm teaching this I should be
8 seeing growth here from my students.

9 We removed the early childhood health
10 education standards and actually moved them up
11 into the kindergarten through the grade 2 band.
12 We want, in the earliest years we want greater
13 focus on the early learning standards.

14 And know that if those get revised at
15 some point down the road, that we'll make sure
16 that the Health Education Standards have some
17 input into any of those revisions.

18 We shifted grade band over specific
19 grades. We made some recommendations on specific
20 grades, but we wanted to allow for greater
21 flexibility in implementation so each LEA can
22 decide.

1 A lot of health education teachers
2 cover multiple grades, and so they can decide
3 whether or not they want to do it in 1st grade or
4 2nd grade.

5 So the format. The format right now
6 is a draft format. It's not pretty. It will
7 look pretty. We'll make it nice and shiny once
8 things get finalized. But there are some
9 important things that we've done in the
10 formatting.

11 In the 2007 version, there were 15
12 categories which is pretty cumbersome for
13 teachers to look at and implement, and also to
14 align to the health assessment. We've
15 consolidated that without minimizing any content
16 down into six categories, and again have changed
17 the health assessment categories to reflect that
18 as well.

19 So there are two different ways that
20 this is organized, and I'm about to show you an
21 example. But there are specific, there are
22 categories and those are specific health topics

1 like nutrition and mental health, alcohol,
2 tobacco, and other drugs.

3 There are also strands, and those are
4 the competencies that we want to build through
5 the standard. So let me show you a quick
6 example.

7 This is the kindergarten through 2nd
8 grade category. The category is mental and
9 emotional health. And as you can see, there are
10 eight columns. The eight columns are the
11 National Health Education strands.

12 And so these are the K-2 mental health
13 ones. The ones that are highlighted are what we
14 asked LEAs to field test through the rest of this
15 school year. We asked for feedback on anything,
16 format, content, all of it but are saying can you
17 actually try these in your classroom because we
18 think they're new, they're cutting edge. We want
19 to know how it actually plays out in the
20 classroom.

21 So here's our proposed timeline for
22 adoption. Just a couple weeks ago we released

1 the draft to LEAs for field test and feedback.

2 So we have priority standards that are
3 highlighted in every single category in every
4 single grade band.

5 But again, we've asked for feedback,
6 both written and in person on all of the
7 standards. And that will occur January through
8 March, so we've created once a month meetings for
9 any teacher to come in and give us that feedback.
10 And we have an email address for them to give it
11 as well.

12 On March 18th we're closing the
13 comment period for feedback. And part of that is
14 because we'll be, my next goal point is in late
15 March, we'll be launching the assessment. So we
16 want to kind of close out the feedback before we
17 open up the assessment period.

18 And also, my following bullet point,
19 in April we want to put a final version in front
20 of you all for a vote. And so we need a couple
21 weeks to make any final revisions. And then our
22 goal is that next year, full implementation

1 occurs.

2 So in order for that to happen, we
3 need to do a couple things. Washington state is
4 a really great example on how they've approached
5 their health and physical fitness standards.

6 They've done some Common Core
7 alignment, and so they'll have the health and
8 physical fitness standard, they'll have a Common
9 Core standard that's aligned which is great
10 because then it can happen in science class or
11 your reading block.

12 And then they have a grade level
13 expectation and their proposed activity on how
14 you could actually implement that standard in
15 your classroom.

16 We're creating a book list for
17 teachers to use that support the new standards.
18 We're also vetting curriculum according to the
19 National Health Education Standards. They've
20 created a national tools, the Centers for Disease
21 Control and Prevention have created a tool to vet
22 curriculum that aligns to those strands. And so

1 we're going to do that as well on a local level.

2 And then we'll have professional
3 development and technical assistance. That's all
4 I have. Does anyone have questions, or are we
5 going to hold?

6 PRESIDENT JACOBSON: We're going to
7 hold on questions.

8 MS. ANTHONY: Okay.

9 PRESIDENT JACOBSON: And I will ask
10 Dr. Scott to give her testimony. The next panel
11 is here and ready when you're finished. Thank
12 you.

13 DR. SCOTT: Good evening, State Board
14 of Education, President Jacobson, Members, and
15 Staff of the State Board of Education. My name
16 is Charneta Scott and I am the Project Manager
17 with the Department of Behavioral Health who has
18 the responsibility of managing compliance with
19 the mandates of the Department of Behavioral
20 Health under the South Capitol Street Memorial
21 Amendment Act of 2012.

22 I am pleased to testify before you

1 today on behalf of Dr. Tanya Royster. One of the
2 mandates of the South Capitol Street legislation
3 directed for the Department of Behavioral Health
4 to conduct an analysis of the current health
5 education standards to determine whether the
6 standards are aligned with the actual behavioral
7 health needs of youth and to provide
8 recommendations for proposed changes.

9 I am here to confirm the due diligence
10 of the Department of Behavioral Health's
11 collaboration with the Office of the State
12 Superintendent of Education in reviewing the
13 current Health Education Standards through a very
14 thoughtful and comprehensive process of dialogue
15 and consultation.

16 Our review team members included the
17 expertise of individuals from Department of
18 Behavioral Health's areas of early childhood,
19 substance use disorders treatment, school mental
20 health, as well as the OSSE leadership.

21 The feedback and recommendations from
22 the Department of Behavioral Health to OSSE

1 regarding proposed changes to the current Health
2 Education Standards have been incorporated into
3 the new Health Education Standards that OSSE has
4 recently put forth.

5 The Department of Behavioral Health
6 supports the revisions of the Health Education
7 Standards recently put forth by the Office of the
8 State Superintendent of Education.

9 The opportunity of the local education
10 agencies to field test and provide further
11 feedback on the proposed standards will
12 facilitate the finalization of robust standards
13 which will increase the opportunities of students
14 to acquire and crystalize knowledge and skills
15 which promote the adoption, practice, and
16 maintenance of health enhancing behaviors.

17 Thank you, President Jacobson, for the
18 opportunity to testify, and I conclude my
19 testimony at this time.

20 PRESIDENT JACOBSON: Thank you both so
21 much. I'm going to ask you to step back and
22 stick around because we do want to do a round of

1 questions from Board Members. But with that,
2 we're going to move back to Credit Flexibility
3 Regulations.

4 DR. SCOTT: Thank you so much.

5 PRESIDENT JACOBSON: I want to thank
6 the staff of the Office of State Superintendent
7 of Education for moving to the regulatory phase
8 of the Board's consideration of High School
9 Credit Flexibility.

10 For those watching at home, the Board
11 has been examining the possibility of adjustment
12 to the regulations for awarding high school
13 credit.

14 Ward 1 member, Laura Wilson Phelan,
15 led a remarkable Task Force whose recommendations
16 the Board adopted in December.

17 Tonight we will be hearing from a
18 panel that will continue the Board's examination
19 of this concept.

20 I'd like to welcome Alissa Peltzman,
21 Vice President State Policy and Implementation
22 Support.

1 David Tansey, Math Teacher, Dunbar
2 Senior High School.

3 Heather Wathington, Chief Executive
4 Officer, Maya Angelou Schools and See Forever
5 Foundation.

6 And Paul Kihn, former Deputy
7 Superintendent, the School District of
8 Philadelphia, to the witness table.

9 Ms. Wilson Phelan, would you like to
10 give brief remarks before the panel begins?

11 MEMBER WILSON PHELAN: I would, thank
12 you. And thank you all for being here. I really
13 appreciate it. I know many of you have young
14 children and are sacrificing bedtime tonight, so
15 thank you.

16 I want to start by restating the
17 vision of the Task Force because I think that's
18 something we all agree to, even those who differ
19 at this moment with how the regulations have been
20 put forward by the Office of the State
21 Superintendent.

22 And that vision is that all District

1 of Columbia students graduate demonstrating the
2 agency, skills and knowledge to thrive as active
3 citizens in a global economy and democracy.

4 And we reach the set of
5 recommendations we've reached believing that
6 alternative pathways to the Carnegie Unit would
7 offer more opportunity to reach that vision than
8 our current statutes allow.

9 As we've seen, the regulations that
10 have been released so far have yet to be
11 published and as the Task Force Chair I need to
12 express concern that they do not reflect all of
13 the recommendations of the Task Force. So I
14 think they reflect much of the spirit of the Task
15 Force.

16 For example, instead of eliminating
17 the time boundary requirement associated with
18 enrollment in Algebra I completely, it was moved
19 to grade 10.

20 I do think that is keeping in the
21 spirit of what we were trying to accomplish,
22 while putting in some safeguards to ensure that

1 it doesn't damage the opportunity of our students
2 to graduate in four years.

3 The second and more controversial
4 change was associated with allowing all students
5 to pass an assessment at a level determined by
6 OSSE across any subject and receive credit for
7 passage of that assessment.

8 The Task Force reached a very hard-
9 fought compromise in this area with one side
10 believing there should be no ability to do this
11 at all and another believing, as reflected in the
12 current regulations on the table, that there
13 should be full freedom to do this.

14 And I think that we all reached this
15 consensus element believing that at this moment
16 in time in D.C.'s history, this is the right way
17 forward for our students.

18 That said, the regulations are not yet
19 published in the Register. We heard from the
20 state superintendent earlier in today's meeting,
21 that she will likely put forward a letter to Task
22 Force members explaining the rationale behind

1 this decision for our consideration, because we
2 should openly think about all of the elements on
3 the table before we pass judgement.

4 And so my hope is that this public
5 hearing that we're having today is not going to
6 focus on the regulations as they stand, although
7 of course every board member has his or her own
8 prerogative to use the time as we see fit, but
9 instead truly maximizes the excellent expertise
10 in front of us today.

11 The individuals who will be testifying
12 represent, when David arrives, the classroom,
13 school, district, and cross state perspectives in
14 competency-based education.

15 And as the State Board has been newly
16 introduced to this concept, some of us
17 understanding in-depth, some of us understanding
18 less about competency-based education, this is a
19 terrific opportunity to learn, to ask your
20 questions of people who have practiced
21 implementing or have been exposed to those who
22 are implementing across many different contexts.

1 And in alignment with the Task Force
2 recommendations or the discussion element of our
3 report, we pointed out that thought alignment and
4 training need to be pervasive with any kind of
5 implementation associated with competency-based
6 education.

7 And while we're excited about some of
8 the innovation already being undertaken in D.C.
9 schools, research indicates that we will see
10 limited benefit from competency-based education
11 that could potentially compromise its further
12 take-up in implementation across the city,
13 without a systemic level of investment in its
14 successful rollout.

15 Such investments could look like a
16 pilot across diverse schools that creates a
17 competency-based course or series of courses
18 where teachers are given ample planning time to
19 set competencies and assessment systems.

20 Such a pilot would bring together
21 teachers implementing these courses for learning,
22 for training, and to solicit their input.

1 Such a pilot would also monitor
2 student progress actively, especially ensuring
3 that our most marginalized students are not
4 falling further behind and if we see those
5 trends, making amends to make sure that that is
6 corrected.

7 And finally, a pilot would consider
8 the role and timing of standardized exams such as
9 the PARCC assessment, to understand whether that
10 really makes sense when we're rolling out a
11 competency-based system.

12 I hope that my colleagues will take
13 advantage of this incredible panel as an
14 opportunity to learn and to deepen their
15 understanding of what competency-based education
16 could and potentially should look like in
17 Washington D.C.

18 I know that I have personally learned
19 quite a bit, both from talking with them directly
20 and of reading the vast breadth of documents
21 available, especially from Achieve. And so I
22 just thank you again and turn the time over to

1 you.

2 And given David has told me he will be
3 slightly late, so let's work backwards from the
4 top to the classroom if that makes sense. So
5 Alissa, will you please start?

6 MS. PELTZMAN: Sure. And thank you
7 for the invitation to speak with you this
8 evening.

9 Achieve is an independent,
10 nonpartisan, nonprofit organization, dedicated to
11 working with states to raise academic standards,
12 graduation requirements, improve assessments, and
13 strengthen accountability.

14 I was asked to determine and address
15 ways that competency-based pathways are effective
16 in preparing students for college and careers.

17 Implementing competency-based policies
18 and practices requires significant professional
19 learning and capacity building to establish and
20 maintain consistency, quality, and equity to
21 ensure that the promise of the policies are
22 realized for all students.

1 Without attention paid to the risks to
2 equity, existing disparities in performance among
3 students could be exacerbated. Far worse, levels
4 of performance on how long it takes students to
5 reach these standards could open new achievement
6 gaps.

7 I'll raise two critical questions for
8 your consideration. How can D.C. design
9 implementation to ensure its pathways are
10 equitable and how will D.C. monitor
11 implementation at the student, school, local and
12 state level?

13 To the first question. I will suggest
14 five strategies to address this. First, ensure
15 the system design and measures of success are
16 oriented to improving all student performance and
17 closing gaps. D.C. will need to be intentional
18 in its design to meet this goal.

19 Second, ensure all students have
20 access to all standards. This is one of the most
21 important ways to ensure that D.C.'s graduates
22 will be academically prepared for life after high

1 school and that a competency-based system will
2 not unintentionally further disadvantage
3 students.

4 The strategy should include aligned
5 and engaging technical courses. Connecticut
6 leverages its Perkins Grant to design mastery-
7 based learning curriculum learning units in any
8 of Connecticut's career pathways.

9 The Connecticut State Departments of
10 Education and Labor have partnered to launch the
11 unpaid experiential learning program to provide
12 students the opportunity to master competencies
13 and standards outside of school walls.

14 Michigan is considering how a
15 competency-based education approach can create
16 more flexibility, including bridging in-school
17 and out-of-school time using badges.

18 Third, establish a shared definition
19 of mastery. A critical step is building a shared
20 understanding of the level of performance that is
21 needed in evaluating student work and ultimately
22 for students to receive credit for courses or

1 learning experiences.

2 Some of the most significant risks to
3 equity emerge when there is a risk in the
4 variation of how teachers define mastery, with a
5 serious risk that some will lower the bar
6 particularly for underperforming students.

7 It will be critical to use empirical
8 evidence and strong stakeholder engagement to
9 define the performance level and build trust.
10 Variation in the quality and alignment of
11 performance assessment tasks is also a
12 substantial risks.

13 Educators and instructional leaders
14 will need clear and shared criteria and a common
15 process for selecting, procuring, curating, or
16 developing high quality instructional materials
17 and tasks.

18 This will require calibrating
19 judgement at all levels of decision making,
20 including in scoring student work and assessments
21 across the district.

22 Mitigation strategies could include

1 teachers using common rubrics and protocols to
2 define mastery with norming across as many
3 teachers as possible.

4 OSSE could convene teams across local
5 education agencies to calibrate and validate
6 scoring on samples of student work or assessment
7 tasks.

8 OSSE could facilitate groups of
9 teachers to build a set of exemplar high quality
10 aligned curriculum embedded tasks. This could
11 build off the emerging success of cornerstones.

12 You could also facilitate the
13 training, certification, and where badging of
14 educators will play these roles, whereby building
15 capacity in the process.

16 If you proceed with a waiver process
17 I encourage the application and approval to pay
18 attention to the strategy for defining mastery,
19 ensuring a transparent and shared understanding
20 of that definition, as well as training to
21 reinforce calibration.

22 New Hampshire is supporting educators

1 with the New Hampshire Network Strategy, which
2 includes an online platform to support training,
3 communication and exemplars.

4 They've also provided professional
5 development in research-based instructional
6 learning progressions and performance assessment
7 literacy.

8 Fourth, determine and monitor
9 appropriate student pacing through standards. A
10 competency approach requires responding to
11 students when they need help, but what support
12 will be provided about expected pace and rate of
13 learning?

14 Fifth and finally, communicate. And
15 then communicate more and then some more.
16 Implementing competency-based pathways will
17 require a thoughtful and comprehensive
18 communication and stakeholder engagement
19 strategy.

20 Educators, students, and their
21 families need to understand what this will look
22 like in practice. Without building a strong and

1 shared foundation for what this looks like there
2 is a great risk that this will be interpreted,
3 implemented, and applied differently.

4 The Maine Department of Education
5 developed the Center for Best Practices to share
6 case studies, videos, a glossary, and other
7 online resources. Communications and engagement
8 needs to be an ongoing part of implementation.

9 So how will D.C. monitor
10 implementation? The system needs to be
11 transparent and responsive enough to give
12 students clear signals about the progress, as
13 well as flagging common challenges and bright
14 spots.

15 Which students are demonstrating
16 proficiency on the standards within the specified
17 time frame? Which students are exceeding
18 expectations? Are more students graduating on
19 time? Are more graduates successfully
20 transitioning to their next steps? How do you
21 know?

22 D.C. can leverage accountability and

1 public reporting to report the number of
2 graduates who enter post-secondary without the
3 need for remediation, who matriculate into
4 apprenticeship programs, who qualify and enlist
5 in the armed services.

6 You need to know whether there are
7 pathways or learning experiences that
8 disproportionately leave students poorly prepared
9 for post-secondary success.

10 It should be clear whether students
11 are on pace to demonstrating proficiency as well
12 as the rate at which they're demonstrating
13 proficiency. Practically speaking, this will
14 also mean redesigning school and student level
15 report cards.

16 The Kentucky Department of Education
17 is implementing a District of Innovation
18 Initiative. Participating districts are beholden
19 to the current accountability system and they use
20 annual monitoring reports to guide state
21 decisions and actions.

22 The state also sends a review team

1 annually to each district to monitor progress,
2 interview staff and students, and collect
3 qualitative data.

4 Establishing mechanisms for
5 consistency and quality are important all
6 systems. For example, course titles alone are
7 not sufficient in determining whether a geometry
8 class covers the same content. This is all the
9 more important when transitioning to a
10 competency-based system.

11 There are a number of strategies that
12 D.C. can leverage. The most common mechanism is
13 to employ an end-of-course assessment. You could
14 couple this with common anchor tasks or
15 performance assessment.

16 It is vital to gather annual data on
17 student performance on standards in order to
18 validate instructional level determinations of
19 student proficiency or mastery and to establish
20 comparability or moderate results across the
21 district.

22 Competency-based pathways hold promise

1 as well as risk for improving equity and
2 excellence towards college and career readiness
3 for all. D.C. will need to be steadfast in its
4 commitment to equity by establishing mechanisms
5 to ensure consistency, quality and transparency.

6 Thank you.

7 PRESIDENT JACOBSON: Thank you so
8 much. And if witnesses could attempt to keep
9 their comments to five minutes that would be
10 helpful as I'm sure board members have quite a
11 few questions for you all. Ms. Wathington? Mr.
12 Kihn?

13 MEMBER WILSON PHELAN: The reason for
14 that order is so that we hear the cross state
15 level. Now we hear the district level, a school
16 level, and then a teacher level.

17 PRESIDENT JACOBSON: Thank you. Mr.
18 Kihn?

19 MR. KIHN: Thank you. Good evening
20 and thank you for the opportunity to speak this
21 evening. Fortunately I will be echoing a lot of
22 what my colleague, Ms. Peltzman said, and

1 unfortunately I'll be using a lot of the same
2 jargon, so hopefully we'll clarify some of that
3 in the question and answer.

4 But my name is Paul Kihn. Until
5 recently I was the Deputy Superintendent of the
6 School District of Philadelphia. And in the fall
7 of 2015 we opened three new high schools which
8 were competency progression models and we did
9 this for three reasons.

10 Firstly, we were looking for ways to
11 better serve the large number of students who
12 were not succeeding in our traditional high
13 schools.

14 Secondly, we were continuously trying
15 to push our understanding of good teaching. And
16 a true competency-based progression model of
17 schooling in which students demonstrate their
18 attainment of discreet skills through multiple
19 performance tasks provides amazing transparency
20 into whether teaching and learning are actually
21 occurring.

22 And then lastly, these three schools

1 were really the cornerstone of our innovation
2 agenda.

3 And in Philadelphia we believed deeply
4 that one essential role of the traditional school
5 district in a system where you have a growing and
6 expanding charter sector, is to pilot innovation,
7 to be the champion of R and D so you can study
8 the results and then scale good ideas quickly
9 across schools.

10 So our preparation to open these new
11 schools was frankly painstaking. We had to build
12 the now open source competency models and
13 assessment rubrics, which is identifying the
14 specific ways in which you'll evaluate whether or
15 not a student has achieved the competency within
16 each of the standards.

17 We had to do that from scratch because
18 back then two years ago these were not widely
19 available. And now the one we developed is
20 actually being used as a model for others, as
21 many of the ones that Ms. Peltzman mentioned.

22 And secondly, we had to develop each

1 school's flexible schedule. You're talking about
2 deeply personalized learning and you've got to
3 have the ability within the schedules to address
4 each student where they're at.

5 Thirdly, we had to build new
6 information technology systems to log and
7 communicate student progress.

8 We also had to spend time recruiting
9 students and families and explaining to them what
10 these schools were and how they would operate.

11 And lastly, we had to spend quite a
12 bit of time dealing with the frictions that occur
13 when you introduce something so extraordinarily
14 different into a traditional system. And I mean
15 the people frictions with the traditional system
16 as well as the information and other systems are
17 frictions that occurred.

18 Now we confronted several challenges
19 and learned a tremendous amount obviously as we
20 piloted these schools and as we asked students
21 and teachers to do things they literally had
22 never been asked to do before.

1 Firstly, we learned we needed a very
2 focused plan for hiring the right people with the
3 right mind set and building teacher capacity to
4 do this work.

5 A lot of the teachers in these schools
6 struggled at first to understand the model,
7 including how to plan performance-based
8 assessments, how to collect multiple forms of
9 evidence, how to manage revision cycles, how to
10 manage their own time in these flexible
11 schedules, and how to do the necessary of truly
12 interdisciplinary planning. They were not used
13 to doing lots of that.

14 We learned that we needed to hire
15 teachers who were entrepreneurial and really
16 possessed a growth mind set as they built the
17 system and worked with the students in those
18 ways, and also that we needed to engage them a
19 lot earlier in the planning process.

20 You cannot just hire your staff in the
21 summer or even late in the spring as you would
22 typically do and then expect them to get this up

1 and running by September.

2 Secondly, students need a new and
3 different form of coaching and engagement. The
4 school-based teams need ample time to build
5 student's understanding of expectations of the
6 new ways in which they truly own their own
7 progress.

8 I mean this is in the jargon of
9 education, shifting the cognitive load entirely
10 to students. They have to map their own
11 progress. They're responsible for their own
12 revisions and so on.

13 You've got to teach them how to access
14 and use the progressions and the rubrics and how
15 to participate actively in the student centered
16 culture that is necessary to support this model.

17 Thirdly, leaders need to fully
18 understand the key shifts required of this work
19 and should really consider adopting the system
20 level policies and practices at the front end
21 before they get going.

22 The shifts include, as I mentioned,

1 scheduling, shifts in instructional design and
2 delivery, shifts in assessments which are
3 performance-based in our case. Grades and
4 reporting look different and promotion and
5 crediting all look different.

6 So for example, system leaders need to
7 solve for students transferring in and out of
8 these schools because you're talking about a
9 population that is typically highly mobile and if
10 you've got these schools that doesn't change.

11 In conclusion, we found a lot of room
12 for optimism despite the significant challenges.
13 Apologies for going 5 seconds over.

14 PRESIDENT JACOBSON: Thank you so
15 much. I appreciate it. You can go over on your
16 Q and A time. Ms. Wathington?

17 DR. WATHINGTON: Thank you. Thank you
18 for having me here to, oops. So greetings to the
19 Chair and to all the members of the State Board
20 of Education.

21 My name's Heather Wathington and I'm
22 the CEO of the Maya Angelou Schools. It's my

1 pleasure to be here to talk with you about what
2 the proposed rulemaking would mean for Maya
3 Angelou specifically.

4 I served as a member on the High
5 School Flexibility Task Force in support of high
6 school credit. Flexibility as such a provision
7 is critical for schools such as mine that seek to
8 prepare over age and under credited youth for the
9 21st century knowledge and skills economy.

10 As we began as a board and as a school
11 to look at where we wanted our students to go,
12 Maya has always had a very valid focus on post-
13 secondary education. And so graduating students,
14 even though we're an alternative school, that are
15 not ready for post-secondary education was a
16 nonstarter.

17 And so trying to figure out what are
18 the ways in which to do that is critical. And
19 competency-based, as we began doing research
20 certainly as I came out of my tenure, became the
21 opportunity to look at how we might do that and
22 prepare our students far better for post-

1 secondary than what we are currently doing.

2 We serve at risk youth. We start at
3 9th grade and because we start at 9th grade it's
4 important to underscore that many of our students
5 are already off track before they arrive with us,
6 either at the start of their 9th grade year or
7 repeating their 9th grade year.

8 Last year 51 percent of my 9th graders
9 were repeaters. So they're repeating 9th grade
10 for the second time.

11 And so currently 57 percent of our
12 students are sort of off track. They're not in
13 their right grade level, what you would expect
14 them to be in if you examine their age and their
15 actual credit accumulation and when they began
16 elementary school.

17 This means that when we enroll
18 students we have to look at their credits that
19 they've completed, their credits that they're
20 needing to complete their high school education.

21 But also we must look at math and
22 reading skills since we know that they're behind.

1 And so those are important pieces of our model.

2 The story for most students is that we
3 have to do a lot of remediating and a lot of
4 accelerating and we have to do it quickly.

5 Conventional Carnegie Units constrain
6 us as they force us to facilitate learning in a
7 rigid time-bound system that doesn't necessarily
8 work for students.

9 So as we are trying to fill in holes
10 where there might be holes and be able to move
11 them on, we kind of can't do that if they're
12 needed to be in the 120 hour seats, seat hour
13 requirement.

14 We also find that our students have
15 already not been successful within that system at
16 this point. And so we need to, the flexibility
17 to keep the learning consistent and where as
18 needed, build them to competency and make that
19 time vary.

20 Students have different experiences,
21 unique needs and a competency-based program
22 allows us to personalize the student's

1 educational journey.

2 I have one student that was looking at
3 our transcript today. She came to us needing all
4 three of her sciences. She finished everything
5 else but she needed all three of her sciences.
6 So how do you build a schedule for that student,
7 meaningfully, so they can finish? She was
8 already 19 so she's ready, she's motivated. Like
9 I really just want to get done.

10 But if I'm constrained by that time
11 and then the constraints of their, becomes very
12 difficult to motivate her to finish when she's
13 got three key sciences left, with the goal of
14 making sure she's college-and career-ready when
15 she leaves us.

16 So we wholeheartedly support the
17 credit flexibility regulations that OSSE and the
18 state superintendent has proposed. An approved
19 waiver would allow us to move our blended
20 learning program that we've really explored in
21 depth this year, to a competency-based program
22 where we can remediate deficits and increase

1 student proficiency through flexible course
2 scheduling and extended learning time.

3 Changing the requirements for Algebra
4 1 entry from 9th grade to 10th grade is also
5 significant for us. I can't tell you. Fewer
6 than 20 percent of our 9th graders are truly
7 ready for algebra in 9th grade.

8 So this change allows us to work with
9 students to teach pre-algebra skills with a
10 different name solidly, and then students can
11 begin in algebra when they're actually ready for
12 it and they'll be less likely to fail it and less
13 likely to struggle in it.

14 What is more, there will be no stigma
15 for starting Algebra 1 whenever they're ready
16 because our entire academic program will be built
17 around their readiness, rather than their grade
18 level.

19 So as we improve our preparation for
20 students to make sure that they're college and
21 career ready, having the time and flexibility to
22 move at-risk students to be proficient is so

1 important for what we're trying to do in enabling
2 our students to demonstrate success.

3 So I thank you for creating the Task
4 Force and allowing us to wrestle with the
5 question of high school credit flexibility and
6 Maya Angelou looks forward to being part of
7 sharing our model, implementation steps, and the
8 best practices if we move forward with the rest
9 of the district. Thank you.

10 PRESIDENT JACOBSON: Thank you so
11 much, Ms. Wathington. Mr. Tansey, you have five
12 minutes. Thank you.

13 MR. TANSEY: Thank you. To State
14 Board of Education members, my name is David
15 Tansey. I'm a math teacher at Paul Laurence
16 Dunbar High School and I was a member of the High
17 School Credit Flexibility Task Force.

18 I'm speaking in support of enabling
19 flexibility and awarding course credit with the
20 hope that this will help us move towards a less
21 rigid, more competency-based student centered
22 school experience in the future.

1 This will help us know where our
2 students genuinely stand academically and adapt
3 our programs to accommodate their needs.

4 I joined the Task Force to make sure
5 the interests of my students were being taken
6 into account. I am glad I came. The
7 conversation that our Task Force made has tended
8 to center around our advanced students, those who
9 can test out of a subject early.

10 I tend to have the opposite problem in
11 my classroom, students who have so many gaps in
12 their knowledge that it is very difficult for me
13 to make the grade level content accessible to
14 them, let alone ensure they master it.

15 I believe credit flexibility can help
16 us serve this population better. By utilizing
17 competency-based measures to award credit, we can
18 gain actionable information on where our students
19 are and the support they need to master the
20 content and concepts in our courses.

21 One strategy we have used to ensure
22 all students are achieving at the same level has

1 been to make the sequence and pacing of our
2 courses more rigid. This is not the answer.

3 It does not help students whose
4 attendance is poor or who have substantial gaps
5 in their prior knowledge, whatever the cause.

6 It's especially inappropriate in a
7 city with as many LEAs as we have. What we end
8 up with is transcripts and pass rates that are
9 meaningless and teachers who have lost some of
10 their ability to adapt their class to make them
11 meaningful to disengaged students.

12 By providing flexibility in how we
13 award credit we can start to define ways to break
14 course content down and indicate which element
15 each student has mastered.

16 Schools can then use that information
17 to make sure students are served appropriately
18 and that their lessons are in each student's zone
19 of proximal development, being both rigorous and
20 accessible.

21 There is a risk inherent in this
22 shift. If we make passing a test or any other

1 measure the equivalent of passing a course we
2 risk devaluing the experience that is an engaging
3 classroom.

4 In math this is less of a loss. The
5 subject matter is more sequential by nature and
6 as such accommodates grouping students by mastery
7 level.

8 But courses built on broader themes
9 through interactive class activities might be
10 severely affected. You can evaluate an author's
11 argument even if you have not mastered
12 alliteration. You can explore what is necessary
13 to maintain a democracy even if you can't name
14 the Founding Fathers.

15 I hope the powers that be keep this in
16 mind as they evaluate the scope of credit
17 flexibility so that it serves its purpose without
18 detracting unnecessarily from our student's
19 education.

20 Credit flexibility will not solve all
21 of our problems but hopefully it will start us on
22 the road of ensuring our schools serve our

1 students where they are and to the best of our
2 ability.

3 The time for the factory model of
4 schooling is well behind us. Credit flexibility
5 is only the first step away from that model but
6 it is an essential one. Thank you for your time.
7 I'm happy to answer any questions you may have.

8 PRESIDENT JACOBSON: Thank you so
9 much. We'll now begin Board discussion,
10 questions. Ms. Wilson Phelan, would you like to
11 start?

12 MEMBER WILSON PHELAN: No, thank you.

13 PRESIDENT JACOBSON: Okay. Ms. Jolly,
14 from Ward 8?

15 MEMBER JOLLY: Thank you. I have a
16 question for actually I guess Ms. Peltzman, Mr.
17 Kihn, and Ms. Wathington. So it's a more
18 district level question.

19 Each of you mentioned, well, Ms.
20 Peltzman and Mr. Kihn, you both mentioned a need
21 for revised student and school level report
22 cards.

1 And I was wondering if in your
2 experience with implementing competency-based
3 education if that always, sometimes, or never
4 included standards-based grading, and if you can
5 clarify I guess in those experiences, well, first
6 for the rest of the world, what those are or I
7 guess the difference between the two. That's a
8 very jumbled question. I apologize. Should I
9 clarify?

10 MR. KIHN: That would be helpful.

11 MEMBER JOLLY: Okay. So in your
12 experiences implementing competency-based
13 education, has that necessarily met standards-
14 based grading and is that why you're asking or
15 recommending us revised report cards?

16 MS. PELTZMAN: Why don't you start?

17 MR. KIHN: I'll start and you can go
18 with that. So it's a very, very good question.
19 The competency-based high schools that we
20 developed were developed around something that
21 could only be described as standards-based
22 grading but it looks and feels very, very

1 different from a more traditional approach.

2 So in the competency-based progression
3 models that we developed you'll take a course
4 like English 1 and you will identify eight
5 competencies that students need to be able to
6 demonstrate within English 1.

7 And for each of those then you have to
8 establish a bunch of different levels of their
9 skill.

10 They then have to, through some
11 performance or activity, demonstrate that they
12 can hit the skill. And all of that is aligned in
13 our case to Common Core standards.

14 So both the competencies as they've
15 been identified and then the levels of skill as
16 we've articulated that they need to demonstrate,
17 all of that is aligned to Common Core. So that's
18 all standards-based grading if you will.

19 The challenge with the report card is,
20 report cards are time sequenced and time bound.
21 So the idea is you get a grade for a course and a
22 midpoint grade for a course, based on the time

1 you have spent.

2 In a competency-based model it doesn't work
3 that way. You may have covered all of the
4 required competencies quite quickly and moved on
5 to other things. And so it's asynchronous, if
6 you will.

7 And secondly, the actual grading
8 policies just look very different because you can
9 imagine the complexity of doing this competency-
10 based work.

11 MEMBER JOLLY: Of course now I'm
12 asking because I use standards-based grading in
13 my own classroom and I'm wondering if that's
14 something that you guys have found to be
15 necessary in implementing this across districts
16 and how, if you've found it necessary to be
17 scalable to that degree.

18 MR. KIHN: Yes.

19 MS. PELTZMAN: So yes, just quickly on
20 that I would build off of Paul's comments to say
21 you can have a standards-based grading approach
22 and not be in a competency environment.

1 those scheduling challenges? Can you talk a
2 little bit to what looks like or will look like
3 at your schools?

4 DR. WASHINGTON: So I think currently
5 we start every student in 9th grade algebra. And
6 so the challenge becomes with differentiating
7 instruction in the classroom, right, and teachers
8 working to teach standards that are expected
9 because we are mandated to teach Algebra 1 and
10 students who often are struggling still with 6th
11 and 7th grade math.

12 So the scheduling is the same, the way
13 it looks anywhere. I think the challenge is in
14 the classroom and the frustration of my math
15 teachers to say, I need to teach 6th and 7th
16 grade mathematics.

17 That's what they need. They need a
18 good three to four months that we could nail it
19 and then do, move to some other pre-algebraic
20 concepts before they're actually able to even
21 engage in 9th grade algebra.

22 And so what this allows us to do is

1 actually be able to, you know, create those
2 courses where there's also not the discountenance
3 of needing to teach Algebra 1 concurrently where
4 the skills aren't able, we're trying to do both
5 and it's not working as well as it could.

6 Looking at our math outcomes it's certainly not a
7 successful strategy.

8 So being able to do it in the same way
9 that you just would say this is a pre-skill.

10 You're not quite ready for Algebra 1. We're
11 going to teach you those things, the holes, and
12 see since we test all of our students when they
13 come in anyway.

14 So we know what skills they have and
15 what they don't have. Really working on
16 remediating those skills so they can feel good
17 about what they do know and working with them
18 around what they don't know and then moving them
19 forward.

20 MEMBER JOLLY: Thank you.

21 PRESIDENT JACOBSON: Ms. Lord, our at-
22 large member.

1 MEMBER LORD: Thank you very much.

2 And thank you for this incredibly stellar panel
3 from the classroom all the way to the district
4 and state and national level.

5 I'd like to start by drawing on the
6 Philadelphia experience. We have policy approval
7 authority and were there any particular things
8 that essentially proved to be very big barriers?
9 For example, you have high schools, there are
10 state graduation requirements, there are district
11 graduation requirements.

12 That may not necessarily fit the mold
13 of four years of math and which one has to be
14 Algebra 1. And so identify some of the sort of
15 the barriers but also some of the light, the
16 daylight that you could run for, in terms of
17 matching a grade point average in a traditional
18 system with a competency-based system.

19 MR. KIHN: Thank you, it's a great
20 question. In Philadelphia at the level of the
21 district we had absolute freedom to develop the
22 policies that we needed for that system.

1 We were not at the time trying to
2 expand them beyond the district, for example, to
3 include our college and the charter sector
4 although they themselves individually could have
5 done it.

6 So because of the state law in
7 Pennsylvania you actually don't have seat time
8 requirements. So you can set and determine how
9 you want to award credits at the level of the
10 local system, so that was very, very helpful.

11 The kinds of policies that we worked
12 on developing that we think would be helpful of
13 our systems to deploy, would be things like
14 identifying what exactly are the competencies
15 that you are going to require students
16 demonstrate.

17 Because you can do that at the level
18 of the individual school. You could do that at
19 the level of a bunch of different LEAs, but it's
20 incredibly helpful if they're standardized in
21 some way to facilitate the movement of students
22 back and forth in some rationality within the

1 system.

2 MEMBER LORD: Can you give me an
3 example of sort of what an assessment would look
4 like in the competency-based system versus the
5 ones that we're mostly familiar with?

6 MR. KIHN: Yes. Again, great, great,
7 great question. In the model that we developed
8 there were no assessments that looked like
9 quizzes or tests or exams. They simply didn't
10 exist.

11 So all of the assessments were what we
12 called performance-based assessments. So if you
13 visit one of the schools you'll see a student
14 delivering a multimedia presentation or they will
15 have produced a solar array that is powering a
16 motor or something of that nature.

17 And the teachers are all trained to
18 assess whether or not that performance has
19 actually demonstrated that the student indeed
20 does know the skill or set of skills that are
21 intended to be demonstrated.

22 MEMBER LORD: So in other words, the

1 teacher would be saying I want my students to be
2 able to communicate well in written form and in
3 multimedia and then would build the skills to,
4 and then the PowerPoint presentation, for
5 example, might have to make sure everything was
6 spelled properly.

7 So these are embedded performances
8 that the teacher knows to look for? Is that sort
9 of?

10 MR. KIHN: That's exactly right with
11 the one addition that in the model that we
12 developed students had to demonstrate each of the
13 skills on three different occasions.

14 So it wasn't enough just to have them
15 demonstrate it once through one multimedia
16 presentation, but they had to show in three
17 different ways so you have these three different
18 angles of approach to the same skill.

19 MEMBER LORD: And to get to our math
20 teacher's examples, did you find in Philadelphia
21 that this really motivated students because they
22 didn't just ruin their grade point average the

1 minute they failed early? If they didn't
2 understand something they weren't doomed to be
3 basically a failed student for the rest of the
4 year?

5 MR. KIHN: So the answer to the
6 question is ultimately yes, but I would be
7 disingenuous if I didn't say the road to get
8 there is very difficult because students have
9 habits that they've developed and that are
10 ingrained that they've developed in a system that
11 preceded this one.

12 And so it's a real challenge to help
13 students understand this new way of working and
14 learning and how they have the opportunity to do
15 what you're describing. But that's not easy to
16 get them to shift their thinking to do that.

17 MEMBER LORD: And then I'd like to
18 follow-up on something that was mentioned about
19 different indicators. We, among our other
20 approval authorities, have the state
21 accountability plan.

22 And we're, at least some of us have

1 been very deeply engaged in figuring out what
2 additional things we might want to think about.

3 Are there any things that stand out
4 that we should really be taking a look at
5 particularly as we move forward with competency-
6 based education in the District of Columbia?

7 MS. PELTZMAN: If it would be helpful
8 I'd be happy to share with the Board a sample
9 mock-up of a report card that we created for what
10 that might look like and what the indicators are,
11 along with some models of how, what the
12 assessment system could look like as a companion
13 to that.

14 And I guess the one thing I would flag
15 now is to think about what you want to report as
16 part of a transition strategy, as well as what
17 you ultimately want to report and have in place
18 at the right time horizon, whether that's three
19 years, five years, seven years, whatever the
20 right horizon is for D.C.

21 And I think I say that as a way of
22 saying, establishing an evidence-base as part of

1 the transition and having a learning agenda for
2 yourselves as you think about scale, whether
3 you're starting with a few high schools in the
4 district or broader. What is it that you want to
5 be able to ask, answer, and learn from to expand
6 or move on?

7 MEMBER LORD: My time is up.

8 PRESIDENT JACOBSON: Thank you, Ms.
9 Lord. Mr. Jones, from Ward 5?

10 MEMBER JONES: Thank you, Mr.
11 President. Mr. Tansey, well, first of all, thank
12 you all for coming and thanks for your effort in
13 this area.

14 Question. I have no doubt that the
15 state can get their act together to make this
16 happen. However, I got to tell you I'm a little
17 nervous when it gets down to the LEA level and
18 how would you envision that working?

19 I've observed you in your classroom.
20 And I know you have students from many different
21 walks of life and many of them are ill prepared
22 to handle the class work and the course work that

1 is presented before them.

2 So that's what makes me nervous about
3 how do we do this and how do we truly measure it
4 without the subjectivity of teachers and, or if
5 there's a panel and if any of the other panelists
6 would like to chime in as well.

7 But how would you envision this
8 working and then how would you envision it
9 helping at Dunbar?

10 MR. TANSEY: Thank you. I think
11 that's an excellent question. D.C. is a sort of
12 complex system because we have so many actors.
13 The caution with any kind of system like this is
14 that you cheapen the experience and that you
15 teach to the test even more than you worry about
16 teaching to the test.

17 And then broader questions have to be
18 asked like, what am I supposed to focus on as a
19 teacher? The PARCC exam in March? Or my kids
20 mastering the competencies that have been
21 assigned or have been, you know, identified?

22 And we already have that pressure. So

1 the hope would be if we did think about this in
2 the broadest sense, we'd be saying how do we not
3 have those conflict any more than is necessary.

4 I very much like what I've heard from
5 my fellow panelists about how there could be a
6 demonstrated mastery. I think it would also give
7 us a real hard sort of blunt look at where our
8 kids are.

9 You're talking about 6th and 7th
10 grade. I've got kids counting on their fingers
11 and toes. And it's really tough. I don't feel
12 like I'm serving them by talking about quadratic
13 equations.

14 And so I think it would start that
15 sort of honest conversation about where our kids
16 are and where they need to be. I like the idea
17 of standards-based graduation requirements
18 because I think we could have a more nuanced
19 discussion about which standards are important
20 and relevant and which aren't.

21 So that would be a sort of next step
22 for me to say, how do we decide which

1 competencies are most important. And my sort of
2 rule of thumb is if I can't tell my kid when
3 they're going to use this in the real world then
4 it shouldn't be a graduation requirement.

5 Doesn't mean you can't offer it, it
6 just shouldn't be a requirement. And because my
7 kids, I have to relegitimize the institution of
8 school for a lot of my kids. And some of that's
9 because they've been so far behind for so long
10 that school has largely been meaningless.

11 And so that is complex and we're not
12 going to resolve it tonight but I'm glad you
13 asked the question and I hope that what that
14 prompts is further discussion on, what is the
15 broader framework we're looking at here, rather
16 than a single policy proposal.

17 MEMBER JONES: Mr. Kihn, you're living
18 it so if you can speak to that.

19 MR. KIHN: Yes, I would just add to
20 what my colleagues said that done well, and I
21 cannot emphasize enough how hard this is and how
22 different it looks and feels and how good

1 teachers have to be and how good students have to
2 be, not in their skills but in their willingness
3 to engage, all of which they're perfectly capable
4 of.

5 But done well it actually answers the
6 problem that you are describing. Because this is
7 a system that takes kids where they're at.

8 It takes students exactly based on the
9 knowledge that they have and works with them from
10 there and rewards them for demonstrating skills
11 and demonstrating growth.

12 And if I had more time I would
13 describe the different ways we approach in
14 Philadelphia, having students that come in, for
15 example, reading at a 3rd and 4th grade level and
16 those that come in at reading at an 8th grade
17 level who are sitting in the same room, which is
18 not an uncommon problem.

19 But this is a system that allows you
20 to address that differentiation.

21 MEMBER WILSON PHELAN: You can have a
22 minute of my time to answer that. I think that's

1 really instructive.

2 MEMBER JONES: Thank you. If the
3 President will allow?

4 PRESIDENT JACOBSON: Of course, of
5 course.

6 MEMBER WILSON PHELAN: Can you
7 describe how you, yes.

8 MR. KIHN: Forgive me. I saw the
9 blinking red light and panicked.

10 MEMBER WILSON PHELAN: That's all
11 right.

12 MR. KIHN: So what we have done is
13 established for each of the skills that students
14 need to demonstrate, within each of the
15 competencies, within each of the course areas,
16 levels that start 6,7,8,9,10,11,12, that are
17 roughly equivalent to grade levels.

18 And if you come into a course, let's
19 say you're sitting in your English 1 class in the
20 competency-based model, you will demonstrate the
21 ability to make an argument or use evidence in an
22 argument.

1 And you might be demonstrating that at
2 a Level 6 as opposed to a level 9 and that's
3 perfectly fine. So that's your first piece of
4 evidence that you're presenting to your teacher
5 and classmates.

6 Over the course of your time there,
7 you in theory will go up to a 7 or 7.5 or an 8
8 and you are going to be rewarded for the growth
9 that you show going along that trajectory.

10 Now you may never, let's say in a different
11 example, you are in 11th grade by age and you're
12 sitting in an English 11 class that is
13 competency-based. You're demonstrating only an
14 8th grade level, you are going to be given credit
15 in our system if you demonstrate more than 1.2
16 years of learning over the course of your time
17 there and you'll be given credit towards your
18 graduation requirements for doing that.

19 So you'll adopt policies that actually
20 address how important it is for students to be
21 learning-based on where they are versus actually
22 just meeting the absolute standard.

1 MR. TANSEY: Let me just add something
2 quickly to that if I may. I've talked about
3 longitudinal data a lot in my testimony and this
4 is sort of the same argument.

5 That we need to know where each kid is
6 and we need to be rewarding growth because what
7 we have right now is a punitive system that
8 causes some schools to pass along the kids who
9 have no chance of making it to grade level by the
10 end of the year.

11 And we end up concentrating all of
12 those kids in a select number of schools that are
13 matter-of-right schools and it's just sort of
14 impossible to have that level of differentiation.

15 So hopefully by adopting this kind of
16 system you'd get rid of some of that incentive
17 because you'd be rewarded for demonstrating
18 growth rather than simply having kids who aren't
19 at grade level.

20 MEMBER JONES: Thank you.

21 PRESIDENT JACOBSON: Thank you so
22 much. Ms. Williams?

1 VICE-PRESIDENT WILLIAMS: I'd like to
2 thank all of our panelists for testifying
3 tonight. And I have a question. I'm just going
4 to throw it out here.

5 I hear how difficult it is to have the
6 students change their attitude toward education.
7 But being a former teacher myself I understand
8 how difficult it is to have teachers change their
9 attitude, okay, what they're doing.

10 So I like to hear best practices if
11 when we implement this, not if, but when we
12 implement this policy, how we change the
13 prevailing teaching strategies that are occurring
14 in the classroom to make them more flexible and
15 innovative to meet this new model. Any
16 suggestions?

17 MR. TANSEY: Well, I can say something
18 I use. I use a sort of pseudo-blended learning
19 model by using Khan Academy as a tool and I break
20 down my class into skills. I call them
21 competency badges. They're like merit badges
22 that the kids could earn. And it includes a

1 whole lot of sort of prerequisite skills.

2 And so that helped me target my
3 lessons better. And I suspect that if we had
4 that as a sort of strategy to say, how do we have
5 teachers participate in this sort of
6 disaggregation of skills so that they can
7 understand the goal isn't whatever I think 9th
8 grade pick your course is, the goal is the skill.

9 And it'll be easier to think about it
10 in broad terms so I can say what would that skill
11 look like at the 6th grade level, at the 8th
12 grade level, any other point.

13 And I actually think Common Core helps
14 with that because it has domains and the domains
15 are sequences like this. So it comes fairly
16 naturally to the Common Core world.

17 And that's how I trace my skill levels
18 back. It's a slope. Have to understand
19 proportion, have to understand ratio and you keep
20 going back and figure out where the kid is.

21 MS. PELTZMAN: So, just to, New
22 Hampshire's probably the place that most people

1 look to as doing this the best at this point and
2 leading at a scale of, at this point, eight
3 districts. And that's four years into when they
4 conceptualized and conceived what this would look
5 like.

6 I cannot underscore enough how much
7 they've invested in the professional learning
8 opportunities for the educators involved.

9 And they will tell you that there are
10 some educators for whom that this is not the
11 right model and there are other opportunities
12 within districts and schools, within the state.

13 But the amount of time spent on
14 building assessment literacy, looking at student
15 work, I talked about that as a mitigation
16 strategy to think about how are you devising
17 tasks, how you are making sure if they elicit
18 evidence of the standards.

19 How are we scoring them to make that
20 determination if we're ready and getting to that
21 point of judgement. My takeaway is start small,
22 invest heavily and completely redesign the

1 professional learning opportunities that would
2 accompany this.

3 MR. KIHN: I think all I can do is
4 echo what my colleagues have said and just
5 reiterate that this actually is the central
6 question. There is no question than the one
7 you've asked when you think about implementing
8 these models.

9 And what we found was we hired a bunch
10 of teachers for the three schools. Some of whom
11 were not right and they were never going to be
12 right. And that's perfectly fine because there
13 are other schools and other school models and
14 other ways of teaching and learning.

15 But you need teachers who are invested
16 in doing things very different, as I mentioned in
17 my testimony, who are entrepreneurial in their
18 mind set, who are very creative and who are
19 willing to grow and learn and to make mistakes
20 themselves and pick themselves back up and keep
21 going.

22 We found taking them to schools that

1 actually were using models similar to this were,
2 it actually really helped in their own
3 development.

4 And we found that those that were very good
5 became coaches of the others, so there definitely
6 is a model in which you can start with a core
7 group and then scale out in the best way of
8 developing teachers.

9 VICE-PRESIDENT WILLIAMS: Just one
10 more follow up. So when we adopt this program it
11 will take us, even though we'll have a model, it
12 will take us a couple or three years to actually
13 have it up and running? It's not something
14 that's going to happen in September 2016?

15 DR. WASHINGTON: I can speak for Maya
16 as we have tried over the past three years to
17 move towards competency. So there are different
18 things that we have begun to put in place.

19 Like this year we've worked with
20 students around pacing and sort of the different
21 report cards and trying to get students to be
22 more self-directed, to move through the materials

1 sort of at their own pace with direct
2 instruction. Making changes in teaching staff as
3 well. Getting strong content facilitators to
4 really work with students.

5 And I can say that I don't think we'd
6 be ready for '16, '17. Even though we've taken
7 the baby steps to move towards this, by no means
8 would we be prepared to roll out a competency-
9 based program in '16, '17.

10 So I would say for Maya, as we've done
11 this, you know, little bit by little bit, trying
12 to put different pieces in, we would need more
13 time before we're actually ready to say we have a
14 competency-based program.

15 PRESIDENT JACOBSON: Thank you, Vice
16 President Williams. Can we move on, please?
17 We've got a student panel waiting which is the
18 reason I'm being a little more strict on time.
19 Ms. Wattenberg, from Ward 3, you have 5 minutes.

20 MEMBER WATTENBERG: Hi. Thanks again.
21 Like, as Laura said in the beginning we want to
22 focus on what you guys have talked about but I

1 also want to clarify something, which is there
2 are a lot of questions about this testing out
3 provision which is so different from the Task
4 Force report.

5 And I just want to make sure that my
6 understanding is correct, which is that reg will
7 not be voted on in February. It will get voted
8 on in March, and that prior to that there will be
9 a working session of the Board where we can raise
10 with you and talk with you, why this got changed
11 and have an opportunity going forward to discuss
12 that, and that there will be an opportunity for
13 people in the public to weigh in on this as well?

14 PRESIDENT JACOBSON: My understanding
15 is we discussed that already at a working
16 session. This will be at the next working
17 session as well because we will also hear from
18 OSSE on the public comments they've received
19 during the public comment period once this is
20 published.

21 So there will be a bit more dialogue
22 here and opportunity for dialogue.

1 MEMBER WATTENBERG: So we'll dialogue
2 on it at our next working meeting and we won't
3 vote on it until March?

4 PRESIDENT JACOBSON: We'll vote on it
5 at our first public meeting after the 30 day
6 comment period which I believe is going to be in
7 March, yes.

8 MEMBER WATTENBERG: Okay. Fine, thank
9 you. Now on to you guys. One of the proposals
10 within the regs that came out of the Task Force
11 was this idea that the way the waiver will work
12 is that OSSE would be putting together an
13 application that would somehow embed within it
14 this idea of, what are the standards, how are you
15 going to teach this, how will you know you've
16 reached your goal, how will we know that your
17 kids have reached the goal.

18 And I noticed, I'll start with Alissa
19 but there may be others who want to comment. You
20 say I encourage that the application and approval
21 process pay attention to the strategy for
22 defining mastery, ensuring a transparent and

1 shared understanding of that definition as well
2 as the training to reinforce calibration.

3 Do you want to say anything more about
4 that just in terms of practical advice about what
5 that kind of application would look like? Do
6 some exist that we could look at?

7 MS. PELTZMAN: I'd be happy to pull
8 together, mindful of the time, I'd be happy to
9 pull together examples of what other states have
10 done.

11 I'd mentioned Kentucky's monitoring
12 process. That made be useful to you as well.
13 But to think about the evidence you would use,
14 it's not just the standards. I've heard clearly
15 from the Board that the Common Core of D.C.'s
16 College and Career Readiness Standards are the
17 standards.

18 The question is how will instructional
19 leaders and educators make decisions at the local
20 level about readiness to move on and then how are
21 those decisions validated and what the evidence
22 used during that time?

1 MEMBER WATTENBERG: And that's
2 something that, to use Kentucky as an example,
3 that gets largely built into the application or
4 it gets built into the rubrics that subsequently
5 get developed and then people agree to use those
6 rubrics? That's what I'm trying to get at. How
7 you --

8 MS. PELTZMAN: I think it's both and
9 it needs to be part of a screening or a
10 determination about serious intent and, you know,
11 whether or not an institution is poised to do
12 this and to execute and understands what they'd
13 be undertaking and then a monitoring once they've
14 done so.

15 MEMBER WATTENBERG: And Paul, is that
16 right, do you have any comment on that since you
17 also work at the state level or the district
18 level?

19 MR. KIHN: I agree --

20 MEMBER WATTENBERG: Okay.

21 MR. KIHN: -- with what Alissa said.
22 I mean, you basically, you'll need them to show

1 you what the competency progression is going to
2 be. What skills they're going to be
3 demonstrating, how they're going to ensure that
4 the teachers are using them effectively, what the
5 calibration is like for them in terms of teachers
6 assessments of the performance tasks and so on.

7 I mean, there's a suite of things
8 you'll want to see obviously before you approve.

9 MEMBER WATTENBERG: Second, and this
10 is a question I think ultimately about all of you
11 is, it seems to me there is this tension between,
12 on the one hand, the idea here is teachers are
13 developing course work, lessons, tasks, that make
14 sense in their classroom presumably developing
15 some performance tasks that they're using in
16 their classroom.

17 And yet we also want people using
18 common tasks. And I just wanted to get, hear
19 something about how that mixes and matches.

20 I mean to what extent do, in the
21 different places that you've seen, are teachers
22 using both or largely one? To what extent is

1 their attention?

2 MS. PELTZMAN: I don't know if that's
3 a, let me just quickly say --

4 MEMBER WATTENBERG: Okay.

5 MS. PELTZMAN: -- again to the
6 transition point, as you look at this becoming,
7 implementing, what evidence are you going to want
8 to see that the decisions that are being made
9 hold to the intent, the spirit and intent of a
10 policy?

11 And so part of this means that you
12 need something in common or you need something to
13 hold onto as an anchor for your system isn't as
14 that transition's happening, to have data to
15 compare and moderate what's happening across
16 school levels, if that makes sense.

17 MEMBER WATTENBERG: Yes, I'm just
18 wondering, so if there's a set of rubrics that
19 are developed is that -- okay.

20 PRESIDENT JACOBSON: I apologize. The
21 weather has started to turn poor as well. It is
22 getting icy and it is below freezing and it's

1 snowing.

2 MEMBER WATTENBERG: Thank you.

3 PRESIDENT JACOBSON: So Ms.

4 Whittington and Ms. Anderson, do you have
5 questions for the panel?

6 MEMBER ANDERSON: I have a question.

7 PRESIDENT JACOBSON: Ms. Anderson,
8 from Ward 4?

9 MEMBER ANDERSON: Again, I apologize.
10 I'm really not feeling very well. But this has
11 been something I've been thinking about. And I
12 just want to preface to say I'm all for learner-
13 centric and individualized instruction and
14 learning pathways and for teaching that responds
15 to that and that actually permits that type of
16 learning to flourish.

17 And I can see how, given proper
18 planning and kind of reorientation and training
19 the teachers and other school personnel, this
20 would benefit disengaged and underperforming
21 students how competency-based and performance-
22 based learning and teaching would benefit those

1 students.

2 But I'm kind of contrasting that
3 against what we are basically trying to
4 facilitate with this action, this OSSE action,
5 which would allow students to test out, basically
6 out of just a few classes of math.

7 And I'm trying to, I mean, that seems
8 to be on one hand it's like it's more of an
9 expediency in some cases, but the other hand I
10 think that what you're talking about is pretty
11 much just a kind of an entire reshaping and
12 reorienting, you know, turning the, flipping the
13 script, I guess, of how schools relate to
14 students and how students should relate to their
15 learning.

16 So can you kind of talk to that to
17 basically to what we're trying to do here and
18 what, how it kind of, is it something that
19 basically just solves a problem or is it
20 something that we can constructively challenge
21 into the bigger type of change?

22 MR. KIHN: So I will offer a very

1 brief response based on the thinking we did in
2 Philadelphia. We saw these as entirely different
3 things.

4 On the one hand you are trying to
5 facilitate a better quality of learning for
6 students and that's the competency-based
7 progression.

8 So that's all about students who don't
9 know things that actually need to learn them and
10 then demonstrate they know them.

11 The opt out testing you would
12 implement, at least we thought about implementing
13 it only in the case where you felt like students
14 already knew things, so they didn't have to waste
15 their time basically sitting through a set of
16 material that they already knew. So we saw them
17 as very different.

18 MEMBER ANDERSON: It's a part of it in
19 a way but it's kind of not the, that's a part of
20 it but not --

21 MR. KIHN: At least in Philadelphia we
22 didn't think of them as being a part of the same

1 system or program of work. We saw them as
2 solving different problems that we had.

3 MEMBER ANDERSON: Right.

4 MR. KIHN: But that was a different
5 place.

6 MR. TANSEY: I'll speak to this
7 because it's basically why I joined the Task
8 Force. I think it's very, very hard for people
9 who are in leadership to understand what the
10 school experience is for most kids because most
11 people who are in leadership did well in the
12 conventional system.

13 And so they're trying to serve kids by
14 duplicating their experience from school.
15 There's obviously some truth to that but a lot of
16 it ends up, I think, doing more harm than good
17 when I have kids in precalculus who don't know a
18 variable can change.

19 That's not helping the kid who's our
20 valedictorian who's now no longer learning
21 precalculus because I have to merge pre-algebra
22 with precalculus.

1 And I think that this is very much the
2 first step. I think just to get ourselves out of
3 the lock step mentality and DCPS at least, and I
4 hopefully I won't get fired for this, is only
5 moving more towards that. That our sense of
6 justice is saying, let's have everyone teach
7 exactly the same thing and it only makes it more
8 meaningless.

9 And so we need to start talking about
10 how do we have more individualized instruction.
11 A lot of the conversation on our Task Force was
12 talking about advanced kids who could test out of
13 stuff. That's in scale terms that's a tiny
14 problem.

15 In D.C. we have many, many more kids
16 who are way behind. And I'm praying that this is
17 the first bit of movement that allows us to go,
18 huh, we deconstructed these standards, we tested
19 kids in all this stuff, we adapt and none of our
20 kids are ready for algebra in 9th grade? Maybe
21 we need to rethink this.

22 So I really do think it's not enough

1 but I think it's an essential first step to force
2 the conversation that I think you're asking
3 about.

4 PRESIDENT JACOBSON: Thank you, Ms.
5 Anderson. Ms. Whittington or Mr. Weedon, do
6 either of you have questions? Mr. Weedon?

7 REPRESENTATIVE WHITTINGTON: I have a
8 comment.

9 PRESIDENT JACOBSON: Pardon?

10 REPRESENTATIVE WHITTINGTON: I have a
11 comment.

12 PRESIDENT JACOBSON: Ms. Whittington
13 and then Mr. Weedon.

14 REPRESENTATIVE WHITTINGTON: Mr.
15 Tansey, I noticed you talked about your class and
16 how you have to move like pre-algebra and
17 precalculus together. I know you said something
18 about Khan Academy. I really acknowledge that
19 that is actually a really good system for
20 teaching children.

21 I know when I was in 10th grade we had
22 some kids who weren't on the same level as us and

1 we couldn't necessarily add the classes together
2 so we had picked out certain strategy so I, you
3 know, I commend you for choosing Khan Academy.

4 MR. TANSEY: Thank you.

5 REPRESENTATIVE WHITTINGTON: I'll let
6 them finish.

7 PRESIDENT JACOBSON: Thank you, Ms.
8 Whittington. Mr. Weedon from Ward 1, I'm sorry,
9 6.

10 MEMBER WEEDON: Yes, I haven't moved.
11 I'm still in Ward 6.

12 MEMBER WILSON PHELAN: You're welcome
13 in Ward 1.

14 MEMBER WEEDON: Thank you. Just one
15 quick question and the conversation as we talked
16 to, especially about math and algebra and, you
17 know, the problem's clear.

18 You look at the NEDP, you look at the
19 PARCC scores, some estimates at Eastern High
20 School in my Ward, 60, 70 percent of the students
21 entering 9th grade are not ready for algebra.

22 But by differentiating, are we getting

1 students to the same place so they graduate with
2 the same body of knowledge that we're currently
3 stating is the standard for the city for
4 graduation, algebra plus three years beyond?

5 Or are we risking lowering the
6 standards that will put our graduates in a more
7 difficult position competing for the jobs in our
8 economy?

9 MR. TANSEY: I'll speak to that. Yes,
10 but what we are doing is we're making sure that
11 what kids do graduate with, they know.

12 Because right now we have basically
13 worthless transcripts because I'm not going to
14 fail a kid in precalculus who's worked as hard as
15 he possibly can, to learn as much as he possibly
16 can, even if he doesn't know precalculus because
17 I don't have the tool, I don't have anywhere else
18 to put him.

19 And so we end up with these ethical
20 conflicts where there is no right answer. And
21 I'd also argue that precalculus isn't actually
22 needed by everybody. And this is a math guy

1 saying this.

2 And so I think we need to have some
3 real serious conversations about what do we need
4 to make sure a kid knows, and let's keep doing
5 everything we have to do until they know it so
6 that they can succeed in our current economy and
7 government.

8 But I think that by keeping the
9 standard where it is and measuring it as we are,
10 we do that for ourselves, not for the kids.

11 MEMBER WEEDON: So one quick follow-up
12 on this more at the state level. Does this mean
13 we need to look at different types of diplomas or
14 different types of measures for these students
15 that really reflect what they learned as
16 students?

17 MR. TANSEY: Yes. I mean I'd said I
18 think we should have standards-based graduation
19 requirements and so you'd have many more things
20 on your list.

21 But we'd have a much more detailed
22 look at where our kids are and how we need to

1 intervene to make sure they achieve those
2 standards.

3 DR. WASHINGTON: I was going to differ
4 a little bit in that I think that it is possible
5 if we change the time variable that students
6 don't get less, right. My anticipation is that
7 we're able to adjust time.

8 My math students aren't always
9 necessarily struggling with English. My science
10 students aren't necessarily struggling with
11 having the same struggles.

12 And so being able to differentiate
13 instruction, drill down on the things that are
14 really necessary and being able to have the
15 flexibility of time, extended time, we'd like to
16 sort of move to a year round school where we're
17 actually in school all the time to really get
18 them to the same level, end up in the same place.

19 So I would say, you know, speaking for
20 the Maya Angelou Schools, it is not in any way an
21 attempt to produce students who don't have the
22 same skills.

1 I want my students to compete in the
2 same way that every other student is competing.
3 They just need a little bit more time and a
4 little bit more flexibility to be able to do so.

5 MR. KIHN: On the question of
6 different diplomas, I think it depends on how you
7 perceive that differentiation at the level of
8 students graduating from the system.

9 In Philadelphia we were really set
10 against that approach because we felt as though
11 our primary equity agenda wouldn't allow it,
12 because you run into the problems that Ms.
13 Peltzman talked about, which is you suddenly now
14 have different systems of differential systems
15 within your system. And poor students are going
16 to end up likely achieving one diploma which is
17 seen as something that's less.

18 And so what we wanted was exactly the
19 system described by my colleague from Maya
20 Angelou which is, you've got four years now to
21 catch up on and learn Algebra 1 as opposed to
22 just trying to do it within one year.

1 You're going to do it in a meaningful
2 way but it's going to be to the same standard
3 that all students have to achieve.

4 So we opted for the same diploma, the
5 same set of standards, but a different approach
6 that held students to the same rigor but gave
7 them different options to get there.

8 MEMBER WEEDON: Right. But that would
9 be the same rigor for Algebra 1, not the same
10 rigor for the full content of knowledge, the
11 Algebra 1 plus three additional years of math
12 beyond that.

13 MR. KIHN: Well, it, the assumption in
14 terms of attaining the diploma is that you still
15 need to pass all of the courses that are required
16 by all students.

17 If you're adopting the skill-based
18 approach within the competencies, you're simply
19 allowing students an opportunity to progress
20 again at their own level, at their own rate.

21 And so the assumption is they still
22 have to take all four or three math classes and

1 they still have to demonstrate all the skills
2 within that.

3 But they may take two years to do the
4 first one, or they may take a year and a half or
5 they may take three, and then they've got a year
6 left to do the other two. But it's a flexible
7 approach to attaining the same set of standards.

8 PRESIDENT JACOBSON: Thank you, Mr.
9 Weedon. I'm going to cede my time to Ms. Jolly
10 and then we'll let Ms. Wilson Phelan close out
11 the questioning of this panel.

12 MEMBER JOLLY: I just wanted to clear
13 up first before I asked my two questions, any
14 misunderstanding there might be about what
15 differentiation means for teachers.

16 It doesn't mean watering down of
17 standards or academic objectives. It simply
18 means that if my academic objective for the day
19 is students will be able to, I'm sorry, explain
20 the four causes of World War II, it means that
21 based on the student's needs and learning styles
22 I introduce that new material in different ways

1 and allow them to explain that new material in
2 different ways.

3 That doesn't mean that I've watered it
4 down just because I allow one student to make a
5 presentation, another student to write a song and
6 another student to write a paragraph.

7 But moving on, my first question is
8 actually for Superintendent Kang and then it has
9 a follow-up question.

10 Unlike some of the other members of
11 the Task Force that I served on, I do support
12 using some assessments as a way for students to
13 earn credit, but I support the use of AP exams
14 for credit assessments.

15 I do share, however, the wariness of
16 my Task Force colleagues about what the proposed
17 regulations say which is an OSSE approved
18 assessment.

19 And I wanted to ask you what that
20 might mean and what OSSE approved assessments are
21 currently being considered by your agency.

22 SUPERINTENDENT KANG: Certainly. So

1 I think our intention with that language was
2 first, as I think we conveyed in the working
3 session, to fully, I think we understand the Task
4 Force's recommendation to stay limited to math
5 and foreign language.

6 And we understand that while
7 individual Task Force members may have had
8 additional opinions that that was sort of, that
9 was the recommendation of the Task Force.

10 And our full intention is to limit the
11 areas for the assessment provision to those
12 subjective areas for the time being.

13 The intention was to follow best
14 practices and draft in regulatory language and to
15 allow the possibility that in future years there
16 might be other kinds of assessments that people
17 feel like are valid, and AP assessments being a
18 potentially good category to discuss especially
19 given that in some cases, students can earn
20 college credit for a particular score on an AP
21 exam. And so it may make sense to look at high
22 school credit as well.

1 And I think just to echo the point
2 that a few folks have made, I think my
3 understanding, and Laura, you can probably speak
4 to this better, but my understanding is the
5 reason the Task Force looked at the assessment
6 provision was because the Task Force was looking
7 not just at competency-base learning, which I
8 think has been the main focus of today's panel,
9 but also at credit flexibility more generally,
10 so.

11 MEMBER JOLLY: Thank you. And then my
12 follow-up question then is to Mr. Kihn and Ms.
13 Peltzman.

14 In your own experience in Philadelphia
15 and then looking a national policy surrounding
16 the competency-based education, is this standard
17 and have you seen it succeed or not, this idea
18 that students can use standardized assessments of
19 some kind to earn credit within your systems?

20 MS. PELTZMAN: Just to begin, there
21 are states that have had substitute test policies
22 or ways of earning credit that are separate and

1 apart from a competency-based approach and we'd
2 be happy to pull together some research for you
3 of what that exists, you know, what that
4 landscape looks like.

5 I'm not sure how to answer, is it
6 standard. It exists in more than one state. It
7 does not exist in all states and what it looks
8 like varies tremendously.

9 MR. KIHN: I don't have anything to
10 add to that.

11 MEMBER JOLLY: Thank you.

12 PRESIDENT JACOBSON: And Ms. Wilson
13 Phelan, you have four minutes.

14 MEMBER WILSON PHELAN: Okay, great.
15 The first question I would like to ask Dr.
16 Wathington and Mr. Tansey, what kind of support
17 would you like to see from the state and
18 potentially other stakeholders, in your case, Mr.
19 Tansey, it would be DCPS. As an independent LEA
20 I'm not sure where you would look to for support.

21 But what's the kind of support you
22 would hope to see as this gets rolled out?

1 DR. WASHINGTON: So I would say
2 professional learning communities for teachers,
3 right in that professional development piece.

4 I think as we have started to move
5 towards that realizing what, and learning that
6 teachers need a very, in addition to skill set,
7 but a very different set of tools to be able to
8 use to work with students.

9 And so it'd be great to be a part of
10 a larger community of schools and programs that
11 are using a competency-based approach so that our
12 teachers can create their own large professional
13 learning communities, and we have some common
14 rubrics and ways in which we are able to talk
15 across LEAs so that would be huge.

16 MR. TANSEY: I'd say along that same
17 line, I think and a little more granular level in
18 the classroom, because that's where I am, best
19 practices for how you differentiate when you're
20 now teaching fairly substantially different
21 content.

22 I think something that's always been

1 missing is a sort of data base of information, of
2 worksheets and things like that, practice
3 problems. Because our textbooks are all grade-
4 based, right.

5 So if I'm sitting there going, okay,
6 but I'm teaching this standard now I can't just
7 click, give me stuff on that standard, right. I
8 need a whole lot of stuff on that standard
9 because I've got a good number of kids who are
10 there.

11 And some people are starting to
12 listen. I was actually approached by a digital
13 platform recently to talk about this. So I think
14 people are starting to go there. The problem is,
15 well, not a, well, maybe these people can speak
16 to it better, not a lot of it exists.

17 That it's either totally individual or
18 it's at the sort of curricular level. There
19 aren't a whole lot of people merging the two to
20 say how do you make classrooms adaptive.

21 MEMBER WILSON PHELAN: Great, thank
22 you. And for Mr. Kihn and Ms. Peltzman, I'm

1 curious about what has been practiced, both in
2 Philadelphia and at across broad states, related
3 to a standardized test, especially state
4 administered standardized tests.

5 Did you have your high school students
6 take them at the same time that you had to
7 administer everything else? Did you get a
8 waiver, et cetera?

9 MEMBER JOLLY: I'll give you the
10 anecdote first and let Ms. Peltzman give you the
11 broader view.

12 It was a battle we chose not to fight
13 as we'd launched these three schools. And so the
14 students are taking them at the same time. It's
15 disruptive. It doesn't actually make logical
16 sense to a lot of the students because they maybe
17 haven't gotten that far yet in their progression.

18 We do have the benefit in Pennsylvania
19 of having the ability to have the kids take them
20 at flexible times, meaning they can take them in
21 their 9th, 10th or 11th grade years. So we do
22 have that flexibility which helps.

1 But we could apply for waivers. We
2 could do battle with behemoth of the state ed
3 agency. We chose not to do those things.

4 MS. PELTZMAN: The most well-known
5 waiver process is the PACE districts in New
6 Hampshire. And I would encourage folks if that
7 is something of serious interest, to take a look
8 at what that waiver looks like and what was
9 approved by the feds in terms of which students
10 and which grades are taking which assessments.

11 MEMBER WILSON PHELAN: Perfect. Thank
12 you. And then just very quickly, is it a more
13 responsible role out to do a standards-based
14 approach first before going into CBE if we were
15 to try to scale this? You know, we're not even
16 at a standards-based approach yet across all
17 schools in the city.

18 MS. PELTZMAN: Just quickly, I think
19 it depends on the scale of the whole thing and if
20 you're unit of change is a couple of schools or
21 an LEA within, it really depends on the scale.

22 MR. KIHN: And I will add in over

1 time, very briefly, that I think you want to take
2 a phased approach to the competency-based program
3 in general.

4 And I think that you don't need to
5 wait until you've got standards-based everywhere
6 before you do that. Because I think a true, if
7 you'd approached the competency-based education
8 in the best possible way for a system, you're
9 going to have a three year rollout for any of
10 your schools.

11 MEMBER WILSON PHELAN: Great. I just
12 want to thank you on behalf of the State Board of
13 Education for coming tonight and helping us
14 understand from your perspective the values and
15 the warnings associated with competency-based
16 education. I really appreciate your time.

17 PRESIDENT JACOBSON: Thank you so
18 much. And because there is a student panel I'm
19 going to ask them to come up so that they can get
20 home and do homework, or whatever they need to be
21 doing.

22 So we're going to move on to health

1 standards and I'm going to give a really quick
2 overview. The current health standards, oh,
3 pardon me.

4 Before we do that we have an
5 administrative measure. So students, start
6 coming up.

7 MEMBER JONES: Mr. President?

8 PRESIDENT JACOBSON: Mr. Jones?

9 MEMBER JONES: I request a privilege
10 to offer a motion, please.

11 PRESIDENT JACOBSON: Make your motion.

12 MEMBER JONES: Mr. President, I move
13 that the State Board reconsider the vote and
14 allow the Board to vote again by roll call, on
15 the previous resolution, the State Board of
16 Education resolution to approve the State Diploma
17 Rulemaking SR 16-01.

18 PRESIDENT JACOBSON: The motion's been
19 made. Is there a second? There is no discussion
20 on this motion. Is there a second?

21 MEMBER ANDERSON: I second.

22 PRESIDENT JACOBSON: Second by Ms.

1 Anderson. Please call the roll.

2 MR. HAYWORTH: So the question is on
3 the motion to reconsider.

4 Mr. Jacobson?

5 PRESIDENT JACOBSON: Aye.

6 MR. HAYWORTH: Ms. Williams?

7 VICE-PRESIDENT WILLIAMS: Yes.

8 MR. HAYWORTH: Ms. Lord?

9 MEMBER LORD: Aye.

10 MR. HAYWORTH: Ms. Wilson Phelan?

11 MEMBER WILSON PHELAN: Yes.

12 MR. HAYWORTH: Ms. Wattenberg?

13 MEMBER WATTENBERG: Yes.

14 MR. HAYWORTH: Ms. Anderson?

15 MEMBER ANDERSON: Yes.

16 MR. HAYWORTH: Mr. Jones?

17 MEMBER JONES: Yes.

18 MR. HAYWORTH: Mr. Weedon?

19 MEMBER WEEDON: Yes.

20 MR. HAYWORTH: Ms. Jolly?

21 MEMBER JOLLY: No.

22 MR. HAYWORTH: Mr. Contreras? Mr.

1 Contreras? Ms. Whittington?

2 REPRESENTATIVE WHITTINGTON: Yes.

3 MR. HAYWORTH: Mr. President, the
4 motion passes.

5 PRESIDENT JACOBSON: Now we have to
6 vote again on the resolution. I'll order a roll
7 call vote at this time.

8 MR. HAYWORTH: The question is on the
9 approval of the resolution SR 16-01.

10 Mr. Jacobson?

11 PRESIDENT JACOBSON: Aye.

12 MR. HAYWORTH: Ms. Williams?

13 VICE-PRESIDENT WILLIAMS: Yes.

14 MR. HAYWORTH: Ms. Lord?

15 MEMBER LORD: Yes.

16 MR. HAYWORTH: Ms. Wilson Phelan?

17 MEMBER WILSON PHELAN: Yes.

18 MR. HAYWORTH: Ms. Wattenberg?

19 MEMBER WATTENBERG: Abstain.

20 MR. HAYWORTH: Ms. Anderson?

21 MEMBER ANDERSON: Yes.

22 MR. HAYWORTH: Mr. Jones?

1 MEMBER JONES: Yes.

2 MR. HAYWORTH: Mr. Weedon?

3 MEMBER WEEDON: Yes.

4 MR. HAYWORTH: Ms. Jolly?

5 MEMBER JOLLY: Yes.

6 MR. HAYWORTH: Mr. Contreras? Mr.

7 Contreras? Ms. Whittington?

8 REPRESENTATIVE WHITTINGTON: Yes.

9 MR. HAYWORTH: Mr. President, the
10 motion passes.

11 PRESIDENT JACOBSON: Thank you. And
12 I thank my colleagues for the courtesy for Ms.
13 Wattenberg.

14 The current health standards in the
15 District are lacking in a number of areas. When
16 I joined the Board I began the process to review
17 the standards. By putting together a working
18 group of local and national experts. We were
19 able to provide a unique and in depth foundation
20 upon which OSSE has developed draft standards
21 that are currently in field tests.

22 I'm very much looking forward to

1 hearing from our panels. And I want to in
2 particular, thank the Young Women's Project for
3 their leadership on this issue. They've done an
4 incredible amount of work along with other stake
5 holders.

6 And with that, I will ask you to
7 introduce yourself, and give your testimony.
8 We'll start on your left here. Thank you so
9 much.

10 MS. KOERNER: Good evening, President
11 Jacobson and other Board Members. My name is
12 Abigail Koerner. I am a junior at Woodrow Wilson
13 High School. And a peer educator at the Young
14 Women's Project.

15 I've worked on Health Education
16 Standards revision since I started working for
17 YWP. I applaud OSSE, DCPS, and you guys for
18 being inclusive of youth in this process.

19 Although I'm pleased overall with the
20 current draft of the Health Education Standards,
21 I believe it would be beneficial to pay more
22 attention to the needs of special groups and to

1 sexual consent, and sexual abuse.

2 This advisory, I'm enrolled in health
3 class. Though some valuable information is being
4 taught students aren't able to retain it because
5 it is not related to real life. Health is real
6 life and should be taught as such.

7 Learning the HIV is a scary virus that
8 attacks the immune system is very different from
9 describing the impact it has on a community.

10 One way to ensure that the real life
11 application is taught is to make sure we are
12 teaching the standards in a hands-on way. Many
13 standards were changed to say demonstrate,
14 instead of describe, which takes away from the
15 possibility for hands-on learning.

16 Starting all health education at a
17 young age is another critical part of our
18 standards. I have gone to D.C. public schools
19 since kindergarten and I did not receive any
20 health education until middle school.

21 Even then, we jumped into topics my
22 peers and I did not understand and were not ready

1 to talk about. Education should not come by
2 surprise and instead starting in kindergarten,
3 kids need to be gradually introduced to health,
4 their bodies, and later sexual education.

5 As a peer educator I noticed the
6 terrible lack of sexual education in high school
7 students who are already having sex. At 16 years
8 old a person should know that you can't get
9 pregnant from swallowing sperm, and that having a
10 strong pull-out game is not a good way to prevent
11 pregnancy. However these are misunderstandings I
12 personally correct every day at school.

13 The new health standards allow
14 students to learn about sex and their bodies
15 before unknowingly putting themselves at risk.
16 Drug use, violence, decision making and nutrition
17 should also be introduced to students in health
18 class in ways they understand.

19 Consent is another important issue for
20 me as a teen and as a peer educator. I've found
21 that students have no idea what consent requires
22 in a sexual encounter. Friends have mentioned

1 the sex eyes as a means of consent, however a
2 facial expression can never explicitly tell a
3 partner what you are or are not comfortable with.

4 For this reason, it is imperative for
5 teenagers in high school to receive education
6 about how to ask for consent. And how to voice
7 your boundaries to a potential partner.

8 I believe that we need a standard that
9 gives you the skills to get consent and
10 communicate what they want from a sexual
11 relationship. The sex eyes, won't cut it.

12 I'm concerned that so many mental
13 health related standards were removed from the
14 high school section of the Health Education
15 Standards draft. I feel that our mental health
16 standards directly referencing disadvantaged and
17 LGBTQ communities could remarkably change the
18 lives of DCPS students.

19 We're living in a city where 30
20 percent of youth under the age of 18 are living
21 in severe poverty. And a society where being
22 lesbian, gay, transgendered, or somehow different

1 can make school a dangerous place. We can all
2 agree that school should never be a dangerous
3 place for anyone, which is why standards like
4 these should be considered for the DCPS health
5 curriculum.

6 These standards are really unique
7 because they were written alongside real DCPS
8 students who were able to give input throughout
9 the process. Every time we met, we discussed
10 what was missing from health classes. The crazy
11 things we hear from our peers due to their lack
12 of a health education, and how boring and
13 ineffective these classes are.

14 The Young Women's Project is a youth
15 based organization with ideas meant to benefit
16 youth. These health standards will change the
17 lives of DCPS students by giving us an
18 opportunity to learn about our health.

19 It is truly an unfortunate reality
20 that without the Young Women's Project, I'd be a
21 year from my graduation without a basic
22 understanding of anything included in these

1 standards.

2 I would also like to add that we need
3 more time to address all these issues. OSSE just
4 released their graduation requirements proposal
5 which have 1 1/2 credits for both PE and Health.
6 It is crucial that health receive one entire
7 credit on its own.

8 Thank you for your time.

9 PRESIDENT JACOBSON: Thank you so
10 much.

11 MR. PETERS: Good evening. Hello,
12 President Jacobson and other Board Members. My
13 name is James Peters and I'm a senior at Bell
14 Multicultural High School.

15 One thing I have been working on since
16 last year is revising the D.C.'s Health Education
17 Standards. This is something that we brought to
18 the Board last year. And you have been very
19 supportive of our inclusion in this work. So
20 thank you.

21 Today I would like to talk about the
22 statuses of D.C.'s new Health Education Standards

1 and their implementation in 2016 and 2017 years.
2 Although we are very pleased with the newest
3 draft of the OSSE Health Education Standards,
4 there are a few changes that I would like to
5 discuss.

6 Every section of the new Health
7 Education Standard is very important for students
8 to learn about. I am concerned that the number
9 of standards in the high school mental health
10 section has been reduced.

11 Body image is something that affects
12 me personally. We all go through it, but I
13 didn't even know that it affects others until I
14 started my research prior to the development of
15 the new Health Education Standards.

16 In school we don't talk about how what
17 we see on TV or the models that affect our self-
18 esteem. Self-esteem is a very important concept
19 to learn and analyze in school.

20 However, the OSSE revised draft of the
21 new health education standards removed the
22 standards that state, that a child in elementary

1 school should have the ability to demonstrate
2 approaches and skills, and how to respect your
3 own and other people's body.

4 This concept is needed early on to
5 create the basis of good self-esteem. In fact,
6 self-esteem is so important that poor self-esteem
7 can lead to other problems like suicide.

8 As a peer advocate, and peer educator,
9 I know that young people have the ability to
10 analyze problems in the city and work to help
11 solve them. The revised draft of the new health
12 standards removed key concepts in the mental
13 health section that would encourage students to
14 analyze some of the city's health systems and be
15 a part of the solution.

16 For example, the following standard is
17 removed. Analyze the supports and barriers to
18 accessing mental health resources. Youth know
19 what is stopping people from seeking mental
20 health resources.

21 Another standard that was removed was,
22 demonstrate techniques to help a peer deal with

1 difficult emotions including anger and stress.
2 Youth need to be used as resources for helping
3 these peers deal with health issues.

4 The new standard will really help
5 youth. It is something that is going to affect
6 their life. It will only affect youth if we have
7 enough time in health classes to learn about it.

8 OSSE just released their graduation
9 requirements proposal, and we still only have a
10 .5 credit requirement for health. With all of
11 the topics that we need to learn, and skills we
12 need to practice, we want to increase the
13 requirement to one whole credit.

14 Thank you for taking the time to hear
15 my testimony. And I hope you take all my points
16 into consideration. Thank you.

17 PRESIDENT JACOBSON: Thank you so
18 much.

19 MS. MIDEKSA: Hello, President
20 Jacobson and fellow Board Members. My name is
21 Rahel Mideksa. And I'm a junior attending
22 Columbia Heights Education Campus.

1 I'm here to testify about the current
2 draft of the Health Education Standards, with
3 special emphasis on the mental health issues that
4 immigrant teens face, as well as traumatic
5 experience that many teens in D.C. face.

6 Although the current draft of the
7 Health Education Standards does address many
8 health challenges that D.C. youth have, they can
9 be more responsive to the needs of special
10 population and trauma inflicted youth.

11 I'm here to ask why OSSE chose to
12 remove some of the population and trauma-specific
13 standards? The United States is facing a
14 significant challenge in serving the immigrant
15 youth. With over a million entering a year,
16 they're entering public schools in record
17 numbers.

18 Often the youth face culture shock,
19 poverty, and will have to quickly adapt to a
20 society they have never known. I'm speaking from
21 experience because I was one of those students
22 who felt displaced in my own school.

1 I came to America at the age of 9 from
2 Ethiopia. I was very young and felt out of place
3 with children who are accustomed to customs
4 unlike mine. I felt reserved and they seemed
5 free. I barely knew how to speak English, so it
6 was a huge barrier for me.

7 I never truly received a proper
8 education in high school and I always tried to
9 avoid it because it was an uncomfortable subject.
10 I wish that I had learned to embrace my
11 individuality and my diversity as an immigrant so
12 that I could have wasted less time in conforming
13 with what I saw.

14 This is why I question OSSE's decision
15 to remove the following standard, identify
16 resources dedicated to helping special
17 populations like immigrant youth cope with mental
18 health issues like depression, anxiety, and
19 overstress. With this we guarantee that youth in
20 these groups will know where to go for help. And
21 that their special circumstances are taken
22 seriously.

1 A particular problem for immigrant
2 youth is that many cannot communicate with their
3 parents because of a creation gap that emerges
4 between generation over time.

5 As an immigrant student, I didn't know
6 how I could possibly learn in a classroom when I
7 couldn't cope with my surroundings. I was
8 becoming stressed and I wanted to back to my home
9 country.

10 Many D.C. youth go through traumatic
11 life experiences that disrupts their life and can
12 affect the way they interact with their families,
13 teachers, friends, and communities. Trauma can
14 also come from living in a constant resource
15 scarcity.

16 For instance, some teens come from a
17 poor neighborhood, and some are sexually and
18 emotionally abused. In the current draft there
19 is one standard that deals with trauma. It
20 reads, "Evaluate effective strategies to cope
21 with fear, stress, anger, and trauma."

22 But this standard might be hard to

1 apply if youths can't define traumatic
2 experiences and trauma, and identify causes and
3 indicators of trauma, which was a standard that
4 was removed from this draft.

5 When one of the standards is taken out
6 it creates a confusion since youth have to
7 evaluate something they might not understand.

8 In conclusion, I want to thank OSSE
9 for this great draft of Health Education
10 Standards. I would also like to relay what James
11 and Abigail asked, we need more time to learn all
12 this. This is why I urge SBOE and OSSE to add .5
13 credits to help classes as a graduation
14 requirement.

15 Thank you for listening to my
16 testimony.

17 PRESIDENT JACOBSON: Thank you so
18 much.

19 MR. TONGE: Hello, my name is Jhirbron
20 Tonge. I'm 17 years old and I currently attend
21 School Without Walls Senior High School as a
22 senior. I also live in Ward 8 of Washington D.C.

1 I'm here to talk about the importance of
2 addressing mental illnesses in our health
3 education.

4 Health class did not prepare me for
5 stress or for my depression. Life as a teen got
6 rough both inside and outside of school. Life
7 got tense and I felt the whole world was
8 collapsing on me. My grades dropped. I became
9 less attentive and less social.

10 There were times that I would break
11 down completely and then cry for almost the
12 entire day. Luckily my mom noticed how I had
13 changed and eventually we got help from a
14 therapist. I had no clue how to get help on my
15 own. And I was even afraid talk to my friends
16 and family.

17 When I first told a classmate they
18 thought I was just trying to get attention. I
19 soon realized I was not alone though. YRBS
20 reports that 31 percent of high school females
21 and 19 percent of high school males have felt so
22 sad or helpless, hopeless almost every day for

1 two weeks or more that they stopped doing some
2 usual activities like I did.

3 If I was clueless about how to deal
4 with my depression, then there are many other
5 teens that also need the information and skills.
6 Talking about mental illnesses is a very uneasy
7 topic for most people.

8 For example, for African Americans
9 seeking mental health help by seeing a therapist
10 or someone of that nature gives this false idea
11 that you're crazy or something is wrong with you.

12 That's why after reviewing the latest
13 update of OSSE's Health Education Standards I was
14 pleased that the following two standards were
15 included. One, analyze the stigma of mental
16 health illnesses in various cultures. And
17 describing the impact that culture and community
18 can have on mental health conditions.

19 Having a good mental health education
20 can help students avoid becoming overly stressed.
21 And can teach students how not to make bad
22 decisions in order to cope with their stress.

1 As I have been mentioning, I struggle
2 with depression and I wish that my education
3 would have taught me what I was going through and
4 how to deal with it. I'm glad to see then the
5 current draft of the standards, students will be
6 able to learn to describe the signs and symptoms
7 of depression, as well as identify techniques for
8 managing mental and emotional health challenges
9 like depression, stress, and grief.

10 Teens lack proper knowledge on mental
11 health. And that's why it is so important that
12 the Office of the State Superintendent of
13 Education and the D.C. State Board of Education
14 pass and implement the revised Health Education
15 Standards as soon as possible.

16 We also need to increase the 0.5
17 credit for health to a full credit. So that
18 teachers will have the proper amount of time
19 necessary to teach these standards.

20 Thank you for your time and
21 consideration.

22 PRESIDENT JACOBSON: Thank you all for

1 spending your night here. I know that you have a
2 lot of other places you could be. And it's
3 incredibly important that you come out here,
4 because you're not just speaking for yourselves.
5 You're speaking for your classmates and you're
6 speaking for youth and students across the city.
7 And we greatly appreciate your time.

8 Do Board Members have questions for
9 the panel?

10 MEMBER ANDERSON: I don't have a
11 question but I do appreciate do want to extent
12 appreciation to you all for speaking so clearly
13 and cogently on the problems that you're facing.
14 And the kinds of issues and solutions that you
15 presented. So thank you for coming out.

16 PRESIDENT JACOBSON: Ms. Wattenberg
17 and then Ms. Lord.

18 MEMBER WATTENBERG: Also thank you so
19 much for speaking so much from your heart and I
20 learned a lot from this.

21 I just have one comment which is to
22 our last speaker, which is I am very sympathetic

1 with your point about putting these in the health
2 standards. But I'm curious, it strikes me that
3 the school should have been there in a bigger
4 way, apart from the health standards, in terms of
5 counseling services and so on.

6 And to be there so that students can
7 identify themselves as in need of some
8 counseling. And I'm just curious to all of you
9 really, just very quickly because I want to get
10 you out of here, whether that's a problem in your
11 schools? The lack of, inadequate availability or
12 inadequate knowledge of that being available?

13 MR. TONGE: There isn't a lack of
14 availability, for me personally, it was the lack
15 of being comfortable talking about it. When it
16 all started around my junior year, I wasn't a
17 very communicative person to begin with. I
18 didn't talk to many people. I guess you could
19 say I was kind of a loner. It was what I was
20 used to as being an only child.

21 But I wouldn't blame the school and
22 the counselors for not being there for me. It

1 was just I wasn't comfortable talking to them.

2 MS. KOERNER: If I could add, I go to
3 Wilson so there's a ton of kids all the time and
4 very few counselors available. So each grade has
5 I think, well starting at sophomore year there's
6 two. Freshman have one. Juniors have two.
7 Seniors have two. So as you can imagine it's
8 kind of a fight to get an appointment with one of
9 those counselors.

10 So I'm sure for students seeking any
11 type of help from counselors, it's difficult.
12 I've tried to speak with counselors about college
13 and career stuff, and there's really no time for
14 any assistance.

15 MEMBER WATTENBERG: Thanks, anybody
16 else?

17 MS. MIDEKSA: I wanted to add
18 something. The thing is when you're not
19 comfortable as a teen, you go to a certain kind
20 of people to talk to. And you know different
21 teens appeal to different kind of emotions. So
22 although 50 percent of you know, are responsible

1 to kind of find an adult. You know we need just
2 like I have special hands that come and reach,
3 and to show us that we do have these resources.
4 We do have these people. Because we do appeal to
5 different kind of emotion, different kind of
6 techniques so that we can express our problems.

7 MEMBER WATTENBERG: Thank you very
8 much.

9 PRESIDENT JACOBSON: Ms. Jolly from
10 Ward 8.

11 MEMBER JOLLY: Very quickly, I wanted
12 to say first, thank you so much for coming down.
13 I teach government and I would be thrilled if my
14 high school students came down and testified in
15 front of the State Board of Education. Some of
16 them are watching tonight, so they heard that.

17 But I just wanted to say I'm so proud
18 of you guys. Just for coming down and
19 identifying an issue that is really important to
20 you. And for testifying.

21 Second, I wanted to refer to something
22 that Rahel said. And I just wanted to reassure

1 you, I specifically noticed something you said
2 about the standard being changed to evaluating
3 different methods of dealing with trauma. And
4 that being a change from defining.

5 What that is, so the assumption when
6 standards are written is frequently that you
7 write them at the highest level with the idea
8 that teachers in the way that they roll out that
9 material for you, will do that. So it's not
10 being taken out so much as it is being elevated.
11 But obviously for a teacher to evaluate the
12 effects of a traumatic event, you have to know
13 what some of those are. You have to have them
14 teach you what different ways of coping with them
15 are.

16 So the idea from a wonky teacher's
17 standpoint, is that it's implied in there. That
18 we have to do that for you. It's just making
19 sure that you're being able to do more than just
20 define the words like you would on a test. Where
21 you multiple choice, and that you're able to take
22 those definitions and use them for real in your

1 life.

2 But thank you because that was an
3 actually really important reminder for teachers,
4 that we need to do that. So thanks.

5 PRESIDENT JACOBSON: Ms. Whittington,
6 five minutes.

7 REPRESENTATIVE WHITTINGTON: Yes. Hi,
8 you guys. As a high school senior, I totally
9 like understand what you guys are talking about
10 here. But I want to specifically be, I'm sorry,
11 I'm trying to find it. Yes, I want to
12 specifically be -- Abigail, I understand that
13 like as, this is your junior right?

14 MS. KOERNER: Yes.

15 REPRESENTATIVE WHITTINGTON: I know
16 that like a lot of people go through stress and
17 things like that. And I didn't realize like a
18 lot of public schools and charter schools really
19 don't have health classes for us to understand
20 that.

21 And you hear about like students in
22 your school, like committing suicide or

1 depression, or cutting themselves. And that's
2 really important so like I commend you all.
3 Thank you for coming up here and saying that.

4 I hope that my colleagues take this
5 into consideration. Because I haven't got like
6 health class since elementary school. And I
7 totally, just like stopped smoking and that was
8 kind of it. So I really appreciate that you guys
9 came up here and acknowledged, especially the
10 ones that were missing up here as well. Thank
11 you.

12 PRESIDENT JACOBSON: Ms. Lord.

13 MEMBER LORD: First of all I'd like to
14 echo the thanks of my colleagues. And to
15 congratulate you because engaging and advocating,
16 studying, I think this is what we would call in
17 competency-based education, a demonstration of
18 proficiency and performance. So on that score, I
19 give you all A+s.

20 I'm trying to get my head around how
21 you as students experience health education.
22 It's one thing to look at the standards, but the

1 delivery of education is a very different matter.
2 And to your point, Ms. Koerner, you know the
3 whole idea that standards changing to demonstrate
4 from describing implies a much deeper level of
5 understanding.

6 But if it's not being taught, if
7 you're not receiving the information in a certain
8 way, if you're not having safe spaces to discuss
9 things, then sort of the standards are only as
10 good as the delivery.

11 So I'd like to just get your ideas on
12 you know, what are some of the good lessons
13 you've had so far? Where would you beef up
14 health education? Maybe in the middle school?
15 Maybe in the high school?

16 And of the things that you identified
17 in the standards that really are lacking, we had
18 a young man talk about he wants to be equipped to
19 handle gun violence when someone pulls a gun as
20 he's taking out the garbage. And I'm not sure a
21 standard gets at that. So anyway, anybody who
22 wants to answer.

1 MS. KOERNER: Okay, well I guess I'll
2 start. So I really liked what you said about
3 having a safe space. I really agree with that,
4 that the first part of having a quality health
5 education is having a safe space to do it in.

6 And I think that starting that
7 education, a really strong and kind of intensive
8 health education at a younger age would start
9 kids with the idea that they're in health class.
10 Like it's okay to talk about sex. It's okay to
11 talk about violence. This is where we can ask
12 questions. This is where we can learn what we
13 need to learn.

14 And I think starting small lessons
15 about violence in kindergarten, where like if you
16 see someone doing something suspicious what do
17 you do? You go find a trusted adult that you can
18 talk to. And that kid will know for the rest of
19 their life, okay that's suspicious. I need to
20 think what did I learn and how can I apply that?
21 And I think that with every other part of health
22 education that's applicable you know.

1 And with the idea of demonstrating
2 something, I mean even just learning about safe
3 sex, a condom demonstration's not that hard but I
4 never -- I'm enrolled in health classes advisory.
5 I just took my mid-term today actually, so and if
6 I didn't work for the Young Women's Project I
7 wouldn't know how to put on a condom for the rest
8 of my life. DCPS would not have taught that to
9 me.

10 So I think it's really important to
11 have a physical demonstration, a physical
12 analysis of how -- we're learning about HIV now.
13 This is a virus, this is what happens to your
14 body, but this is what happens to people in real
15 life. This is what they look like when they're
16 going through it.

17 MEMBER LORD: Anybody else?

18 MS. MIDEKSA: And also you mentioned
19 something as the standard's as good as the
20 delivery. So maybe like teachers, you know who
21 would teach it, like I mean there are some old
22 fashioned teachers who you know who kind of have

1 their own ideas of like sex is bad. That's sad,
2 but maybe like having teachers who are kind of
3 open to new ideas. I like what Abby said, the
4 condom representation.

5 And then like also like having
6 teachers like making teachers connect with
7 students. Like teachers who'd go out of their
8 way you know to kind of talk about what really
9 goes on in life.

10 If you can connect school with life
11 then you know students would be more interested
12 in expressing their self.

13 MR. TONGE: To touch on what you were
14 asking us.

15 For me, and for last year when I took
16 health, we talked a lot about nutrition, and
17 different ways of exercising to better ourselves
18 health wise. But the issue for my health class
19 was timing.

20 We only meet twice, maybe three times
21 a week depending on the Fridays. And we focused
22 mostly on nutrition, and then into exercise, and

1 then yoga. And by the time it got to learning
2 about sex and mental health, we didn't have
3 enough time.

4 So that's why we, all four of us
5 agreed on extending the health credit requirement
6 to a full year credit.

7 PRESIDENT JACOBSON: Thank you. Let's
8 go to -- did any Board Members on this side have
9 questions? Ms. Wattenberg you'd like to speak?

10 MEMBER WATTENBERG: Yes, just one.
11 Both of you have talked about increasing from a
12 half credit to one credit. And of course one of
13 the big complaints about D.C. high school
14 requirements is there's a huge number of them.
15 More than I think in any other state. And so
16 you're content though with just losing, yet
17 another half of an elective in order to get this
18 done?

19 MR. TONGE: I'm fine with that.

20 MR. PETERS: Also I feel as though
21 that with the credit, as far as talking about
22 that it's like, it's a lot of different things

1 that needs to be discussed with the mental health
2 standards. So I feel as though an extra credit
3 is just giving us more time to talk about all the
4 issues that we brought here today, you got to
5 talk about.

6 PRESIDENT JACOBSON: Thank you. I
7 would love to do multiple rounds unfortunately
8 we've still got another panel to question and a
9 panel waiting after that.

10 Ms. Williams, Vice-President Williams.

11 VICE-PRESIDENT WILLIAMS: Thank you
12 Mr. President. I'm going to keep this brief. So
13 are you really asking for one half -- would it be
14 better just to give you a whole credit for health
15 or if we initiate health earlier in your
16 educational process? So that you can cover
17 multiple topics over your lifetime in school? Is
18 that what you're -- what are you asking for
19 specifically?

20 MS. KOERNER: Well, we're kind of
21 asking for just a more continuous health
22 education overall and the full year health

1 requirement in high school. Because health is
2 just such a critical part of who we are as
3 people. We are all healthy individuals. So we
4 need to learn about it.

5 But I think the most critical part of
6 what we're asking is that it starts at a younger
7 age. Because even if once we get to high school,
8 the credit is still only one half of a year, then
9 we'll have our whole ten years of education to
10 support what we're learning at that moment.

11 VICE-PRESIDENT WILLIAMS: Anybody
12 else?

13 (No audible response)

14 VICE-PRESIDENT WILLIAMS: So would it
15 have helped you if you had had an instruction or
16 support earlier in your life?

17 MR. TONGE: I believe so, yes. The
18 first time I ever took or even learned about
19 health was in my high school junior year. So I
20 think it would have benefit if it started out
21 earlier on.

22 VICE-PRESIDENT WILLIAMS: Thank you.

1 I will again thank all of you for coming out.

2 It's been so informative. Thank you.

3 PRESIDENT JACOBSON: So I think
4 there's a common thread that I'm seeing here in
5 the issues that you all have raised. And that's
6 an issue of stigma and of shame among all of
7 these health issues, body image, depression,
8 sexuality, mental health issues, suicidality.
9 I've dealt with a lot of these issues myself.
10 I've dealt with suicide, thoughts of suicide.
11 I've dealt with addiction and I've dealt with
12 depression.

13 And my goal here, and I want you all
14 to know, and I want your colleagues, your peers
15 to know, my goal is do whatever we can, as much
16 as we can, so that students in school today don't
17 go through what I had to go through when I was
18 younger. And can make better choices throughout
19 their lifetimes. That's what this is all about.

20 And you have my commitment to continue
21 to work on these, to make even incremental
22 improvements wherever we can. And to keep

1 working collaboratively so that we can get these
2 done. Even if it's not everything we want, to
3 get something better in our classrooms so that
4 students can have a better start to their adult
5 lives because they're prepared at the school
6 level. So you have my commitment on that.

7 I hope you will be our student
8 advisory committee. We're doing a joint meeting
9 with the Public Charter School Board's Student
10 Advisory Committee, and the State Board of
11 Education Student Advisory Committee. I hope
12 you'll invite your peers to come to that.

13 And I encourage everyone who is
14 watching tonight to support these efforts to get
15 better standards in our schools so we can help
16 you all.

17 With that, I'm going to dismiss this
18 panel and call up our friends from OSSE and from
19 the Department of Behavior Health again. Thank
20 you so much and get home safely tonight.

21 And Ms. Anthony and Dr. Scott.

22 MS. ANTHONY: It's just me at this

1 point.

2 PRESIDENT JACOBSON: Okay, terrific.

3 Thank you.

4 Do you have anything to add to your
5 testimony really briefly and then we'll go to
6 Board questions?

7 MS. ANTHONY: I just wanted to thank
8 the students for coming tonight. I think
9 everything that they said was really important,
10 and the things that we're thinking about at the
11 OSSE as well.

12 And I think it was really great of
13 them to come tonight and to be the voice for the
14 youth in the District. So I just wanted to
15 acknowledge their efforts.

16 PRESIDENT JACOBSON: Thank you. Now,
17 let's turn to Board Member questions on the
18 standards or on the process moving forward.

19 Mr. Jones.

20 MEMBER JONES: Good evening. I have a
21 number of lines of questioning, but considering
22 it's snowing and it's late, I'm going to limit it

1 to one. And that's on the nurse availability.

2 MS. ANTHONY: Yes.

3 MEMBER JONES: Now, your comment was
4 what about nurse availability?

5 MS. ANTHONY: There's nurses in every
6 single DCPS school. Not all of the Charters are
7 covered and this is something that we're working
8 on with the Department of Health.

9 Currently the Department of Health
10 owns the school nurse contract for the District.
11 And this contract was created before there was
12 the infiltration of Charters. And so we're
13 working on a scope of work to ensure that all
14 schools can be covered. That they can opt-in.

15 Some schools are purchasing their own
16 nurses at this time, so there are nurses outside
17 of that contract in schools providing support to
18 students. But it's something that we know we
19 need to work on.

20 MEMBER JONES: Now, the nurse
21 availability under the contract that Department
22 of Health administers with National Medical,

1 which is Children's Hospital.

2 MS. ANTHONY: Yes.

3 MEMBER JONES: Do they provide the
4 nurses for the Charters as well? Is it under the
5 same contract?

6 MS. ANTHONY: It's all one contract.
7 And currently they're doing a needs assessment to
8 look. Also there are school-based health centers
9 which are essentially clinics that are attached
10 to the high schools in the DCPS high schools.
11 And so those are also sources of health care
12 within school buildings that are somewhat
13 separate entities but also can be leveraged for
14 students within that building.

15 So they're doing a needs assessment to
16 look at the distribution of school nurses in the
17 school building itself as well as what supports
18 can be received through the school-based health
19 center, which is kind of this clinic model
20 attached to a school.

21 MEMBER JONES: Okay, is it a problem
22 with the availability of nurses and staff?

1 MS. ANTHONY: I think it's about
2 getting an updated contract in place to ensure
3 that access can be had where it's needed. And
4 that's something that the health department
5 remains committed to and is working on right now.

6 MEMBER JONES: Okay, because I'd like
7 to follow up on this because there's something
8 amiss here because National Medical is suggesting
9 that there isn't enough qualified nurses.

10 But I have data that suggests
11 otherwise. So we've got to make this align and
12 this is a problem in our city. When we let
13 contracts to organizations, and for whatever
14 their reason is, they say they can't find enough
15 qualified nurses. Something is not right. And
16 we need to sort of align this.

17 So that's, again I have some other
18 questions but in the interest of time -- but we
19 need to work on that because there is enough
20 qualified nurses in this region to cover every
21 school, charter and traditional.

22 And I mean they have made a lot of

1 progress. I remember when we didn't have nurses
2 in all our schools, and it's not that far back.
3 So I applaud the progress that's being made. But
4 hopefully you all can work with them and make
5 sure that they identify nurses and deploy them in
6 all our schools. Because they should be there,
7 as there is no reason for them to not do it.

8 If they have the contract, then they
9 need to perform. If not, then they need to find
10 another provider.

11 MS. ANTHONY: Yes, I think that the
12 needs assessment will be really helpful for us to
13 look at what is currently happening across the
14 District, and what is needed across the District
15 moving forward?

16 I think it's, you know this is
17 something that we need to look at with all
18 health-related resources in the building. Not
19 just nurses, but nursing assistants, medical
20 technicians, anyone who can kind of support, as
21 well as social workers and psychologists.

22 Are students getting access in their

1 school buildings to the services that they need?
2 And OSSE is committed to facilitating that
3 conversation, knowing that many District agencies
4 are involved in those resources and the
5 allocation of them.

6 MEMBER JONES: Agreed. I appreciate
7 your thoughts on that. Thank you.

8 MS. ANTHONY: Thank you so much.

9 PRESIDENT JACOBSON: And I have to
10 echo the thoughts of my colleague. It's not only
11 -- I think the quality of our health care
12 professions in our schools is vastly different if
13 you go to different schools. And we can be
14 working on that with our partners at OSSE and
15 with the administration, and with the Public
16 Charter School Board.

17 Do Board Members have additional
18 questions? Ms. Lord.

19 MEMBER LORD: Thank you and thank you
20 very much for staying so late. I had a couple of
21 questions on the presentation. And if I can get
22 to where I wrote them down.

1 Basically -- a thousand pardons -- so
2 there were a lot of things in here for example
3 that struck me as worthy of developing. So for
4 example, under the current health standards which
5 we now measure, obesity rates and condom use.
6 Obesity rates have dropped, condom use has gone
7 up. It seems like it's in a good direction.
8 That would suggest we might not want to change
9 them.

10 So could you sort of give an
11 indication of what kind of change we're talking
12 about? The second thing that occurred to me as
13 our students were speaking is we're, OSSE is
14 going to align these with Common Core literacy
15 and math standards. But I'm thinking what about
16 the Next Generation Science Standards? It is
17 hands-on. It does get at that demonstration of
18 mastery. And it seems like an opportunity to
19 seize on.

20 And then finally, I'd like to know a
21 little bit about plans for the health assessments
22 and whether those results will be made public,

1 which has been somewhat of a debate. So those
2 are the three main topics right now.

3 MS. ANTHONY: Okay, so the first one
4 was, we're making some progress on health
5 outcomes in the District and should the standards
6 be potentially scaled back or remain as is if
7 we're making good progress there?

8 We haven't necessarily scaled back on
9 the fronts where health outcomes are improving.
10 We may have changed the wording. And so you know
11 --

12 (Off the record comments)

13 MS. ANTHONY: Sure.

14 Things change over time and so I know
15 when I was growing up and I was learning about
16 nutrition, it was good foods and bad foods and
17 margarine versus butter. And now we know that
18 it's really not a great thing to teach that there
19 are bad foods. It's moderation. It's knowing
20 when you're full and when you should stop eating.
21 And that stress can be a trigger for snacking. I
22 certainly know that.

1 And so I think it's making sure that
2 it's looking at the current research and
3 modifying the language to accommodate what is
4 evidence based.

5 To your second point, we're certainly
6 looking at the Next Generation Science Standards
7 and feel like there's a really, really strong
8 opportunity for science and health to work hand
9 in hand for our students.

10 And that's why we felt like there was
11 an opportunity with next generation and the
12 Common Core to start pushing health into other
13 areas. And maximizing on the time that's
14 available in student's schedules.

15 And the third thing --

16 MEMBER LORD: The health assessments.

17 MS. ANTHONY: The health assessment.

18 So we've been doing DC CAS Health for a long
19 time. As you know CAS went away, and so we're
20 developing a health assessment this year. We've
21 given LEA's the opportunity to develop their own
22 assessment if they're currently doing something.

1 It needs to be vetted and approved by us.

2 And so we'll be receiving those
3 proposals next month and vetting those within the
4 OSSE. Both through our assessment team and our
5 health team together in collaboration. So we can
6 be looking at it from two angles. Or you can
7 opt-in to the state test.

8 And so the state test is going to be
9 looking at the field test standards that we've
10 highlighted, and asked LEAs to try out. Some of
11 them look really similar to the 2007 standards.
12 And some are really cutting edge. And so you
13 know that's what we're trying to find out is you
14 know, could you implement this in your classroom?
15 And could we assess on it?

16 And so that will happen during the
17 PARCC administration window, late March through
18 late May.

19 MEMBER LORD: And then I'd also like
20 to follow up, thank you for that. I'd like to
21 follow up on the residence of school nurses,
22 which apparently we have.

1 But an awful lot of what we heard from
2 the students and others suggests that well first,
3 we may not have, the staffing may not be as, the
4 coverage may not be as rigorous. Because
5 information we had from our previous State Board
6 Policy Analyst and our Ombudsman revealed there
7 actually is a lot of cross-communication about
8 hiring.

9 But what about the prevalence of
10 social workers and school counselors, school
11 guidance counselors? It seems that social,
12 emotional health is better dealt with at that
13 level, than a nurse or an academic counselor, or
14 even a health teacher.

15 MS. ANTHONY: Absolutely, I agree. I
16 mean I think the health standards are only lever
17 of change in improving health outcomes. And I
18 think resources in the building are another
19 powerful way to do that. And social workers are
20 certainly, you know the ideal people to be
21 helping on the social, emotional front both
22 inside the classroom.

1 So doing classroom consultation with
2 teachers as well as you know doing one-on-one
3 therapy, group therapy, and advising school
4 principals, and custodians, and cafeteria workers
5 on the school climate matters.

6 D.C. actually has more social workers
7 in their schools than some of the area
8 jurisdictions. We're one of the only
9 jurisdictions in this area that meets the
10 national recommendations for social worker and
11 psychologist allocations.

12 I think the bigger challenge is
13 knowing how to use them well in schools. And so
14 you know there's the angst of how do I walk into
15 a classroom as a social worker not having an
16 education background, and tell this teacher how
17 they should be instructing to recognize trauma?
18 And knowing that behavior is a form of
19 communication.

20 And so if a student is acting out,
21 let's not isolate them and send additional
22 messages that they are a problem. And instead

1 acknowledge that they are having a problem. And
2 that we need to do something about it.

3 And so you know something that I'm
4 really committed to doing and thinking a lot
5 about is how do we leverage the resources that
6 are already in the building to maximize their
7 impact on student outcomes?

8 MEMBER LORD: Just a quick follow-up.
9 Does OSSE now count or monitor the staffing
10 levels for school psychologists or school
11 counselors?

12 MS. ANTHONY: We do. So the annual
13 school health profiles that we do, it does survey
14 the resources in the building. So the nurses was
15 just one example, but we look at it more broadly.

16 Schools purchase their own, sometimes
17 for special education purposes. The Department
18 of Behavioral Health also deploys social workers
19 and psychologists to schools throughout the
20 District.

21 So it's also, that's part of the needs
22 assessment, is looking at how are we using

1 different resources deployed from different
2 agencies and schools? And how does it,
3 especially knowing how many students transition
4 throughout the system, how does it feel similarly
5 between schools? But also can adapt to the
6 populations that are there.

7 MEMBER LORD: Thank you.

8 PRESIDENT JACOBSON: Do other Board
9 Members have questions for Ms. Anthony?

10 (No audible response)

11 PRESIDENT JACOBSON: Then I have a
12 couple.

13 MS. ANTHONY: Okay.

14 PRESIDENT JACOBSON: Has OSSE -- the
15 superintendent has committed to working with the
16 State Board to take a real hard look at our
17 graduation requirements. And we're looking
18 forward to doing that. The Board has done a lot
19 of work on that over the past four years and we'd
20 love to bring that to a close. And we're really
21 excited to be working with you on that.

22 Does OSSE have an official position

1 yet on increasing the health credit from a half
2 credit to a full credit, as the students were
3 asking?

4 SUPERINTENDENT KANG: So as you said I
5 think we are very committed to working with you
6 and to look at the requirements comprehensively.
7 And I think we'd want to look at that in
8 conjunction with the other types of changes we're
9 thinking about. We don't have a specific
10 position on that specific question yet.

11 PRESIDENT JACOBSON: Terrific. You
12 talked just briefly in response to Ms. Lord about
13 annual school health profiles, and the
14 information that's there. It sounds like it's
15 pretty interesting, rich data. Is that something
16 that would be easy to add to the school report
17 cards?

18 MS. ANTHONY: Sorry.

19 SUPERINTENDENT KANG: So I think the
20 school health profile data is all available on
21 our website. I think just generally there's
22 probably some thinking to do about how we make

1 information available to the public and to
2 families and so on about our schools overall.

3 I don't think it would be super easy
4 to do overnight. But I think it's something that
5 we can think about. I think we're already
6 thinking about sort of how we make information
7 more easily accessible to families. And we can
8 include that as part of our thinking.

9 PRESIDENT JACOBSON: I'd really
10 encourage you to look at that. Families now have
11 to go to multiple websites to find different data
12 and sometimes it's not always the reading score
13 that matters to the family. It's having a school
14 that can support the mental, emotional, and
15 physical health challenges that their child
16 faces. So having that all at a one-stop shop I
17 think would be very beneficial.

18 Can you tell me, on the field test,
19 how many LEAs have opted in to the field test?

20 MS. ANTHONY: So the deadline for
21 knowing whether or not folks are going to opt-in
22 to the tests is February 1st. And so we'll have

1 the final list then. So far we've only heard
2 from two LEAs that have said that they are going
3 to opt-in to the OSSE test.

4 PRESIDENT JACOBSON: Okay. Is DCPS
5 one of those two?

6 MS. ANTHONY: No.

7 PRESIDENT JACOBSON: Okay. Please on
8 February 1st, I'd really like to see that
9 information.

10 MS. ANTHONY: Absolutely.

11 PRESIDENT JACOBSON: To make sure that
12 we're reaching all the LEAs that we can.

13 MS. ANTHONY: Absolutely.

14 PRESIDENT JACOBSON: My final question
15 is, my understanding is that on sexual health
16 issues, families can choose to opt-out of sexual
17 health standards and classes.

18 Given what the students said, and
19 given the changes to the draft, are we
20 intentionally dumbing-down the standards so that
21 fewer families will opt-out?

22 MS. ANTHONY: I appreciate the

1 question. I looked at the last three years of
2 opt-out data just to find out how large of a
3 problem is opt-out. I have some concerns about
4 students not getting access, but at the same time
5 their parents have that right. And they have
6 that right in 35 other states and so you know
7 it's certainly something that nationally is
8 occurring.

9 The numbers are really low for opt-
10 out. And so it's not a parent-driven thing. And
11 we have not dumbed down the standards by any
12 sense. I think what we wanted to do was make
13 sure that we're talking not just about infectious
14 disease but we're talking about communicable
15 disease, and chronic disease, and infectious
16 disease together.

17 So that you can learn about all
18 different types of diseases and not just isolate
19 it to one specific disease. Or in some of the
20 other instances, is that the students were
21 talking about one specific population. Knowing
22 that the populations look so different between

1 LEAs that we want to give LEAs the flexibility to
2 adapt to the populations that they know well and
3 that they're serving.

4 So it was more of about consolidating
5 some of this stuff, and creating flexibilities
6 for LEAs to adapt their instruction to their
7 population. Not to try to dumb-down by any
8 means, or diminish the importance of sexual
9 education.

10 PRESIDENT JACOBSON: Well, I don't
11 think it's just the sexual education. When you
12 are trying to create a bigger bucket to catch
13 more and certainly I understand the individual
14 groups, the immigrant groups, the LGBT groups et
15 cetera, et cetera.

16 So then how does that get communicated
17 to schools and how do health teachers understand
18 that flexibility and that's where that lesson
19 plan goes?

20 MS. ANTHONY: Right.

21 PRESIDENT JACOBSON: Is it
22 professional development for teachers? Is it the

1 curriculum? Is it a combination?

2 MS. ANTHONY: It's the, I mean it's
3 the book lesson, the curriculum list. I think
4 that those are going to be the biggest drivers of
5 successful implementation.

6 That's giving teachers tools so they
7 are not sitting at home Googling at night, how do
8 I instruct to this standard when I know I should
9 really be talking about HIV? Or I know that
10 inhalants are a problem at my school and I want
11 to kind of focus on that.

12 So that's why we're trying to create
13 those resources right now. A lot of the books
14 and curriculum can get more specific. But what
15 we want to do is say kids need to know this and
16 know how to advocate or how to make solid
17 decisions or set goals around any sort of disease
18 prevention. And then you know the book list can
19 say and here's how you do it for HIV. And here's
20 how you would do it for heart disease, to get
21 more specific.

22 PRESIDENT JACOBSON: We will be very

1 much looking forward to receiving additional
2 information on that.

3 MS. ANTHONY: Okay.

4 PRESIDENT JACOBSON: Do any Board
5 Members have any final questions?

6 MEMBER LORD: I have one quick one.

7 PRESIDENT JACOBSON: A quick comment?

8 MEMBER LORD: One of the pieces of
9 work we were doing last year and the year before
10 that was to try to develop a protocol or template
11 for sort of regular review of academic standards.

12 And I was just wondering, does the
13 State Superintendent's Office have anything like
14 that where you sort of like, okay it's five years
15 now, what's happening?

16 And I don't need an answer right now,
17 but it would be really useful to kind of figure
18 out what the best practices are for regular
19 review. And what kinds of things to look at.

20 MS. ANTHONY: I think that's a great
21 question. I think something is to look at what
22 happening nationally. We reached out to three

1 different entities that have a role in the
2 National Health Education Standards, and said
3 hey, you haven't revised these since 2007.
4 What's going on here? Are you doing a revision?

5 Because I think that's kind of where
6 we got caught in 2007 when we developed the last
7 version of the standards. Is we released
8 something, and the nation released something, and
9 we were trying to kind of align but it was all
10 you know, timing was hard.

11 And so I think part of it is keeping a
12 pulse on what's happening nationally. And what's
13 happening in our states knowing that, you know
14 health changes over time. And what we need to
15 focus on. And we learn more and more about how
16 to teach students about health education. And so
17 we're going to probably have to make updates.

18 I think what's going to be really
19 meaningful is how are we getting continuous
20 feedback from our teachers along the way.
21 Knowing that some of these are really cutting
22 edge, and a little bit controversial. And so

1 we're going to make some parents nervous, and we
2 just need to make sure that we're getting that
3 constant feedback from folks to make sure that
4 these are as high impact as possible for our
5 students.

6 MEMBER LORD: Right, and of course we
7 all know that chocolate, and peanut butter, and
8 potato chips are just great for your health now.
9 Right? But see the thing is, that's the thing.
10 Content can change but it's the standards are,
11 should know and be able to do. So I appreciate
12 it. Thank you.

13 PRESIDENT JACOBSON: Thank you, Ms.
14 Anthony I appreciate you staying so late this
15 evening. With that I will release you.

16 MS. ANTHONY: Thank you so much. I
17 appreciate everyone's time.

18 PRESIDENT JACOBSON: Thank you.

19 We're now going to move on to our
20 final witness and a final panel. Dr. Carol
21 Bristol, Director at Sunshine Early Learning
22 Center. We appreciate your patience, and come

1 sit down as I do brief introductions.

2 Pre-Kindergarten education in the
3 District is vital to future success for students.
4 I'm glad that the mayor and council are committed
5 to Pre-K Education, as the Board is. The funding
6 that OSSE will provide to high quality Pre-K
7 Education will help these businesses give even
8 more to their young students.

9 Ms. Kang, would you like to introduce
10 the subject in more detail?

11 SUPERINTENDENT KANG: Just very
12 briefly, I note again that the provision that's
13 for discussion this evening is around the
14 academic requirements for those CBO classrooms.
15 Those community-based organization classrooms
16 that are aiming for that high quality designation
17 to qualify for the pre-k enhancement funding.

18 And so we're so excited to have Dr.
19 Bristol here and thank you so much for coming.
20 And we're excited to hear a little bit more about
21 sort of how you're thinking about your staff and
22 the academic requirements as they apply to your

1 center.

2 DR. BRISTOL: Good evening.

3 PRESIDENT JACOBSON: Thank you so
4 much. Go right ahead and testify. You've got
5 five minutes.

6 DR. BRISTOL: Good evening, Honorable
7 Body, Members of the State Board of Education,
8 early childhood educators, all partnering
9 agencies and friends.

10 I'm Carol L. Bristol and I have the
11 distinct pleasure of serving as Center Director
12 for Sunshine Early Learning Center, a gold tier
13 community-based organization, a CBO, that has
14 been providing high quality instruction to
15 children from birth to 5 years old in Ward 7 and
16 8 within the District of Columbia for more than
17 40 years.

18 I'm here this evening because I want
19 to lend my testimony and support of the amended
20 academic and degree requirements as put forth in
21 the said regulations by OSSE, which will mandate
22 by 2017 that all classroom teachers who work in

1 high quality CBO, Pre-K programs attain at a
2 minimum, or at least be working towards attaining
3 a bachelor's degree at the time of their hire.

4 Likewise I offer my brief testimonial
5 based on what has been my own background and
6 experience in the field of education, to speak to
7 the manner with which it enforced my perspective
8 on this regulation.

9 As such I present myself as a seasoned
10 educator and program administrator with over 25
11 years of experience, combined working in
12 district, public, private, magnet, charter school
13 programs. Including what is my own academic
14 pedigree toting a bachelor's degree in Psychology
15 from Howard University, a master's degree in
16 Education from New York University, as well as a
17 second master's degree and doctorate degree in
18 African American Studies from the University of
19 California, Riverside. And I can tend for you
20 that water will only rise to the level of its
21 source.

22 I believe it is therefore highly

1 unreasonable and unexceptional for anyone of us
2 to think that closing the achievement gap for
3 children in the District of Columbia can be done
4 without principally ensuring that a bountiful
5 source of highly qualified and fairly
6 compensated, lead and assistant teachers are in
7 fact facilitating the learning in our highest
8 performing CBO Pre-K classrooms every single day.

9 Otherwise, what would be the point of
10 recognizing these agencies as high quality
11 organizations?

12 This is not to suggest in any fashion
13 that I do not recognize currently, there aren't
14 any number of wonderfully enlightened men and
15 women working in the field of Early Childhood
16 Education who have never graced the halls of
17 academia.

18 Yet every day they still meaningfully
19 offer our children an immeasurable amount of
20 culturally relevant life-long learning and self-
21 help skills as well as care, affection, and
22 attention.

1 Nevertheless, it is my intention to
2 testify for you tonight that it's just not nearly
3 enough to employ Pre-K classroom teachers with
4 only an associate's degree or no degree at all in
5 high quality CBOs as we move forward into the
6 21st century.

7 Not when ensuring the equitable long
8 standing, socioeconomic advancement of future
9 generations of children in the District of
10 Columbia has to be our highest priority. And a
11 bachelor's degree is the minimum credential
12 required for almost every other field.

13 And especially not when in what is
14 this globally competitive world of an ever
15 increasing advanced technology that we all now
16 live in, and must adapt to.

17 So I close by asking you to vote in
18 support of this regulation. Let's do all that
19 can be done in pairing our children, who we
20 expect to be accomplished life-long learners,
21 with Pre-K classroom teachers who are themselves
22 degreed and accomplished life-long learners.

1 Thank you for your time.

2 PRESIDENT JACOBSON: Thank you Dr.
3 Bristol.

4 DR. BRISTOL: Thank you.

5 PRESIDENT JACOBSON: Vice-President
6 Williams, would you like to make a brief
7 comments, or kick-off our questioning? This is
8 your area of expertise.

9 VICE-PRESIDENT WILLIAMS: I really
10 agree with your outlook and being a former
11 Director at Big Mama's Children Center.

12 DR. BRISTOL: Oh, okay.

13 VICE-PRESIDENT WILLIAMS: The quality
14 of learning that occurred in our building was
15 directly hinged on the ability of the
16 instructors. And while our profession originally
17 was called daycare, where we just baby sat. You
18 know, my owner said, we never sat on a child in
19 our life. But that was her thing if people came
20 in and said that we were, you know you're
21 babysitting my children.

22 Working there for over ten years I

1 realized that the quality, as the requirements,
2 for what Early Childhood Education was going to
3 look like in the District of Columbia, and
4 especially when the Common Core for Pre-K was
5 enacted through the Board.

6 And especially being a NAEYC
7 accredited center, it was incumbent upon myself
8 as a Director of that center to bring in quality
9 teachers. And to not only have a degree, but
10 have the aptitude and the ability to relate to
11 very young people. And to not only address the
12 academic needs but their social, emotional, and
13 problem solving, and critical thinking needs.

14 So thank you for coming out tonight to
15 testify. And you have my support 100 percent.

16 DR. BRISTOL: Thank you.

17 PRESIDENT JACOBSON: Ms. Wattenberg.

18 MEMBER WATTENBERG: Hi, this is
19 probably more of a question towards Hanseul, but
20 you probably know as well. I got a number of
21 calls from people who thought that this also
22 affected private schools. But it was my

1 understanding it does not. Is that correct?

2 SUPERINTENDENT KANG: So this
3 requirement again is only for community-Based
4 organizations which are private entities. But
5 they're community-based organizations who are
6 specifically applying for the Pre-K enhancement
7 funding. So it's only for those programs who
8 choose to apply for that.

9 MEMBER WATTENBERG: All right, so I
10 want to just clarify another thing just because
11 I'm getting contrary information. I want to be able
12 to put it to rest.

13 The other is that, perhaps this is not
14 just about the grant, but that rather by doing
15 this, that this will be the moment at which staff
16 in these centers -- apart from the ones that are
17 applying for the extra money, but that staff in
18 general at centers -- would not have a chance,
19 people who did not have BAS or AAs, I guess if
20 they're paraprofessionals, would not have the
21 opportunity to grandfather in or get further
22 training. So I just want clarification that this

1 is really just as minimal as it's being presented
2 to us?

3 SUPERINTENDENT KANG: That's correct.
4 And it's not even just the centers. It's
5 actually a requirement only for those classrooms
6 that are applying for this designation.

7 MEMBER WATTENBERG: Okay, thank you
8 very much.

9 PRESIDENT JACOBSON: Are there
10 additional Board questions. Mr. Jones and then
11 Ms. Lord.

12 MEMBER JONES: Thank you, Mr.
13 President.

14 Now your experience, your
15 organization, you're at the highest tier. Do you
16 have any experience in preparing any of your
17 employees that may have not, may not be degreed
18 to ascend to a degree and attain it, and continue
19 to perform?

20 DR. BRISTOL: Absolutely, certainly at
21 Sunshine Early Learning Center, Ms. Frances
22 Rollins, who's our CEO, has contracted several

1 professional development consultants who are
2 working with staff, assistant teachers, lead
3 teachers who are themselves now as a requirement
4 moving toward enrolling in at least an
5 associate's degree program and working toward
6 completing those requirements. And moving
7 towards the bachelor's degree as well.

8 So we're not looking to push people
9 out the door. We're looking to support them in
10 their own professional development and pursuits.
11 But what is principally my own focus is really to
12 see how eventually this could be something that's
13 extended even to what is infant and toddler
14 instruction.

15 And I just think that it's a benefit
16 to our kids, again stressing the need for what is
17 life-long learning in a 21st century. Why short
18 change them when we have an opportunity now to
19 set them up and pair them with teachers who can
20 track them for success through you know,
21 kindergarten et cetera into the halls of
22 education.

1 And if I could just add one quick
2 antidote. I recently earned my doctorate degree.
3 And one of the first questions that came up was,
4 well what are you going to do next? Are you
5 going to lecture here, you going to lecture
6 there? And I did for a while.

7 And then I decided that having gone
8 through what is my own progression, literally
9 thinking back to what were my experiences all the
10 way back to grade school, I realized that it was
11 important to go back to early education to really
12 support our kids in our community to help them to
13 be able to get there.

14 And one of the first things I noticed
15 coming back to D.C. where I especially entered
16 Early Childhood Education, was what was this
17 degree requirement that a number of the teachers
18 in my center and in other places were struggling
19 with?

20 And so I work with teachers as well,
21 during even what is my staff development, once a
22 week or team meetings, to support them in giving

1 them instructional materials on how to continue
2 the learning. And to inspire themselves to
3 continue to be life-long learners. And how they
4 can translate that into their classroom for their
5 children and even for our families?

6 So this is a critical step for us in
7 this field.

8 MEMBER JONES: Yes, I agree. Is there
9 a model anywhere, where organizations have taken
10 their employees from A to Z? In your testimony
11 you mentioned where they're valuable because they
12 instill culture and other things in our young
13 people. And I agree with you.

14 And I also think there, I agree with
15 you there is value in having them attain the
16 level of education that is necessary to teach our
17 children. But I also believe in, if we're going
18 to move to develop a great middle class, it's not
19 so much for you to fire and move people out.
20 Your true measure is growing people. And if we
21 can't do that then I don't see the point.

22 So I think -- I support it, but I

1 think there should be a plan to help grow human
2 beings.

3 DR. BRISTOL: I agree and if I've read
4 the regulation correctly, my understanding is
5 that this has been in the works at least since
6 2008. So folks who've been in the field at least
7 since that time, have had support certainly to
8 move toward each two or three year requirement of
9 credentialing or recredentialing for their
10 center. Certainly towards those milestones.

11 And I know in my center certainly even
12 at Southeast Children's Fund, 01 and 2, our
13 locations, our sister organizations, we've had
14 several teachers who've been with the
15 organization for over 20 years. And have gone
16 from either a GED, certainly to an associate's
17 degree, and even a bachelor's degree, and a
18 master's degree.

19 So I think those are models in our
20 communities where we see that folks are not
21 pushing anyone out the door. If in fact they
22 want to be in the field of Early Childhood

1 Education. But I think we still have to maintain
2 standards. And those standards still have to
3 have a face of excellence.

4 MEMBER JONES: I'm not opposed to
5 standards. And perhaps that was the wrong
6 question for you. Because I know this
7 conceptually had been in place since the 60s.

8 DR. BRISTOL: Okay.

9 MEMBER JONES: In moving toward that
10 direction. Even prior to Head start, I know that
11 because my dad ran two Head Start divisions in
12 the State of Missouri. Now, I'm just looking for
13 someone saying that there's a model, and one
14 towards growing human beings. Not just saying
15 we're going to do this.

16 I know you guys, it's been in place
17 because my brother runs a CBO in this city. So I
18 still didn't see it, although I support it.
19 Don't confuse my concern. There are two
20 concerns. I support it. But we've got to find a
21 model to help grow people as well.

22 Give them the opportunity and I just

1 want to know what are we doing as a city to
2 identify them? If human beings decide they're
3 not motivated then that's another issue. But
4 we've got to find a pathway for them. Just as
5 we're finding a pathway for our young people. We
6 need to find a pathway for the adults who have
7 dedicated their lives to young people.

8 Sometimes it's not their fault that
9 they could not go to institutions of higher
10 learning.

11 PRESIDENT JACOBSON: Thank you, Mr.
12 Jones. I think, again, we're going to continue
13 to have these conversations with OSSE and
14 continue to follow up. Ms. Lord.

15 MEMBER LORD: Well Mr. Jones as usual
16 took some of the words out of my mouth. But I
17 would like to follow up. We just had a very
18 robust discussion about competency-based
19 education. And my colleague, Vice-President
20 Williams talked about the attitude that was
21 necessary. You could have a bachelor's degree
22 but if you hate 3-year-olds, you really don't

1 want that person in the room.

2 So in your experience, have you seen a
3 link between a bachelor's degree and the quality
4 of the instruction, and the learning environment
5 for students? That's my first question.

6 And then given the wide disparities in
7 achievement, and the need as you put it, to have
8 cultural competencies and a culturally relevant
9 curriculum. How does requiring a bachelor's
10 degree when we have now 60,000 adults without a
11 high school or GED diploma, going to move us as
12 fast as we need to go?

13 And it's just something I'm concerned
14 about. I also have in my mind the analogy that
15 you know, how can you expect someone to be a
16 great football coach and train players, if
17 they've never seen the game. Let alone played
18 the game? And so when we talk about college and
19 career readiness. If you've never been on a
20 campus before, it's kind of hard to make that
21 connection between what you're doing with 2-year-
22 olds now.

1 But it just, I just feel like we risk
2 creating artificial barriers to my colleague's
3 point, that would inhibit the development of
4 talent, of finding really great teachers, of
5 bringing them up from teacher's aides. So I
6 would just like to tap your experience and see
7 what you've seen out there?

8 DR. BRISTOL: Well for me, I don't
9 necessarily see finding qualified individuals
10 that hold at least a bachelor's degree, or anyone
11 who's working toward advanced level degrees who's
12 in Early Education, as being mutually exclusive
13 from likewise working with individuals who are
14 currently in the field who may not have gone
15 through the halls of academia as I mentioned.

16 The point though is to consider
17 leveling the playing field. And if in fact the
18 resources that we're seeking for those specific
19 classrooms that are geared toward Pre-K
20 expansion, and making them equitable with you
21 know public school or charter school classrooms.
22 I think that that would be one of the first

1 issues though that is important to address.

2 So there in lies sort of my framework
3 of thinking about it. So I personally as I
4 interview candidates, that's not something at
5 this juncture -- well certainly for Pre-K it's
6 different because of one of the guidelines of the
7 grant. But let's say even for what's infant and
8 toddler, where that requirement doesn't stand,
9 candidates with master's degrees don't
10 necessarily get an interview just simply because
11 they apply for the position.

12 Obviously there's a lot more given to
13 what you know predisposition they have toward
14 children? What is their background, their
15 experience? And what courses they've taken? So
16 we're not just you know throwing the baby out
17 with the bathwater, you know to say you know if
18 in fact you don't have these requirements in your
19 professional development, then we're not going to
20 look at you for the position.

21 But this is a discussion about going
22 forward and exactly who's in the classroom with

1 our children? When in fact there's so much of a
2 push to ensure, you know our children can compete
3 and compete globally.

4 And so I think particularly with CBOs
5 and in communities that typically have schools
6 that are underperforming. This is a huge step in
7 the right direction.

8 And again, to your point Mr. Jones, it
9 is not my intent nor anyone from my center, or I
10 think anyone really in the field, or anyone that
11 I've dealt with at OSSE, to again, exclude
12 persons who have not yet you know attained
13 degrees of you know higher education for whatever
14 reason.

15 Obviously, not all of us have that as
16 an ambition or pursuit, and/or at various times
17 in our lives it wasn't even necessary. But I
18 think going forward in this field it's not
19 unreasonable to have it as a standard and as an
20 expectation for the 21st century you know Early
21 Childhood family and/or child.

22 So I hope that this is a direction

1 that we can begin to move in without sort of
2 having to make that comparison of you know,
3 suggesting that we're pushing folks out of the
4 door because we're raising the standard, or
5 maintaining a standard, or establishing one.

6 MEMBER LORD: Just a quick follow-up.
7 Is there much discussion that goes on between the
8 community-based early childhood education centers
9 and the local elementary schools to see you know
10 how well are doing in terms of preparing our
11 students for that next step into kindergarten?

12 DR. BRISTOL: I can't say exactly what
13 my colleagues are doing. But I know that I
14 certainly put my feelers out. And I'm definitely
15 even working very closely with various college
16 campuses to be a part of what child development,
17 and human development programs they have.

18 So early on we have an opportunity to
19 get into those classrooms and work with
20 individuals who say that this is the career
21 passion or desire that they have so that they're
22 aware of what these, not only these requirements

1 are, but essentially what the field is.

2 So they can get a firsthand experience
3 sometimes through internships. I've had any
4 number of people come in for service credits, and
5 you know we availed our center to them for those
6 reasons.

7 PRESIDENT JACOBSON: Terrific. Any
8 final questions for this witness?

9 (No audible response)

10 PRESIDENT JACOBSON: Then you're
11 excused with our thanks.

12 DR. BRISTOL: Thank you.

13 PRESIDENT JACOBSON: Thank you so much
14 for waiting so long this evening.

15 Do Board Members have brief
16 announcements or may we adjourn?

17 (Off the record comments)

18 PRESIDENT JACOBSON: The vote is next
19 month.

20 Ms. Lord.

21 MEMBER LORD: Well, thank you everyone
22 for bearing with me. I just want to announce

1 that the National Youth Science Camp, a free, all
2 expenses paid, West Virginia residential camp to
3 do science and have outdoor adventures with
4 students from all over the U.S., and the
5 Caribbean, and Latin American countries is now
6 accepting applications to graduating seniors from
7 D.C. high schools, who'll be selected to
8 represent the District of Columbia at this
9 prestigious camp.

10 And I encourage everybody to encourage
11 every student who might qualify, who has a
12 passion and talent for science, and math, and
13 engineering to go to NYSC.org, National Youth
14 Science Camp.org, because I really want a whole
15 bunch of applicants to take advantage of this
16 life-changing opportunity.

17 And second I want to give a shout out
18 to Ward 8's own Chair Jolly for not only walking
19 the walk but literally walking the walk as a
20 teacher in the bitter cold at the Martin Luther
21 King Peace Walk and Parade on Sunday, Monday,
22 excuse me.

1 And her students were there, so I just
2 want to say that we practice what we preach. We
3 learn and keep on learning.

4 And I want to congratulate the
5 organizers of that parade. It was a fabulous
6 event. I know we can't do anything about the
7 wind and the weather but it was as always, very
8 energizing. So thank you.

9 PRESIDENT JACOBSON: If there are no
10 other additional announcements, I'd entertain a
11 motion to adjourn.

12 MEMBER JONES: I move that we adjourn.

13 PRESIDENT JACOBSON: Motion by Mr.
14 Jones.

15 MEMBER PHELAN: Second.

16 PRESIDENT JACOBSON: Second by Ms.
17 Wilson Phelan.

18 All in favor, please say aye.

19 (Multiple ayes)

20 PRESIDENT JACOBSON: We're adjourned.

21 (Whereupon, the above-entitled matter
22 went off the record at 9:12 p.m.)

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In the matter of: Meeting

Before: DC State Board of Education

Date: 01-20-16

Place: Washington, DC

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