

## GOVERNMENT OF THE DISTRICT OF COLUMBIA

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## STATE BOARD OF EDUCATION

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WEDNESDAY  
FEBRUARY 15, 2017

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

## BOARD MEMBERS PRESENT:

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

JOHN-PAUL HAYWORTH, Executive Director

## OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:

HANSEUL KANG, State Superintendent

## APPEARANCES :

MERILYN HOLMES  
ASHLEIGH TAYLOR  
MAYA MARTIN  
DANA RICHARD  
ELIZABETH DEWHURST  
DONNA ANTHONY  
MIRIAM KENYON  
BILL DIETZ  
GREGG ALBRIGHT  
CARLY WRIGHT  
JACLYN KLINE  
AUSTIN NICHOLS  
FARHANA RABBI

ED LAZERE

DARYL FORTE

JOSH BOOTS

CATHARINE BELLINGER

SCOTT ABBOTT

JEFF SCHMIDT

COSBY HUNT

ANTOINETTE POINDEXTER

SAMI GRAVES

MAZARIA STEVENSON

JAYDEN ABNEY

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

5:35 p.m.

PRESIDENT WILLIAMS: Good evening.

The time is 5:32 p.m. on February 15th, 2017, 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?

DIRECTOR HAYWORTH: Ms. Williams.

PRESIDENT WILLIAMS: Here.

DIRECTOR HAYWORTH: Mr. Jacobson.

VICE-PRESIDENT JACOBSON: Here.

DIRECTOR HAYWORTH: Ms. Carter.

MEMBER CARTER: Present.

DIRECTOR HAYWORTH: Ms. Wilson Phelan.

MEMBER WILSON PHELAN: Present.

DIRECTOR HAYWORTH: Ms. Wattenberg.

Ms. Wattenberg.

(No audible response.)

DIRECTOR HAYWORTH: Dr. Woodruff.

MEMBER WOODRUFF: Here.

1 DIRECTOR HAYWORTH: Mr. Jones.

2 MEMBER JONES: Present.

3 DIRECTOR HAYWORTH: Mr. Weedon.

4 MEMBER WEEDON: Present.

5 DIRECTOR HAYWORTH: Mr. Batchelor.

6 MEMBER BATCHELOR: Present.

7 DIRECTOR HAYWORTH: Ms. Hall. Ms.

8 Hall.

9 (No audible response.)

10 DIRECTOR HAYWORTH: Mr. Dorosin. Mr.

11 Dorosin. Madam President, you have a quorum.

12 PRESIDENT WILLIAMS: A quorum has been

13 determined and the State Board will proceed now

14 with the business portion of the meeting.

15 Members, we have a draft addendum

16 before us. Are there any corrections or

17 additions to the addendum?

18 DIRECTOR HAYWORTH: Madam President,

19 in Item 9, physical education standards, I

20 inadvertently put a witness on the wrong panel.

21 Dr. Kline should be on the panel for

22 ESSA and so, she will be added to Panel 1 under

1       Agenda Item 10.

2                   PRESIDENT WILLIAMS:   Got that, the  
3       motion for that?   Thank you.

4                   Seeing no changes, I will entertain a  
5       motion to approve the agenda.

6                   MEMBER JONES:   So moved.

7                   PRESIDENT WILLIAMS:   Second?

8                   MEMBER WILSON PHELAN:   Second.

9                   PRESIDENT WILLIAMS:   The motion being  
10       properly moved and seconded, I will ask for yeas  
11       and nays.   All in favor say aye.

12                   (Chorus of ayes.)

13                   PRESIDENT WILLIAMS:   All opposed?

14                   (No audible response.)

15                   PRESIDENT WILLIAMS:   The motion is  
16       approved.   Next on our agenda is the approval of  
17       the minutes from the January 13th, January 24th  
18       and February 1st working sessions.

19                   Are there corrections or additions to  
20       the minutes?

21                   (No audible response.)

22                   PRESIDENT WILLIAMS:   Hearing none, I

1 would entertain a motion to approve the minutes  
2 in a block. Is there a proposed -- proposed --  
3 may I have a --

4 MEMBER BATCHELOR: So moved.

5 PRESIDENT WILLIAMS: Second?

6 MEMBER WILSON PHELAN: Second.

7 PRESIDENT WILLIAMS: The motion being  
8 properly moved and seconded, I will ask for  
9 approval. All in favor say aye.

10 (Chorus of ayes.)

11 PRESIDENT WILLIAMS: All opposed?

12 (No audible response.)

13 PRESIDENT WILLIAMS: The motion is  
14 approved. Good evening. My name is Karen  
15 Williams, Ward 7 Representative and President of  
16 the State Board of Education.

17 On behalf of the members of the  
18 District of Columbia State Board of Education, I  
19 want to welcome our guests and our viewing public  
20 to our Wednesday, February 15th public meeting.

21 The State Board typically holds its  
22 regularly scheduled meetings on the third

1 Wednesday of every month, in the Old Council  
2 Chambers at 441 4th Street, Northwest.

3 Tonight, the State Board will consider  
4 two important items, new physical education  
5 standards and a draft accountability plan for  
6 public schools in the District of Columbia.

7 We will also recognize one of our  
8 outstanding teachers, Elizabeth Dewhurst.

9 As the Washington Post reported in a  
10 series of articles last year, the Council enacted  
11 the Healthy Schools Act, in part to ensure that  
12 our schools provided appropriate levels of  
13 physical activity.

14 Not all of our schools are meeting the  
15 goals of the Healthy Schools Act yet. The  
16 Office of the State Superintendent of Education  
17 is here tonight with an excellent panel of  
18 witnesses, to discuss how the proposed changes to  
19 our physical education standards will help  
20 students develop motor skills, knowledge and  
21 behaviors for a lifetime of healthy living.

22 The State Board will also continue its

1 work tonight related to ESSA, Every Student  
2 Succeeds Act.

3 We will be hearing from three panels  
4 of witnesses who will be providing their input on  
5 the draft accountability plan that OSSE put out  
6 for public comment on January 30th.

7 If you have not had time to review the  
8 plan, I urge you to go do so by visiting OSSE's  
9 website at [osse.dc.gov/essa](http://osse.dc.gov/essa).

10 OSSE is collecting public input on the  
11 plan through March the 3rd, and will present a  
12 final draft of the plan for State Board to  
13 approve later in March.

14 In partnership with OSSE, the State  
15 Board is now holding meetings across the District  
16 to discuss the draft plan.

17 We have already visited Wards 1, 2 and  
18 3. Information about the remaining meetings can  
19 be found on our website at [sboe.dc.gov/essa](http://sboe.dc.gov/essa).

20 Before we move to our recognition of  
21 Ms. Dewhurst and public comment, I would like to  
22 invite our State Superintendent of Education,

1 Hanseul Kang, to provide opening remarks.

2 SUPERINTENDENT KANG: Thank you very  
3 much, President Williams, and good evening  
4 everyone.

5 Again, my name is Hanseul Kang and I'm  
6 the State Superintendent of Education.

7 As the President said, tonight we will  
8 hear from a panel about the updated physical  
9 education standards that OSSE is proposing, based  
10 on national standards, updated to meet the D.C.  
11 context, that would also better align with the  
12 day to day needs of physical education teachers  
13 in D.C., and we're looking forward to that panel  
14 and the discussion.

15 Then on the Every Student Succeeds Act  
16 for ESSA, we have held community meetings for  
17 Wards 1 and 2, and Ward 3 to date. Ward 4 will  
18 take place tomorrow evening, and we're looking  
19 forward to that discussion, and the remaining  
20 meetings will take place over the next two weeks.

21 So, again, please check out our  
22 website [osse.dc.gov/essa](http://osse.dc.gov/essa). We appreciate all the

1 feedback we are getting and look forward to  
2 continuing to receive feedback in person or  
3 online through March 3rd.

4 We will fully consider all of the  
5 feedback we have received before finalizing our  
6 plan, to share with the Board, and for submission  
7 to the U.S. Department of Education in April.  
8 Thank you.

9 PRESIDENT WILLIAMS: Thank you, Ms.  
10 Kang. The State Board welcomes public  
11 participation and activities under our authority.

12 At every public meeting, we begin with  
13 testimony from public witnesses on education  
14 related matters. If you are a member of the  
15 public, and would like to speak at a future  
16 public meeting, please contact our staff at  
17 sboc@dc.gov or by calling 202-741-0888.

18 Tonight, our first panel will be  
19 Marilyn Homes, Ashleigh Taylor, Maya Martin, Dana  
20 Richard and Mazaria Stevenson. Come up front,  
21 please.

22 They're not here? All right, so,

1 we'll go to our second panel.

2                   Antoinette Poindexter, Tirone  
3 Wilkinson, Jayden Abney, Sami Graves, Mauray  
4 McDuffie.

5                   Okay, they're not here? All right,  
6 we'll go to the education standards?

7                   All right, while we're waiting for our  
8 panelists to come, is Ms. Dewhurst here? Yes,  
9 thank you.

10                   Tonight, we are joined by one of  
11 District's true heroines, Ms. Elizabeth Dewhurst.  
12 Ms. Dewhurst, please come down to the table.

13                   Ms. Dewhurst is the District's teacher  
14 of the year, a reading intervention teacher at  
15 Stuart-Hobson Middle School. She has been  
16 inspiring students every day for over 10 years.

17                   Ms. Dewhurst, would you like to make  
18 a few remarks before we consider a resolution  
19 honoring you and your achievements in the  
20 classroom?

21                   MS. DEWHURST: Good evening. It's  
22 nice to be here. Am I on? I like the mic. I

1 might get used to that.

2 It's great to be here. Thank you so  
3 much, and thank you State Superintendent Kang.  
4 It's nice to see you again, under different  
5 circumstances than the surprise in my classroom  
6 about a month ago, with three news crews.

7 I view my role as the State teacher of  
8 the year as someone who garners the voice of  
9 especially students from across the city, and  
10 I'll be spending my time, while still working  
11 full time, to do just that, and then I'm already  
12 paying attention to legislation coming through  
13 this body and others, to share that voice in  
14 those gatherings, and as well as educators, but  
15 primarily students.

16 So, thank you for the opportunity to  
17 share that voice.

18 PRESIDENT WILLIAMS: Thank you. I'm  
19 having problems with the mic today too.

20 Thank you for that, Ms. Dewhurst.  
21 It's an honor to have you here.

22 Members, we have a ceremonial

1 resolution honoring Ms. Dewhurst before us.  
2 After a motion to consider the resolution, I will  
3 as Mr. Hayworth to read it into the record before  
4 opening the floors for comment. Is there a  
5 motion?

6 MEMBER WEEDON: So moved.

7 PRESIDENT WILLIAMS: Second?

8 MEMBER WILSON PHELAN: Second.

9 PRESIDENT WILLIAMS: The motion being  
10 properly moved and seconded, Mr. Hayworth, would  
11 you now read the resolution into the record?

12 DIRECTOR HAYWORTH: District of  
13 Columbia State Board of Education, CR1701  
14 ceremonial resolution honoring Elizabeth  
15 Dewhurst, 2017 District of Columbia teacher of  
16 the year.

17 Whereas, every year a teacher who is  
18 an exemplary educator is named the District of  
19 Columbia teacher of the year and receives public  
20 recognition and an un-restricted financial award  
21 of \$7,500.

22 Whereas, the State Board of Education

1 is proud to recognize a District of Columbia  
2 school teacher, Elizabeth Dewhurst as the 2017  
3 recipient of this prestigious award.

4           Whereas, Ms. Dewhurst, a 10 year  
5 educator has been at Stuart-Hobson Middle School  
6 since 2013, where she teaches eight grade reading  
7 invention courses, while serving as the reading  
8 intervention team lead.

9           Whereas, Ms. Dewhurst's approach to  
10 teaching includes contributing to school-wide  
11 literacy efforts as a member of Stuart-Hobson  
12 Middle School's Academic Leadership Team and  
13 implementation of the school's first summer  
14 reading camp two years ago.

15           Whereas, Ms. Dewhurst has received  
16 praise from both parents and colleagues for her  
17 shining example and ability to instill a desire  
18 for academic achievement and character  
19 development for her students, and whereas, the  
20 State Board of Education recognizes the  
21 extraordinary examples set by Ms. Dewhurst, of  
22 setting high expectations for all of her students

1 to multiple their potential, which in turn, leads  
2 to every one of her students working  
3 exceptionally hard to succeed.

4 Now, therefore, be it resolved that on  
5 February 15th, 2017, the District of Columbia  
6 State Board of Education honors Elizabeth  
7 Dewhurst, 2017 teacher of the year recipient and  
8 recognizes her commitment to providing an  
9 excellent education to students of the District  
10 of Columbia.

11 PRESIDENT WILLIAMS: Thank you, Mr.  
12 Hayworth. Is there any discussion on the  
13 resolution? Mr. Weedon?

14 MEMBER WEEDON: It's great to see you  
15 again. I'd just like to say on behalf of the  
16 Ward 6 Stuart-Hobson Capitol Hill Cluster  
17 community, thank you for all you do, inspiration  
18 to us all, as we -- I've seen your classroom and  
19 met some of the students. Fabulous work, and we  
20 need to really capture and highlight what you and  
21 all the teachers across the city do. So, thank  
22 you.

1 PRESIDENT WILLIAMS: Any more?

2 MEMBER BATCHELOR: Madam President,  
3 I'll just offer my congratulations to Ms.  
4 Dewhurst.

5 Obviously, Joe can be very proud of  
6 your contributions to his students in Ward 6, but  
7 we're all very proud, and we know that there are  
8 teachers like you all over the city, and that  
9 you're a shining example for teachers who want to  
10 be dedicated and serve our students and go above  
11 and beyond.

12 So, thank you so much, and you're  
13 definitely an inspiration to all of us on the  
14 Board. Thank you.

15 PRESIDENT WILLIAMS: As a former  
16 teacher myself, I'd like to thank you for the  
17 exemplary job you're doing with our students. We  
18 need more like you. Can you clone yourself?

19 MS. DEWHURST: No, but you're all  
20 welcome to come by any time.

21 PRESIDENT WILLIAMS: Thank you. Any  
22 other comments?

1                   MEMBER WOODRUFF: Yes, I'd like to  
2 comment.

3                   PRESIDENT WILLIAMS: Okay.

4                   MEMBER WOODRUFF: Ms. Dewhurst, I'd  
5 like to thank you for implementing your summer  
6 program. I met you and was going to take part in  
7 it, and you wrote -- you actually explained it  
8 all to me, and I -- and at that point, another  
9 job came along.

10                   But in between that, I do understand  
11 and it seemed like it was going to be an awesome  
12 program, and I'm glad to hear it was.

13 Congratulations.

14                   PRESIDENT WILLIAMS: Any other  
15 comments? Seeing no further discussion, the  
16 question of -- is approval of a ceremonial  
17 resolution honoring Elizabeth Dewhurst, D.C.'s,  
18 teacher of the year. All in favor?

19                   (Chorus of ayes.)

20                   PRESIDENT WILLIAMS: Opposed?

21                   (No audible response.)

22                   PRESIDENT WILLIAMS: The motion is

1 approved. Thank you.

2 MS. DEWHURST: Thank you.

3 PRESIDENT WILLIAMS: Ms. Dewhurst, can  
4 we -- we'd like to call a five minute recess, so  
5 the Board can get a picture. Recess.

6 (Whereupon, the above-entitled matter  
7 went off the record at 5:48 p.m. and resumed at  
8 5:50 p.m.)

9 PRESIDENT WILLIAMS: As I mentioned in  
10 the opening remarks, OSSE has proposed updates to  
11 our current physical education standards.

12 The proposed changes have come to us  
13 after extensive input from experts and District  
14 teachers.

15 Tonight, I am pleased to recognize  
16 Donna Anthony, Assistant Superintendent of Health  
17 and Wellness, who will provide her input on the  
18 proposed changes.

19 Ms. Anthony, you will have five  
20 minutes to provide testimony, followed by one  
21 round of questions from Board Members. You can  
22 begin whenever you're ready. Thank you.

1 MS. ANTHONY: Thank you for the  
2 opportunity to testify this evening regarding the  
3 physical education standards for the District of  
4 Columbia.

5 I'm Donna Anthony. I'm the Assistant  
6 Superintendent for Health and Wellness at the  
7 Office of the State Superintendent of Education,  
8 which is the longest title I think in our agency.

9 According to the Society of Health and  
10 Physical Educators, also known as SHAPE America,  
11 who we have here tonight, physical education is  
12 an academic subject that provides a planned,  
13 sequential K-12 standards based program of  
14 curriculum and instruction, designed to develop  
15 motor skills, knowledge and behaviors for a  
16 healthy active living, physical fitness  
17 sportsmanship, self-efficacy and emotional  
18 intelligence.

19 OSSE's strategy in supporting local  
20 educations around physical education is trifold.  
21 We want to ensure that all students have access  
22 to P.E. We want to incentivize adequate quantity

1 of P.E., making sure that students get enough  
2 minutes in their day and their week, and lastly,  
3 we want to support high quality instruction, and  
4 the P.E. standards are really what we view as the  
5 foundation of that quality instruction across the  
6 District, no matter what school you go to.

7 After the Health Standards were  
8 approved last Spring, OSSE stated the process to  
9 update the existing physical education standards,  
10 which were put in place in 2008.

11 We worked with our physical activity  
12 sub-committee, which reports to the Healthy Youth  
13 in Schools Commission. We have someone here from  
14 that group tonight, and they started the process  
15 by developing a working group to focus  
16 exclusively on the standards.

17 The working group was comprised of  
18 representatives from DCPS, the Public Charter  
19 School Board, community based organizations that  
20 do a lot of physical activity and education work  
21 with our schools, as well as OSSE.

22 The group is proposing the adoption of

1 the National Physical Education Standards that  
2 were developed by SHAPE America.

3 We have a few minor changes that we  
4 would like to propose, to make sure that they're  
5 relevant, in terms of 2017 and not recommending  
6 certain products or things that are no longer  
7 used by youth, as well as making sure that  
8 they're relevant to the District itself.

9 An additional benefit to adopting the  
10 standards is that many teachers are trained on  
11 these standards in their training, as well as a  
12 lot of the P.E. curriculum that you can purchase  
13 off the shelf are based off of these national  
14 standards, and so, it's creating a lot of ease in  
15 implementation, as well as alignment.

16 The proposed physical education  
17 standards are also -- we circulated them to  
18 teachers. We put them out through our weekly  
19 newsletter and we've posted them on our website  
20 for feedback.

21 We've sent them to all the physical  
22 educators who have been grantees and who have

1       come to our trainings and asked for feedback, as  
2       well.

3               Once they're approved, our working  
4       group that we've been working on for these  
5       physical education standards, we'll tackle the  
6       developing adaptive physical education standards  
7       and that will help ensure that students with  
8       disabilities can go -- also get access to high  
9       quality physical education.

10              The National Physical Education  
11       Standards that were developed by SHAPE America in  
12       2013, received input from a curriculum frame work  
13       task force, and they're being adopted by several  
14       states across the country.

15              The proposed physical education  
16       standards are comprehensive and they address the  
17       three domains of learning, which is cognitive  
18       related to the knowledge of movement, effective,  
19       which address growth and feelings and attitudes  
20       and psycho-motor, which relate to movement  
21       literacy, which movement literacy was a new term  
22       for me.

1 OSSE will support the implementation  
2 of the standards by developing and distributing  
3 resources, organizing continued professional  
4 development and opportunities for teachers, and  
5 we will provide continued technical assistance to  
6 schools, based on request or based on when we  
7 think that they need it, because they are  
8 flagging with certain concerns.

9 Today I think my testimony just kind  
10 of introduces this topic. I have a group of  
11 expert panelists here with me today, and their  
12 testimony. They specialize in this area, and so,  
13 I want to make time for them. I'd like to thank  
14 them for joining me tonight, and I look forward  
15 to their testimony, and thank you again for this  
16 opportunity.

17 PRESIDENT WILLIAMS: Thank you for  
18 your insight. Members, to respect the time and  
19 energy of the many people who have joined us  
20 tonight to testify on the P.E. changes in ESSA,  
21 we will have a single round of questions, no more  
22 than three minutes from each board member for Ms.

1 Anthony, and for our other panels tonight.

2 Who would like to begin with a  
3 question? No questions? Well?

4 MEMBER WILSON PHELAN: It just might  
5 be worth stating for the record that Ms. Anthony  
6 has been very generous and spoken with us now  
7 three times.

8 So, many of us have had the  
9 opportunity to ask her questions in the past.  
10 It's not that we're un-interested in a topic. I  
11 just wanted to make sure the public understood  
12 that.

13 PRESIDENT WILLIAMS: And I'd like to  
14 thank you for being here tonight and for all your  
15 work on behalf of these -- for putting together  
16 these standards and looking out for our students.  
17 So, thank you.

18 MS. ANTHONY: Thank you so much.

19 PRESIDENT WILLIAMS: You're welcome.  
20 Our next panel will consist of Miriam Kenyon,  
21 Director of Health and Physical Education at  
22 DCPS, Bill Dietz, Director of Sumner M. Redstone,

1 Global Center for Protection and Wellness and  
2 Professor at GWU.

3 Gregg Albright, Athletic Director D.C.  
4 International and Carly Wright, Senior Manager of  
5 Advocacy for SHAPE. Would you all please come  
6 forward?

7 I'd just like to thank you all for  
8 coming down tonight to testify. We will begin on  
9 my right, your left. Please know that you have  
10 five minutes each. So, and after you've finished  
11 your testimony, each board members will have one  
12 round of questions, three minutes each. Thank  
13 you.

14 If you haven't -- if you have not  
15 already done so, please email your written  
16 version of your testimony to [sboe.dc.gov](mailto:sboe.dc.gov), so we  
17 may add it to our official record.

18 Please begin when you're ready.

19 MS. KENYON: Great. Good evening and  
20 thank you. My name is Miriam Kenyon. I am the  
21 Director of Health and Physical Education for  
22 D.C. Public Schools, and I did already email my

1 testimony.

2 So, I'm going to just read what I  
3 wrote, which is, this is not your physical  
4 education class, or in some cases, your parents  
5 physical education class.

6 Twenty-first century physical  
7 education is likely vastly different from what  
8 most people's experience was growing up. When  
9 talking to adults about their experiences in  
10 P.E., many fall into two categories, love or  
11 hate.

12 Typically, so-called athletes were  
13 efficient movers, liked competition, enjoyed and  
14 won dodge ball or other elimination or human  
15 target games.

16 The folks that hated P.E. were usually  
17 the ones who fell subject domination of upper  
18 skilled three percent. They prayed to be out and  
19 didn't care whether they got the ball. Instead,  
20 sheepishly tried to become invisible.

21 Activities were designed to engage the  
22 students who were already highly skilled, and not

1 the other 80 percent of the population.

2 Competitive sports and elimination  
3 games, similar to organized play, like today  
4 we're going to play capture the flag, are  
5 examples of -- are not examples of objective,  
6 driven lessons for physical education class.

7 The goals for physical education are  
8 to develop physically literate individuals who  
9 have the knowledge, skills and confidence to  
10 enjoy a life time of healthful physical activity.

11 Through quality physical education,  
12 aligned to these new standards, we can meet this  
13 goal and change the health outcomes of our city's  
14 youth and adults.

15 In addition to meeting these goals,  
16 adopting the proposed standards will provide a  
17 clear distinction of the academic content taught  
18 in physical education class, that would not be  
19 met through participation on team sports or a  
20 club, that includes physical activity.

21 Merely participating regularly on the  
22 team does not meet the wide range of standards

1 including demonstrating proficiency in a variety  
2 of life time skills, or the content knowledge  
3 required to assess, develop, apply and re-  
4 evaluate fitness goals, with the quality physical  
5 education experience one would expect life long  
6 physical activity.

7 The following highlights, some of the  
8 significant changes from our previous D.C.  
9 standards to the new proposed standards.

10 One in high school standards focus on  
11 developing skills for life time physical  
12 activity, to include dance, net and wall sports,  
13 outdoor pursuits, personal and group fitness.  
14 This is vastly different from the previous  
15 standards that focus on refining team sport  
16 skills.

17 This makes sense because we need to  
18 prepare students for college and career  
19 readiness, so that when they're on their own,  
20 they won't need to get 10 friends together to  
21 exercise. They have the skills to assess,  
22 develop goals, create a variety of plans and

1 ultimately reach their health and fitness goals.

2 The lower grade ban outline --  
3 outcomes that a teacher should expect, based on  
4 developmental appropriateness. This is extremely  
5 important when planning lessons, especially when  
6 P.E. teachers see grade levels ranging from pre-K  
7 through eighth grade.

8 Teachers can use the grade level  
9 standards and outcomes to make appropriate  
10 adjustments between grades, when designing  
11 lessons.

12 For example, in kindergarten, when  
13 working on catching, it's appropriate to allow  
14 two bounces before catching a dropped ball. By  
15 first grade, students should be able to catch a  
16 self-tossed ball before it bounces.

17 In summary, these standards reflect  
18 the national vision for physical education, to  
19 empower students with confidence to be life long  
20 movers and ultimately impact health outcomes for  
21 the District of Columbia. Thank you.

22 DR. DIETZ: Good evening, and thank

1 you for this opportunity.

2 I am Bill Dietz, a pediatrician and  
3 chair of the Redstone Global Center for  
4 Prevention and Wellness at George Washington  
5 University. I also currently serve as chair of  
6 the Healthy Youth and Schools Commission  
7 Subcommittee on physical activity.

8 Prior to coming to Washington, I was  
9 the director of the Division of Nutrition  
10 Physical Activity and Obesity at the Centers for  
11 Disease Control and Prevention for nearly 17  
12 years.

13 The District is fortunate to have the  
14 Healthy Schools Act, which recognizes the crucial  
15 importance of student's health to their academic  
16 and life long success. An essential part of the  
17 law is mandated physical education throughout the  
18 school week.

19 The CDC's comprehensive school  
20 physical activity program, designed to help  
21 students meet the recommended 60 minutes per day  
22 of physical activity and to develop the

1 "knowledge, skills and confidence to be  
2 physically active for a life time" includes  
3 physical education as a pillar.

4 The delivery of high quality physical  
5 education is foundational to building a  
6 comprehensive school physical activity program.

7 Therefore, I encourage the District's  
8 adoption of the physical activity -- physical  
9 education standards put forth tonight. These  
10 standards have a sound evidence base, insofar as  
11 there were adapted from the National P.E.  
12 Standards, developed by SHAPE America, the  
13 national authority in physical education.

14 Through high quality P.E. classes,  
15 students learn the confidence and skills  
16 necessary for a lifetime of fitness. P.E.  
17 classes also contribute to the 60 minutes per day  
18 of moderate to vigorous physical activity, which  
19 is the recommended level of physical activity,  
20 recommended by the National Physical Activity  
21 Guidelines for Americans.

22 The Healthy Schools Act and these

1 proposed P.E. standards require that at least 50  
2 percent of P.E. class be devoted to moderate to  
3 vigorous physical activity.

4 In a broader context, a significant  
5 decrease in physical activity has played a major  
6 role in the obesity epidemic. Schools can and  
7 should promote physical activity to help prevent  
8 obesity, including through P.E., recess and  
9 classroom activity breaks.

10 A recent study found that children  
11 gained weight over the summer when they're not in  
12 school, whereas they maintain their weight when  
13 they are in school. The lack of scheduled  
14 routine physical activity is a likely contributor  
15 to that summer weight gain.

16 Quality physical education provides  
17 vital minutes of physical activity. Many people  
18 recognize the preventive health benefits of  
19 physical activity, including a reduced risk for  
20 obesity, heart disease and diabetes.

21 Less well recognized is the important  
22 impact of physical activity on improved cognitive

1 development, learning and self-control in  
2 children.

3 A recent randomized controlled trial,  
4 published in the Journal of Pediatrics showed  
5 that seven to nine year olds who participated in  
6 an after-school program, that met the daily  
7 physical activity requirements not only improved  
8 aerobic fitness, but also showed better brain  
9 function and cognitive performance, specifically,  
10 executive brain function, compared to children  
11 who did not participate in the program, and this  
12 is a graphic that shows those differences. The  
13 activation of brains on the -- on your left, and  
14 a non-active brain on your right.

15 The development of healthy brain --  
16 executive brain function underpins academic  
17 skills and social emotion development. It also  
18 supports self-control, that can reduce disruptive  
19 or aggressive behavior inside and outside the  
20 classroom. Such self-control not only benefits  
21 the individual student, it also improves the  
22 classroom environment and the uninterrupted

1 learning of other students.

2 The relationship between meeting  
3 national physical activity guidelines and  
4 academic success is illustrated by D.C. data from  
5 the 2015 Youth Risk Behavior Survey.

6 One-third of high school students who  
7 reported getting mostly A's and B's, got at least  
8 60 minutes of physical activity a day on five or  
9 more days of the previous week. Only 22 percent  
10 of students who reported getting mostly D's and  
11 F's got that little of physical activity.

12 Young children who experience  
13 adversity, including abuse, exposure to violence  
14 or parental dysfunction, such as divorce or  
15 depression may have diminished executive  
16 functioning, which will affect academic, health  
17 and life long outcomes.

18 Physical activity is closely  
19 associated with higher self-esteem and self-  
20 management, the executive functioning that also  
21 promotes learning.

22 Physical activity may therefore act as

1 a protective buffer that enables resilience among  
2 children exposed to adverse childhood  
3 experiences.

4 To ensure that our students reap the  
5 cognitive health and academic benefits of  
6 becoming physically active for a lifetime, we  
7 need to teach them how to do so, through quality  
8 physical education.

9 Nonetheless, D.C. school-based data  
10 shows that our schools are not meeting the  
11 physical education requirements set forth in the  
12 Health Schools Act, and many children fail to  
13 achieve the recommended physical activity  
14 requirements of 60 minutes per day.

15 These negative outcomes likely  
16 contributed to increased rates of obesity,  
17 unrealized academic success and diminished  
18 cognitive function for the District's youth,  
19 outcomes that follow them through their lives.

20 I encourage the State Board of  
21 Education to adopt the Physical Education  
22 Standards put forth tonight. I also encourage the

1 Board and all authorities and organizations in  
2 the District that impact students, to  
3 collaborate, to ensure full implementation of the  
4 levels of physical education required by the cell  
5 -- Healthy Schools Act and the recommended 60  
6 minutes per day of physical activity. Thank you.

7 MR. ALBRIGHT: So, I'm the one in the  
8 trenches. I'm going to start with -- this is  
9 going to be a little different presentation. I  
10 don't want to be redundant.

11 So, I have a story. My vision of the  
12 ultimate culmination of physical education is  
13 reflected in the story and reactions that took  
14 place in Division 2 college softball game.

15 It was senior day and stepping up to  
16 the plate was the most unlikely home run hitter,  
17 in five foot two inch, Sara Tucholosky. In fact,  
18 she had never hit a home run in her career. She  
19 was from Western Oregon University.

20 But on the second pitch she delivered  
21 a blast over the center field wall for a three  
22 run home run.

1                   When rounding first base, inner  
2 excitement, she missed the bag, and in returning  
3 to the base, she tore a ligament in her knee,  
4 crumpling to the ground, unable to move.

5                   To get credit for the home run, she  
6 has to tag all of the bases without any help from  
7 teammates.

8                   Enter opposing super star from Central  
9 Washington University, Mallory Holtman, who  
10 politely says to the umpire, "Excuse me, would it  
11 be okay if we carried her around and she touched  
12 each bag?"

13                   So, the story ends with Holtman and  
14 teammate Liz Wallace carrying her around the  
15 bases, gently lowering her to touch each base, to  
16 the background of a standing ovation.

17                   That is what I see and what can be and  
18 what we can do, using these -- this curriculum.

19                   My name is Gregg Albright. I'm the  
20 Athletic Director, Head of Physical Education and  
21 Wellness Director at D.C. International School, a  
22 fully accredited IB and Tier 1 charter school,

1 currently located in Columbia Heights.

2 In my life, I've been fortunate to be  
3 part of many different experiences relating to  
4 physical activity as a participant, teacher and  
5 research faculty, coach and administrator. I was  
6 an enthusiastic athlete in elementary, middle,  
7 high school and college, culminating as a  
8 professional doubles volleyball player in  
9 California.

10 Activity was an important outlet for  
11 my life, so I relate to the plethora of student  
12 athletes in D.C., just looking for a place to  
13 play.

14 As a P.E. teacher for 28 years, 10  
15 years in the IB, and a volleyball coach for  
16 middle and high school club, the University of  
17 Mary Washington and Olympic scout in London for  
18 the USA men's team, this journey has taken me  
19 from Southern California to Virginia, Atlanta,  
20 London, Lima, Peru, and now, in Washington, D.C.

21 Thank you for this opportunity to  
22 testify this evening regarding adoption of the

1       SHAPE America physical education standards for  
2       the District of Columbia. I've been a long time  
3       member of the previously named IFIRD organization  
4       and have attended many conferences and utilized  
5       their many resources and networks.

6                 First, I would like to applaud and  
7       thank the efforts and hard work by the OSSE  
8       health and wellness team. I believe they are  
9       making a difference in the District, with so many  
10      challenges, and they've been accessible and  
11      supportive.

12                The other testimonies from my esteemed  
13      panel mates address the importance and logic of  
14      adopting the national P.E. standards by SHAPE  
15      America. I concur whole-heartedly.

16                So, as not to be redundant, I would  
17      like to address the third point of Ms. Anthony's  
18      testimony regarding the OSSE three-prong approach  
19      to support schools and their LEAs, through  
20      student access to high quality P.E. classes.

21                So, SHAPE America offers that and it  
22      offers resources. It offers certifications. It

1 offers what we need in the trenches.

2 I have traveled to many of the  
3 schools, as a varsity coach in the Southeast  
4 District, in the Northwest, all over, and there -  
5 - the kids are being under-served in so many  
6 ways, and I am so frustrated as being -- coming  
7 from areas where they at least have proper  
8 facilities and curriculum and proper P.E.  
9 teachers and this is a long time coming, and I  
10 know it's seems like a slam dunk. We're in the  
11 phase of this. But it's not a fight that's over,  
12 and I really want to -- I really want to explore  
13 what happens after we pass this.

14 Yes, we can pass this. It will look  
15 great on the shelf, but what are we doing next,  
16 and I volunteered to go out with OSSE to go out  
17 and train other P.E. teachers. The charter  
18 schools, especially are struggling with  
19 facilities and equipment.

20 But these kids need more, and so,  
21 adopting the SHAPE America is step one, but I  
22 want to continue this and make it work, because

1 just doing that, it looks great, but we need to  
2 implement it and we need to train those teachers  
3 how do they do it, how do they get these  
4 facilities that are seen non-existent, but I've  
5 been able to find a few, in working with the  
6 Department of Rec.

7 So, in the trenches, this is an  
8 awesome thing and let's continue with this. But  
9 I really want to implore the Board -- let's keep  
10 this going, because otherwise it will be lost,  
11 and I see it every day.

12 I see a lack of opportunity for many  
13 of the girls in the District. I'm a firm  
14 believer in Title IX, meeting Billie Jean King  
15 and others. So, I really want to see this move  
16 forward after this and I really applaud that D.C.  
17 is doing this, and actually one of the best  
18 states I've been in, in terms of saying, hey, we  
19 have an issue. Let's deal with it. Thank you  
20 for your time.

21 MS. WRIGHT: President Williams, Vice  
22 President Jacobson and members of the Board,

1 thank you so much for the opportunity to be here  
2 today, to discuss the adoption of updated D.C.  
3 physical education standards.

4 My name is Carly Wright and I'm the  
5 senior manager of advocacy for SHAPE America  
6 Society of Health and Physical Educators.

7 As an organization, we are committed  
8 to empowering all children to lead healthy,  
9 active life styles through effective health and  
10 physical education programs.

11 As the nation's largest organization  
12 of health and physical education professionals,  
13 we work with states and school districts across  
14 the country to provide guidance, professional  
15 development, resources and best practices to  
16 educators and school leaders.

17 We also have a strong commitment to  
18 advocacy and have led the charge at the national  
19 level to have physical education included in the  
20 re-authorization of the elementary and secondary  
21 education act, the Every Student Succeeds Act.

22 In ESSA, physical education has been

1 included as part of a student's well rounded  
2 education and now acknowledged as a critical  
3 component in educating the whole child.

4 At SHAPE America we set the national  
5 standards for physical education, which have been  
6 published and updated since 1995. Forty-nine  
7 states and the District of Columbia have all  
8 adopted state physical education standards over  
9 the years that have aligned with our national  
10 standards.

11 We commend D.C. for taking the  
12 opportunity to update your standards to now align  
13 with the newest version of the national  
14 standards.

15 Over the past two decades physical  
16 education has undergone a transformation in rigor  
17 and focus and is now recognized as essential to a  
18 young person's overall education experience and a  
19 foundation for life long healthy living.

20 SHAPE America has helped to spearhead  
21 that transformation and re-define physical  
22 education in the new national standards and grade

1 level outcomes for K12 physical education, as the  
2 pursuit of physical literacy, which parallels the  
3 terminology used in other academic subject areas.

4 The new national standards adopted in  
5 2014 and their accompanying grade level outcomes  
6 identify the skills and knowledge necessary to  
7 support the development of physically literate  
8 individuals, those who have the knowledge, skills  
9 and confidence to enjoy a life time of physical  
10 activity.

11 SHAPE America's national standards and  
12 grade level outcomes for K through 12 physical  
13 education define what a student should know and  
14 be able to do, as a result of a highly effective  
15 physical education program. The development of  
16 the national standards was based in evidence,  
17 research and best practices.

18 The updated standards were developed  
19 by a team of experts in the fields of physical  
20 education, pedagogy, curriculum, assessment,  
21 motor development, skill development and  
22 biomechanics, with rigorous review and feedback

1 from the field.

2           The focus of the standards is on  
3 student learning and they address not only  
4 physical competence and knowledge, but also the  
5 attitudes, motivation, social and psychological  
6 skills needed for participation.

7           In addition to the national standards  
8 for physical education, SHAPE America has  
9 developed grade level outcomes, accompanying  
10 lesson plans, appropriate instruction guidance  
11 and student assessment tools to help states and  
12 school districts effectively implement the new  
13 standards and support high quality physical  
14 education programs in schools.

15           SHAPE America also provides states and  
16 school districts with expert technical assistance  
17 to support implementation of these standards.

18           The ultimate focus of all of this work  
19 is to support amazing teachers, like the physical  
20 educators here in Washington, D.C., as they  
21 develop physically literate students that have a  
22 passion for physical activity.

1                   We whole-heartedly support the great  
2 work that OSSE has done over the past year to  
3 update their standards and to ensure that they  
4 will serve the needs of D.C. students and  
5 teachers.

6                   We urge you to support the  
7 implementation of these updated standards, as  
8 well. Thank you so much for the opportunity to  
9 be here.

10                   PRESIDENT WILLIAMS: I'd like to thank  
11 all of you for taking the time to come down and  
12 testify on this very important issue.

13                   Now, Board Members, are there any  
14 questions you'd like to ask? Mr. Weedon?

15                   MEMBER WEEDON: Thank you, all. I  
16 wanted to touch on something that Mr. Albright,  
17 you brought up.

18                   The barriers to implementation of the  
19 health standards. We know that many of the  
20 schools in the District are failing to meet the  
21 requirements under the law.

22                   What are some of the barriers that you

1 see at the school level? Could you expand on  
2 that a little bit, and then what are some of  
3 resources that we, as a city, need to ensure get  
4 put in place?

5 MR. ALBRIGHT: Absolutely. Great  
6 question. What I've observed comes down to a  
7 couple things.

8 I think that it's -- in some of the  
9 areas, the teacher training and the teachers that  
10 are experienced know what they're doing, and in  
11 some areas, that's lacking.

12 So, I think teacher training and  
13 supplementing that and making sure they're up to  
14 speed and observing and mentoring on that is one  
15 issue.

16 The other issue comes down to  
17 sometimes it's facilities or equipment or safety.  
18 I think that, if you ask some of the teachers,  
19 would be an issue.

20 You -- I can even talk to our school,  
21 where we're so fortunate to move to Walter Reed  
22 with the new gym, next year, but we still don't

1 have a full field. We have to still use a field.

2 So, I think the usage of and the  
3 opportunity to have fields in some leagues, games  
4 are cancelled because there's not a gym, not a  
5 field available or you're rearranging.

6 So, I know D.C. is a tough area  
7 because of the expense of everything and the lack  
8 of land, but I think it could be better  
9 organized, where if we had an agency that sought  
10 everything that's available, because I know the  
11 DPR has their areas, but they are private places.

12 We've rented Washington Sports Club.  
13 We've rented their gym and pool, and we had a  
14 swim team and that's where our basketball team  
15 played, because they had no gym the very first  
16 year.

17 So, there are other opportunities. I  
18 think some sort of council that would help them  
19 in facilities, how do I get equipment, in terms  
20 of expense, how do I train my teachers and mentor  
21 those teachers to teach in where they are?

22 So, if you're in a small space, how do

1 you adapt that small space? SHAPE America has a  
2 million games. I've used them a ton. So, rainy  
3 days and all that.

4 So, I think that comes down to those  
5 areas.

6 MEMBER WEEDON: Okay, I've just got a  
7 couple of seconds left, 45 second left, and I  
8 don't -- I want to be respectful of everyone's  
9 time.

10 I think that's absolutely a barrier.  
11 I have also seen a number of schools in my Ward,  
12 where the athletic budget kind of gets re-  
13 allocated outside of the athletics, and I think  
14 that's an issue that we need greater oversight  
15 from the Council or DCPS on.

16 But what about scheduling during the  
17 day? The P.E. standard should also be met during  
18 the day.

19 Does our over -- does our emphasis --  
20 I don't want to say over-emphasis, but the  
21 emphasis on math, reading scores detract, or how  
22 can we consolidate those, so that we're getting

1 those literacy and math lessons during the  
2 physical activities?

3 MR. ALBRIGHT: There are -- and I'm  
4 sure you can speak.

5 They're always to incorporate -- we  
6 actually have a double-math, double-English for  
7 our sixth graders, if they need catching up.

8 So, there are ways to do it through  
9 your recess time, through your lunch time. We  
10 have lunch clubs. We have lunch soccer that we  
11 do.

12 So, there are ways to implement it.  
13 It's just okay, here is -- what do you have?  
14 Let's look at it. Now, let's plan for it and make  
15 sure we get those 60 minutes and go.

16 So, I think it's just a planning and  
17 looking at it. I think there are schools that  
18 are just not putting the effort in sometimes and  
19 kind of letting it go.

20 PRESIDENT WILLIAMS: Ms. Wilson  
21 Phelan.

22 MEMBER WILSON PHELAN: Thank you, all,

1 for your time this evening and your testimony.

2 I'm curious about two things. One,  
3 when you reviewed the standards and whatever role  
4 your participating in developing the standards,  
5 did you hear any disagreement about what should  
6 be included and could you share a little bit  
7 about what that disagreement might be?

8 The second is, as you likely know,  
9 we're having ongoing discussions about the Every  
10 Child Succeeds Act and the implementation in  
11 Washington, D.C., and in your professional  
12 opinion, should there be some kind of  
13 accountability at the school level associated  
14 with physical education?

15 DR. DIETZ: Who is that directed to?

16 MEMBER WILSON PHELAN: That can be for  
17 anybody.

18 DR. DIETZ: So, I think there is a --  
19 I've heard no objections to these standards. I  
20 think they're -- they're embraced. The issue is  
21 implementation, and your second question was the  
22 accountability.

1           I think that there is -- that it's  
2 certainly important to have accountability, in  
3 terms of course work.

4           But the other -- the thing that gets  
5 missed is accountability for the health of our  
6 students, and physical education is one measure  
7 of that.

8           I would argue that trips to the  
9 principal's office for discipline is another  
10 measure of health, and that -- that reflects some  
11 of the issues that I raised, particularly this  
12 exposure to adverse childhood experiences, which  
13 would be expected to play out in terms of  
14 behavioral issues.

15           I think that at -- even though non-  
16 health issues are recommended, they're not  
17 mandated, and I think that there would be -- it  
18 would be very worthwhile to think critically and  
19 constructively about what kind of health measures  
20 could be used to assess school functioning,  
21 particularly since these kinds of measures have  
22 an impact on learning.

1                   MR. ALBRIGHT: I will tell you, if  
2 there is not accountability, it's going to be not  
3 as -- it's not going to be taken as seriously as  
4 it should be. Definitely needs to be in some  
5 form.

6                   I don't think it's punitive, but  
7 encouragement, and I agree that there needs to be  
8 -- are you meeting those standards and how are  
9 they playing out in the nurses office visits and  
10 discipline and so on.

11                  DR. DIETZ: Right, just to add to  
12 that. What gets measured, gets done.

13                  MEMBER WILSON PHELAN: Ms. Kenyon,  
14 could you speak a little bit to your role at  
15 DCPS? I'm assuming there is some sort of  
16 accountability mechanism or role that you're  
17 playing in this.

18                  MS. KENYON: Yes, so, we're different  
19 from the charter schools because we run our  
20 physical education, health education centrally.  
21 So, we get to provide professional development  
22 for teachers, and that's district-wide

1 professional development.

2 Then for the past eight years, six of  
3 those years, we benefitted from the PEP grants,  
4 which allowed us to one, provide resources for  
5 every school across the city, so that the first  
6 grant was just giving every school the basics,  
7 all of the teaching tools that you need,  
8 manipulatives and things like that.

9 Then the second grant really focused  
10 on fitness, nutrition and we were able to get  
11 things like heart rate monitors, so that students  
12 can get that individual assessment of what's  
13 going on with their body during physical  
14 education time.

15 I just want to make sure that there's  
16 a clear distinction in DCPS between physical  
17 education and athletics, and so, physical  
18 education, we're preparing students for a life  
19 time of activity.

20 So, we're not -- I mean, our focus  
21 isn't on team sports and you know, I would just  
22 ask the panel, when was the last time you played

1 on a team sport, and you're still within your  
2 life time, right?

3 So, you know, hopefully you're  
4 exercising regularly with the skills and things  
5 that you learned, and hopefully, you know, you  
6 haven't had to go to a personal trainer for that  
7 or anything like that.

8 So, I guess to answer your question  
9 about, should there be accountability? I totally  
10 agree, but with the accountability, we need  
11 access to resources, in order to make sure that  
12 we can do all of the things that our kids  
13 deserve.

14 PRESIDENT WILLIAMS: Thank you. Ms.  
15 Wattenberg.

16 MEMBER WATTENBERG: This builds on Joe  
17 Weedon's question.

18 I think the second person here that  
19 you -- yes, I think that you quoted some data,  
20 school-based data, and you indicated a percentage  
21 or a number of students who were not meeting  
22 measures, and I just wondered what is the data

1 and what are the -- and can you tell us anything  
2 about those numbers?

3 DR. DIETZ: Yes, I think this -- they  
4 come from the school health profiles, which are  
5 self-reported -- self reports from schools, about  
6 the extent to which they're meeting P.E. or  
7 recess requirements.

8 The problem is with the self-report,  
9 and for example, if a school reports in the Fall  
10 and that's when they're providing physical  
11 education, it may seem that they're meeting the  
12 standard, but they're not reporting for the full  
13 school year.

14 So, the -- I think the assurance that  
15 a school is providing these activities would be  
16 to look at the school schedules as an outcome  
17 measure, and it may be a -- that's a harder  
18 measure, but one which is probably more reliable,  
19 in terms of scheduling of P.E., for example.

20 MEMBER WATTENBERG: And based on the  
21 data that you do have, what portion of schools  
22 were or weren't meeting the --

1 DR. DIETZ: The majority of schools  
2 are not meeting the physical --

3 MEMBER WATTENBERG: Are not meeting  
4 the --

5 DR. DIETZ: -- education requirements.  
6 The -- some schools are, and this comes back to  
7 the earlier question about what are the barriers,  
8 and I think one of the most important barriers is  
9 space, and one of the things that Miriam has  
10 taught us is that the unoccupied space in schools  
11 may be on the roofs of schools, which can be  
12 converted into spaces for physical activity.

13 I think that -- I am -- we are --  
14 we're unsure of what the engineering challenges  
15 are, with respect to that. But that's unused  
16 space and space that could be profitably used to  
17 increase physical activity resources.

18 MEMBER WATTENBERG: Well, thank you  
19 all very much, and thanks to everybody who is  
20 involved in putting the standards together, and  
21 for giving us a sense of the implementation  
22 challenge.

1 PRESIDENT WILLIAMS: Thank you.

2 MEMBER CARTER: I have one quick  
3 question. This is for the gentleman, third down.

4 Your testimony spoke a little bit  
5 about some of the differences between boys and  
6 girls, even though we have -- that we're still  
7 seeing engine classes, even though we have Title  
8 IX. Could you elaborate about that a little  
9 further?

10 MR. ALBRIGHT: So, I think -- I think  
11 I'm thinking -- addressing two issues.

12 One is after school sports, which is  
13 definitely separate from physical education, as a  
14 28 year P.E. teacher.

15 So, definitely what I see, and it may  
16 generate from the physical education classes, not  
17 getting enough, for example.

18 Basketball is a very big sport in  
19 Washington, D.C. However, I've noticed there a  
20 lot more boys teams than girls teams, and  
21 sometimes schools have trouble even fielding a  
22 girls teams unless -- and sometimes they don't

1 really push it, to be honest.

2 For me, that is something that -- we  
3 have more girls teams than boys teams right now.  
4 So, I think -- but that could generate from P.E.,  
5 but I can't -- I don't want to say it may or may  
6 not, but do the girls feel like they're competent  
7 enough or is that something they want to do?

8 I do know in other schools I've taught  
9 if -- in the P.E. from kindergarten up, if they  
10 feel confident in their movements and they feel  
11 like they can try something without being  
12 ridiculed, that they'll try sports, just to see,  
13 and so, there will be more activity.

14 So, I do notice overall that there is  
15 an issue that way. That's an observation. It's  
16 not a study. But I would like to follow that up  
17 in some way to see what the figures are on that.

18 MEMBER CARTER: Thank you.

19 MEMBER BATCHELOR: Very quickly. One,  
20 I was really excited when this was presented to  
21 us, that we were going to have more of a focus on  
22 social, emotional health, and when you think

1 about that in the physical education sense,  
2 sometimes you think about just general  
3 sportsmanship, behavior and team sports, things  
4 like that.

5 But other than that, in terms of  
6 STRAND 4, Standard 4, saying -- that says that a  
7 physically literate individual exhibits  
8 responsible, personal and social behavior that  
9 respects self and others, other than that, what  
10 ideally what we be engaging young people around  
11 in the classroom or during the school day around  
12 -- around something like that?

13 MS. KENYON: I'm not sure I get your  
14 question.

15 MEMBER BATCHELOR: So, I was saying in  
16 terms of kind of the social, emotional standards,  
17 we talked about kind of personal and social  
18 behavior.

19 Other than the things we inherently  
20 think of, like sportsmanship and things like  
21 that, are there any other things that we should  
22 emphasize educators to do or engage our students

1 around inside the classroom in relation to that?

2 MS. KENYON: I think the main point in  
3 the difference in the standards, and the way  
4 they're created is they're not around  
5 competition.

6 So, competition brings out the  
7 cheating and the lack of sportsmanship, and those  
8 types of things.

9 So, it's more about -- personalized  
10 and individual challenges and making sure that  
11 students have that cognitive -- the understanding  
12 of how to analyze their fitness levels, create  
13 goals that are achievable, track their goals, and  
14 do that, and all of that brings about someone who  
15 cares about their fitness, their personal health,  
16 and then they can, you know, advocate for more  
17 opportunity -- more playable spaces, more things  
18 like that in their community.

19 So, that's a social responsibility  
20 that is created from, you know, taking that  
21 individualized approach versus a competitive  
22 approach in physical education. Does that --

1                   MR. ALBRIGHT: Yes, and I just want to  
2 add to that. That's a great question.

3                   So, with the IB physical education,  
4 which we also follow the SHAPE America, they're  
5 intertwined.

6                   So, we look at kind of like my story,  
7 empathy, which is really difficult to teach in a  
8 sense, but we can model it and show it and then,  
9 in a class, I may talk about integrity. Could be  
10 simple tag game, and you know, when no one is  
11 looking and you get tagged, do you freeze or what  
12 it --

13                   So, do you have integrity? So,  
14 integrity and caring. So, those are some of the  
15 big things, empathy, caring and integrity.  
16 Obviously, respect, I feel like is almost over-  
17 used with the kids. So, we try to go another  
18 way.

19                   We will also use Google Classroom and  
20 they'll have to reflect on a game or something  
21 they did.

22                   So, incorporating those, but not just

1 to say it during the class, but actually they --  
2 we talk about it and reflect about it, and that's  
3 -- I agree, that's a very important thing because  
4 if you can play on a team, then you can be in a  
5 workplace and you can understand dynamics and  
6 makes your more valuable, and I agree with the  
7 individualized -- if they enjoy the sport,  
8 because we try to make it fun. So, they can  
9 continue on.

10 So, it's all those put together, and  
11 I don't know how many of you could say, yes, I  
12 had a bad P.E. experience, or I hate P.E., and  
13 that's what we're trying to guard against, is  
14 that you just enjoy it, and that's why the  
15 equipment for individual -- we're doing bocce  
16 ball right now. Just different things that the  
17 kids can try.

18 PRESIDENT WILLIAMS: Thank you, panel.  
19 Thank you for testifying for us today.

20 All right, we're going to try to go  
21 back to our public panel. There's Marilyn  
22 Holmes, executive director Total Sunshine,

1 Ashleigh Taylor, Ward 8 resident, she here?

2 Maya Martin, Parents Amplifying Voices  
3 in Education. PAVE. Donna Richards, D.C.  
4 parent. I'm, sorry, Dana Richards, and Mazaria  
5 Stevenson.

6 All right, we'll begin on my right,  
7 your left. Please note that you have five  
8 minutes -- three minutes each, and your  
9 microphone -- don't forget to turn on your  
10 microphones. Thank you. Merilyn.

11 MS. HOLMES: Good evening. I'm Merilyn  
12 Holmes. I'm the president of Total Sunshine  
13 Incorporated. We're a D.C. based non-profit  
14 501(c)(3), and also a television show. I'll tell  
15 you, it's always a pleasure to come out here, and  
16 it's always an honor to be able to come before  
17 this panel -- body, and express all the interest  
18 and support I have in D.C. students.

19 I'll tell you it's been quite a day  
20 for me and I'm really glad that I made it. I was  
21 afraid I wasn't going to be able to testify, and  
22 I was so disheartened.

1                   But moving forward. Total Sunshine is  
2                   the medic to society. I'm a paramedic. I've  
3                   been working in medicine for the last several  
4                   years. I'm not going to tell my age, but it's  
5                   been more than 15 years, and I started Total  
6                   Sunshine because I saw a need for the young  
7                   people to hear from medical professionals about  
8                   what they were seeing out here on the ambulance,  
9                   and I've done many anti-violence life-coping  
10                  skill seminars with a lot of the young people in  
11                  this city over these last 15+ years.

12                  Just to give you a small snapshot of  
13                  what some of the activities of our Total Sunshine  
14                  school grade incentive program. Let's see. I'll  
15                  start at the bottom.

16                  We've supported 448 D.C. students with  
17                  tools for success in the classroom. We've done 74  
18                  committee events. We've attended them and found  
19                  the people that are there to support the  
20                  community.

21                  We've done 72 in-school life-coping  
22                  skills anti-violence seminars. We've supported

1 520 D.C. valedictorians and salutatorians. I'm  
2 especially proud of that, and we've also -- we're  
3 actually working on show number 126. It airs on  
4 D.C. TV and Fairfax, and it's always  
5 inspirational programming. It's always something  
6 that we hope to bring a smile to people's faces,  
7 and it's always a pleasure of course, to keep on  
8 doing as we do.

9 Our school grade incentive program is  
10 essentially the vehicle that we use to impact  
11 young people in our city, and this year is no  
12 different. We're looking forward to our ninth  
13 annual Total Sunshine School Grade Reward  
14 Ceremony, where we're going to gather all of the  
15 valedictorians and salutatorians from the city,  
16 roughly 70 students, public schools, charter  
17 schools, it doesn't matter. If you did the best  
18 in your school, the top two graduates are going  
19 to be eligible to come to our event and receive a  
20 laptop or tablet to further their educational  
21 success in college with -- we of course, want  
22 these young people to come back to the city and

1 bring those talents, and we're really proud of  
2 them.

3 This year is going to be June 22nd.  
4 We're looking at the Verizon Center again, and  
5 I'm so hopeful to see each and every one of you  
6 there, with your clapping hands ready, because  
7 there is nothing to do but clap at this ceremony  
8 for these stellar young people, who have gotten  
9 straight A's in school for the last four years  
10 more likely. These are the 4.0 students. These  
11 are the ones we don't have to worry about there  
12 doing the wrong thing. They know what to do when  
13 it comes to being diligent in school, and we  
14 always make a good point to recognize them and  
15 give them whatever we can.

16 Now, it's unfortunate, but I'll tell  
17 you, it's been a struggle for us to keep these  
18 young people supported. Currently, recruiting a  
19 fund raising committee to help do see what we can  
20 do about keeping the school grade incentive  
21 program supported.

22 If people want to know more about

1 Total Sunshine, our efforts in the community or  
2 to support students, they can feel free to log  
3 onto totalsunshine.org or give us a call on the  
4 sunshine line at 202-575-0462.

5 One other small note. I've been  
6 teaching EMS in this area for quite some time.  
7 There are a lot of field providers that have been  
8 trained by me. I've just actually re-connected  
9 with the American Heart Association and I'm going  
10 to be teaching CPR in the community, and also for  
11 healthcare providers, and so, if someone wants to  
12 see about that, they can feel free to go to our  
13 website as well or get in touch. They can email  
14 me at info@totalsunshine.org. Thank you so much  
15 for this opportunity, and I'll look forward to  
16 continuing to support young people. That's it.  
17 Thank you.

18 PRESIDENT WILLIAMS: Ms. Taylor.

19 MS. TAYLOR: Good evening. My name is  
20 Ashleigh Taylor and I am Ward 8 resident and a  
21 parent of an awesome two-year old named Strummer,  
22 who will start school this coming Fall.

1                   I am here tonight to share with you,  
2 my perspective as a parent of a child about to  
3 enter a public school system.

4                   I am strongly in favor of the city-  
5 wide cross-sector accountability system that is  
6 easy for families like mine to understand while  
7 searching for schools.

8                   In addition, I encourage the State  
9 Board of Education to ensure that academic  
10 measures are the focus of the system.

11                   I have just applied for schools for  
12 Strummer on the My School D.C. application, so  
13 the experience of searching for school options is  
14 fresh on my mind. I explored both charter and  
15 DCPS options. I went to EdFEST and I searched  
16 online. I went to many, many websites to find  
17 more information about schools.

18                   It was frustrating that I didn't have  
19 one place I could go for all the information.  
20 Since the data was so scattered, I ended up  
21 relying most heavily on my friends and  
22 professional contacts, to give me suggestions.

1 I am lucky to have a strong network of  
2 people I can ask for advice on these questions,  
3 but I am worried about the parents who aren't so  
4 lucky.

5 When I did my research, the most  
6 important factor in finding a school for Strummer  
7 was academics. It's not the only thing our  
8 family values, but it's a non-negotiable. I do  
9 care about making sure she has access to the  
10 arts, and I don't think testing is the only thing  
11 that matters.

12 I'm interesting in schools that offer  
13 a wide range of activities and programming.  
14 However, I want to make sure Strummer is prepared  
15 for middle school, high school and beyond, and  
16 so, the academic success of the school is  
17 critical for me.

18 I request my Board representative from  
19 Ward 8, Markus Batchelor, and all Board members  
20 to work with OSSE to ensure we create a common  
21 accountability system for all public schools that  
22 takes into account, a variety of measures, but

1 primarily focuses on academic performance and  
2 growth. Thank you.

3 PRESIDENT WILLIAMS: Thank you. Ms.  
4 Martin.

5 MS. MARTIN: Good evening, D.C. State  
6 Board of Education members, Superintendent Kang  
7 and staff.

8 My name is Maya Martin and I'm a Ward  
9 1 resident. I'm also the founder and executive  
10 director of PAVE, Parents Amplifying Voices in  
11 Education, whose mission is to empower, connect  
12 and train charter parent leaders to give families  
13 in D.C. a voice and a choice for the vision in  
14 education in our city.

15 At PAVE, we believe that parents are  
16 partners and leaders in developing a diversity of  
17 safe, nurturing and great schools for every child  
18 in every ward and community.

19 Last month, PAVE hosted nine events  
20 with eight Council members and a deputy mayor for  
21 education, in honor of National School Choice  
22 Week, and in those events, one of the things that

1 parents made clear in their stories of choice was  
2 that they were looking for the best schools for  
3 each of their children, and they did not care  
4 what type of school that it was, as long as it  
5 was a great school.

6 In our one on one meetings with  
7 parents, they've said the same. Time and again  
8 we've learned that what parents care most about  
9 is how each school educates their child.

10 As both a fifth generation  
11 Washingtonian and someone who founded an  
12 organization in our city with an all parent  
13 governing board, I've been particularly engaged  
14 in the conversations around the common  
15 accountability framework proposed by OSSE.

16 I appreciate the Every Student  
17 Succeeds Act, pushing states to think critically  
18 about state accountability measures. Since our  
19 charter schools parents have used these measures  
20 through resources like the PCSB performance  
21 management framework, to make the difficult  
22 decision of choosing a school for their children.

1 OSSE's current proposal for a common  
2 accountability framework would create a clear  
3 system that is tied to student outcomes that  
4 parents care about. Three of our parent board  
5 members have submitted testimony about the  
6 importance of having single accountability system  
7 in our city that can help parents to identify the  
8 best school options for their students regardless  
9 of sector, DCPS or public charter schools.

10 I'd like to share some of that with  
11 you today.

12 Cecily Miles Slater, a multi-  
13 generational Washingtonian herself and a Ward 5  
14 resident, shared about her own search for her  
15 children's schools.

16 When researching which schools would  
17 be a good fit for my children, I'd  
18 [greatschools.org](http://greatschools.org), [myschools.org](http://myschools.org), [dcurbanmoms.com](http://dcurbanmoms.com),  
19 as well as [DCPSB.org](http://DCPSB.org). In addition, I spoke to  
20 parents in my network that had kids in charter  
21 schools. I relied heavily upon the PCBS PMF  
22 system. I studied the reports from the schools my

1 kids were matched with and was encouraged to find  
2 that they were Tier 1 and Tier 2.

3 I feel very strongly about sending  
4 them to schools that are succeeding and delivery  
5 quality education to their students. I was also  
6 concerned about the school climate, diversity and  
7 college readiness. It was great to be able to  
8 find all of this in one place.

9 Erika Harrell, a Ward 7 resident who  
10 had to search for new D.C. schools for her  
11 children from California shared this about her  
12 own search.

13 When selecting schools for my kids, my  
14 husband and I relied heavily on OSSE and PCSB's  
15 rating as a preliminary step. We also looked  
16 through Learn D.C., [dcschoolreform.org](http://dcschoolreform.org),  
17 [myschooldc.gov](http://myschooldc.gov) as well as individual school  
18 websites to determine whether or not a school was  
19 a right fit for either of our children.

20 Performance was our beginning and  
21 ending determining factor because ultimately, we  
22 wanted a school with a strong track record for

1 excellence, in which we felt and still feel our  
2 children deserve.

3 We relied little on parent input  
4 because in the end, quantitative data matters,  
5 not just what other parents think is best for  
6 their children. The tiered system that PCSB uses  
7 was particularly helpful because it was simple,  
8 yet comprehensive, yet a comprehensive measure  
9 for identifying schools that met that our  
10 criteria.

11 LaToya Johnson Law, a Ward 8 parent of  
12 a special needs student, shared this about her  
13 search.

14 Abria is a special needs child that  
15 was born at 23 weeks gestation. In selecting a  
16 school, I look at the special education  
17 department, schools character, extracurricular  
18 activities and programs, teacher and leader  
19 assessment and the overall success rate by the  
20 PCSB PMF system of the school.

21 When Abria was attending NCC National  
22 Children's Center, she was recommended to several

1 charter schools. At the time, I was not aware of  
2 the two public sectors for children's education.  
3 As a parent, I just wanted the best school,  
4 public or charter that fit my child's needs.

5 I then made the decision for Abria to  
6 attend AppleTree PCS, and I based this decision  
7 on the PCSB PMF system and the strength of the  
8 special education department.

9 We support OSSE's current proposal  
10 because we have heard from many parents from  
11 communities and experience across the city, say  
12 the same, and we believe it is the best way to  
13 help inform parents about each -- our children's  
14 academic performance and growth.

15 Creating a common accountability  
16 framework for a public education system with over  
17 90,000 students was no easy task, and so, I would  
18 like to sincerely thank our policy makers and  
19 elected officials at OSSE and the State Board for  
20 their hard work creating something that reflects  
21 the needs and concerns of parents, as they search  
22 for the best school for their children.

1 Reflecting on my conversations with  
2 parents from all different wards, backgrounds and  
3 schools, I would also like to advocate for a  
4 common accountability process to be looked at  
5 closely for the tenants for equity and fairness.

6 Parents care about finding a great  
7 school for their child and we should take their -  
8 - our cues from them, as we put away the side the  
9 way things have been done and move towards the  
10 way things should be done to serve all of our  
11 children, regardless of sector, but with regard  
12 to a quality and quality.

13 Thank you, State Board of Education  
14 members for working hard to ensure that all of  
15 our children have access to great schools and  
16 that make them feel a joy for learning every  
17 single day and ensure that they graduate ready to  
18 succeed in college, career and beyond.

19 PRESIDENT WILLIAMS: Thank you. Mr.  
20 Richard.

21 MR. RICHARD: Hi. Good evening, Board  
22 members, staff, Superintendent Kang and

1 commenters and attendees. Thank you for this  
2 opportunity and for your work on updating D.C.  
3 School's physical education standards, which is a  
4 very important activity and particularly at this  
5 time, with the pending reorganization of D.C.  
6 Athletics Associations and passage of the D.C.  
7 Athletic Equity Act of 2015.

8 So, this is a -- this presents great  
9 challenges and opportunities for D.C. schools and  
10 students attending them, especially with the  
11 physical education curriculum, because it's -- it  
12 -- it's the day to day, week to week, I guess,  
13 opportunity for students to participate in  
14 athletic activities and to learn about physical  
15 fitness and to actually do physical fitness.

16 It seems a primary question is whether  
17 physical fitness, as distinguished from fitness  
18 literacy will be a central component of a  
19 exceptional physical education curriculum.

20 The -- I have a revised statement  
21 which I submitted today, and there's several  
22 clarifications I made from the last posting, and

1 I added a couple paragraphs at the end, which I'm  
2 not going to cover tonight, but you can read it.

3 It's about the last two paragraphs are  
4 about what has happened on the world stage with  
5 regard to athletics recently, with regard to the  
6 U.S. and Iran, and very positive development.

7 So, at the athletic equity act  
8 hearings, the issue arose of whether D.C. should  
9 remain the only jurisdiction outside of  
10 Mississippi that does not sponsor a key core  
11 physical fitness sport, which is wrestling, and  
12 others argue in addition of swimming and  
13 gymnastics, and I'm certainly not opposed to  
14 that.

15 I think the more the students are  
16 challenged and the more rigorous the activities  
17 and sports programs, the better. The better  
18 they're going to do physically, in terms of  
19 physical fitness, life long skills and  
20 academically, and I don't have all the data on  
21 that.

22 But I think if you look at the

1 philosophies of all the best private schools in  
2 D.C., you'll see that they have a very strong  
3 focus on both physical fitness and academic  
4 excellence, so, and the rest of my statement is  
5 there. Thank you for the opportunity.

6 PRESIDENT WILLIAMS: Thank you. Ms.  
7 Stevenson.

8 MS. STEVENSON: Hi. My name is  
9 Mazaria. I'm from C.W. Harris.

10 My school recess -- we have -- we go  
11 to lunch at one -- 1:05 and we go out for recess  
12 at -- at one -- at 1:40 or 1:45, and we only get  
13 15 minutes. We only get like 10 or 15 minutes to  
14 play, and we -- and sometimes they take our  
15 recess away.

16 Last week at school, they took all  
17 both of the grade classes recess away for the  
18 whole entire week and we didn't get to go  
19 outside, none that week, and we -- we wanted to -  
20 - we -- I -- and sometimes they take half of our  
21 recess. So, we only get like one minute to play.

22 Sometimes they hold us back in the

1 cafeteria and make us sit down or make us -- or  
2 make us walk around. We don't usually have our  
3 recess. We only have one day of recess because  
4 they usually make us do paragraphs or -- or they  
5 just take it away, and we do laps around the  
6 school.

7 We don't usually have our recess. The  
8 only time we will have our recess is on Monday,  
9 or we will get it taken away that Monday and we  
10 will have it on the next week and we -- if we  
11 would earn it.

12 My teacher, Mr. McNair he is -- he  
13 know about the law, about we supposed to have 30  
14 minutes of recess and they can't take it.  
15 Twenty, I meant, sorry, and he don't really care  
16 about that law, but he still takes is, and if we  
17 don't -- and sometimes if we don't finish the  
18 paragraphs that he give us, we have to -- we have  
19 to stay behind or we can -- or we stand on the  
20 wall at recess and watch the other kids play.

21 PRESIDENT WILLIAMS: Thank you very  
22 much for your testimony. Thank you, panel.

1 Dismiss now. Thank you.

2 MEMBER WEEDON: Excuse me, Madam  
3 President.

4 PRESIDENT WILLIAMS: Yes, sir.

5 MEMBER WEEDON: Before you dismiss  
6 this panel, is it possible for the board and it's  
7 -- I know it's not tradition, but we have done it  
8 before, to ask some of the panelists a question,  
9 please.

10 PRESIDENT WILLIAMS: You do it -- you  
11 like to ask a question, Mr. Jones?

12 MEMBER JONES: Yes.

13 PRESIDENT WILLIAMS: Go ahead, Mr.  
14 Jones.

15 MEMBER JONES: Thank you. I'd like to  
16 ask in reference to -- thank you.

17 Ms. Ashleigh Taylor and Ms. Martin, a  
18 question in reference to your statements.

19 Have you read the OSSE proposal for --  
20 and this is for both of you.

21 MS. MARTIN: Yes.

22 MS. TAYLOR: No, I have not read the

1 proposal.

2 MEMBER JONES: You have not? But Ms.  
3 Martin, you have?

4 MS. MARTIN: I have read it. Yes.

5 MEMBER JONES: Okay. So, you're  
6 suggesting that we vote for and adopt it in its  
7 present form, that -- the way they proposed it?

8 MS. MARTIN: So, yes.

9 MEMBER JONES: Because --

10 MS. MARTIN: So, I can't speak for --

11 MEMBER JONES: No, I mean, I'm asking  
12 you.

13 MS. MARTIN: From my perspective. So,  
14 when, myself and my parents took a look at it, we  
15 thought the -- kind of the construct of the  
16 proposal as it currently stands is strong. We  
17 thought it had a good balance of academic growth  
18 and performance measures, along with some of the  
19 other measures that are used to determine parent  
20 satisfaction, like re-enrollment and some of  
21 those components.

22 So, we think that the as it stands

1 currently, it's a strong measure.

2 MEMBER JONES: Okay, as it has been  
3 proposed?

4 MS. MARTIN: Yes, and what we  
5 appreciate is that OSSE has done the work to get  
6 parent input throughout the community and Ward by  
7 Ward meetings.

8 So, we've shared those with our  
9 families. We've put them in our monthly  
10 newsletters. Families have known about them.  
11 They've been able to take a look at the document.  
12 We feel like the process has been collaborative  
13 and it's been based on best practices.

14 MEMBER JONES: And you --

15 MS. MARTIN: So, yes, our families  
16 feel comfortable.

17 MEMBER JONES: Okay, have you heard of  
18 any other proposals?

19 MS. MARTIN: So, yes, I've had -- I've  
20 had myself conversations about other like, ideas.  
21 I haven't like --

22 MEMBER JONES: But yes --

1 MS. MARTIN: -- but I've heard about  
2 all of the other ideas about different  
3 performance measures and combinations of scores.  
4 So, I've had those conversations and meetings,  
5 yes.

6 MEMBER JONES: Are you flexible of any  
7 of it?

8 MS. MARTIN: Am I flexing? So, I  
9 mean, I think that -- you know at the -- so, I  
10 think one of the challenges that there is, is  
11 that when you talk to families, families really  
12 want to make sure that they know that what they  
13 are receiving is objective information, that's  
14 based upon academic performance and growth, which  
15 is the number one reason that they're going to  
16 us, an accountability measure, to figure out how  
17 well this school is doing.

18 When you talk to families, what  
19 they're also sharing is that when they have  
20 conversations with other families they -- they --  
21 that is a part of their process and that's what  
22 all of my families said in their testimony, that

1 they're doing that, right?

2 They're going to places and talking to  
3 their friends and they're looking at D.C. Urban  
4 Moms and Dads which is all subjective,  
5 subjectivity.

6 So, they're doing that work on their  
7 own, but what they want to make sure of is that  
8 when they're getting a measure from a state  
9 agency, or from some a government entity that  
10 they can trust, they're getting something that is  
11 objective.

12 They know the sources and the ways to  
13 go about getting those subjective measures. But  
14 they also want to know something that is going to  
15 tell them what the academic performance of the  
16 school is, which when you talk to parents, is the  
17 main reason that they're sending their child to  
18 certain schools.

19 There is a satisfaction component that  
20 they want to get from different family members,  
21 but the main reason that they're looking at a  
22 school is will my child be able to graduate ready

1 to go to college? Are they going to be able to  
2 progress and do well and be able to succeed  
3 around the measures that we know they need to,  
4 that come out of school. So, reading, writing,  
5 mathematics.

6 MEMBER JONES: Okay, thank you. Just  
7 a quick question. Sir? I have a quick question  
8 for you. Were you a wrestler?

9 MR. RICHARD: Yes.

10 MEMBER JONES: You were?

11 MR. RICHARD: In high school and  
12 college and then beyond.

13 MEMBER JONES: Okay, good. So, you  
14 like to see wrestling in D.C. public schools?

15 MR. RICHARD: Actually, starting in  
16 about -- maybe sixth grade.

17 MEMBER JONES: You'd like to see  
18 wrestling in D.C. public schools?

19 MR. RICHARD: I -- in D.C., I help  
20 coach at Sidwell.

21 MEMBER JONES: Right.

22 MR. RICHARD: And also at American

1 University, at the college.

2 MEMBER JONES: I'm talking about D.C.  
3 public schools.

4 MR. RICHARD: D.C. Public Schools?  
5 No, I've helped a couple of the schools --

6 MEMBER JONES: Which schools?

7 MR. RICHARD: -- on occasion. Let's  
8 see. I just -- I can't think of -- you know --

9 MEMBER JONES: No, that's okay, I just  
10 asked because I'd like to see wrestling in D.C.  
11 public schools.

12 MR. RICHARD: Well, what is --

13 MEMBER JONES: I don't think the --

14 MR. RICHARD: Wilson is the only --

15 MEMBER JONES: I know that.

16 MR. RICHARD: Yes.

17 MEMBER JONES: Is the only school. I'm  
18 a former wrestler. I will -- Board member, Mr.  
19 Lockridge was a former wrestler and I know there  
20 have been challenges. But that's another -- but  
21 I'd like to see wrestling in D.C. --

22 MR. RICHARD: But I think you can't

1 have it -- students traveling to another school  
2 all across town. They're just not going to do  
3 it, and so, it's a sport that really -- it  
4 doesn't require a lot of space, and I think once  
5 it's introduced through P.E., then you have mats,  
6 and then you necessarily have also coaches and  
7 other coming in, and you know, wrestling is a  
8 foundation sport, as you know.

9 MEMBER JONES: Yes.

10 MR. RICHARD: And it makes the  
11 athletes -- the students -- it improves their  
12 performance in all other sports, in terms of  
13 their strengths, balance and endurance, stamina.

14 MEMBER JONES: Thank you. I did want  
15 to ask you that, but I wanted to ask the ladies  
16 if they'd read the proposal. But thank you,  
17 Madam President.

18 MEMBER BATCHELOR: Madam President?

19 PRESIDENT WILLIAMS: Thank you.

20 MEMBER BATCHELOR: Madam --

21 PRESIDENT WILLIAMS: Thank you for  
22 testifying.

1                   MEMBER BATCHELOR: Madam President?  
2           Just very quickly. I know this is -- this is not  
3           the regular order of business, but I did want to  
4           say one, to Ms. Taylor, I appreciate your  
5           comments, and I definitely look forward to  
6           working with you, especially as we meet in Ward 8  
7           later this month, to have a more pointed  
8           discussion on this about how we make sure that  
9           this accountability plan does just that.

10                   You know, like you, I'm definitely  
11           interested in making sure that we have a system  
12           that demonstrates the current academic success of  
13           all of our schools, and I know my interests,  
14           since I joined the Board, is also been making  
15           sure to hold our schools accountable for those  
16           things that also contribute to academic success.

17                   So, I look forward to striking the  
18           right balance in this plan, and so, I thank you.

19                   To Ms. Stevenson, thank you for coming  
20           and testifying before us. I know it's not easy at  
21           your age, but I appreciate your eloquent and for  
22           not only standing up for yourself, but for your

1 peers, and that's very important, and I  
2 appreciate you for being a leader in that regard.

3 We want to make sure, as you've heard  
4 our discussion, we want to make sure that you get  
5 as much physical time as possible at school, and  
6 we know, at least it's my opinion that it  
7 shouldn't be taken away for disciplinary issues,  
8 because it's a part of your education.

9 So, thank you for speaking up for that  
10 and you can rest assure, that this Board will  
11 fight on your behalf. Thank you.

12 PRESIDENT WILLIAMS: Thank you. Thank  
13 you. Now, we're going to call up Ms. Point --  
14 Antoinette Poindexter, student. Tirone  
15 Wilkinson, student. Jayden Abney, Sami Graves  
16 and Mauray McDuffie.

17 Okay, I don't --

18 MR. ELISTER: Hi. My name is Mark  
19 Elister. I wanted to talk about -- I went into  
20 school and I need -- I wanted to talk about in  
21 school, we should have more lunch time because --  
22 because we need to have lunch.

1                   Because my class, Ms. Lambert's class,  
2 we stayed back because the kids, they didn't want  
3 to follow directions and she say we can stay in  
4 for lunch, and about time when the time goes  
5 around, when we get down to lunch, we only have  
6 like 13 or 15 minutes of lunch and I rest my  
7 case.

8                   PRESIDENT WILLIAMS: Is that all you  
9 have to say?

10                  MR. ELISTER: Yes.

11                  PRESIDENT WILLIAMS: Could you say  
12 your name again, please?

13                  MR. ELISTER: Mark Elister.

14                  PRESIDENT WILLIAMS: Thank you, and  
15 what school do you go to?

16                  MR. ELISTER: C.W. Harris.

17                  PRESIDENT WILLIAMS: Thank you.

18                  MR. CECIL: Hello. My name is Mark  
19 Cecil. I want to speak on the behalf of Tirone  
20 Wilkinson, and I'm talking about recess, because  
21 we need more time and that when -- when we don't  
22 have time for recess, because we have a lot.

1           Our schedule is lot -- our schedule is  
2 a lot of time, and when we're talking in class,  
3 we get punished, like paragraphs, and the  
4 paragraphs go up to 105, and if you don't write  
5 paragraphs in time, you can't have recess or if  
6 there a field trip coming up, you can't have the  
7 -- you can't go on the field trip and that -- and  
8 that we need -- we need more time at recess, and  
9 Mr. McNair, he wouldn't -- he'll tell -- he take  
10 two weeks of recess from us.

11           MS. POINDEXTER: Hello. My name is  
12 Antoinette Poindexter. I go to C.W. Harris, and  
13 I always -- I wanted to talk about recess because  
14 our Arabic teacher, Mr. J, he took -- one time he  
15 took eight days of our recess and we only had two  
16 days of recess, and we -- and our recess is only  
17 15 minutes, and the two days that we did have  
18 recess, our math teacher, Mr. Spinner, he took  
19 five minutes of our recess, so we had -- only had  
20 10 minutes of recess.

21           I wanted to say that I think we should  
22 have more than 15 minutes because our schedule is

1 a lot, and sometimes when we come in from recess  
2 and we only have like five minutes of recess, it  
3 will -- we will be like bunched up and stuff and  
4 we'll be like, yelling and screaming in the  
5 hallways and stuff, and trying to play -- get our  
6 recess time inside, like during specials and  
7 stuff, during recess, trying to get our play time  
8 during specials, because we -- Mr. Spinner -- our  
9 teacher took our recess and I think that we  
10 should really have like, more than 15 minutes at  
11 our school, and not have -- our principal says  
12 that we only need 15 minutes.

13 But if we only have 15 minutes, and  
14 our teacher takes 10, when we only have five  
15 minutes and the principal says that it's okay for  
16 the teacher to take away the recess.

17 The fifth grade teacher, Mr. McNair,  
18 said that if he will keep on breaking the law of  
19 recess if it means that he'll -- he have to keep  
20 get his kids recess, he will keep on breaking the  
21 law, and of that.

22 MS. GRAVES: My name is Sami Graves

1 and I go to C.W. Harris Elementary School.

2 I want to talk about recess because my  
3 teacher, Mr. Spinner, threatened to take a month  
4 of recess from us, and we didn't have recess for  
5 four days of the week, and we don't get that much  
6 time at lunch, and that's all I have to say.

7 MS. ABNEY: My name is Jayden Abney and  
8 I would like to talk about recess because every  
9 time we line up to go -- to go to recess they  
10 would -- they would -- it's one person talk, they  
11 will tell us go sit down, and then they will  
12 punish all of us, and Mr. McNair, one time he  
13 threaten us to take two weeks of recess away from  
14 us, and every time we plan -- he only give us  
15 five minutes and then he tell us to line up and  
16 then we go line up.

17 PRESIDENT WILLIAMS: Thank you. Are  
18 you all in the same class?

19 MS. POINDEXTER: Just us two. They're  
20 in the same class.

21 PRESIDENT WILLIAMS: So, this happens  
22 no matter what class you're in?

1 MS. POINDEXTER: Uh-huh.

2 PRESIDENT WILLIAMS: Thank you.

3 You're in my ward, so, I'll look into it, okay?  
4 Miss?

5 MEMBER WILSON PHELAN: I was just  
6 going to say thank you to all of the -- you  
7 students who came and thank you to the teacher  
8 who brought you here today.

9 We don't always know what's happening  
10 at the schools, and you're really speaking up, so  
11 that we know what's happening and we know when  
12 the law is being broken, and you picked a really,  
13 really good day to come because the people  
14 responsible for that are sitting right here, and  
15 now, they've heard it too.

16 So, if something isn't done, we want  
17 to hear back from you again. Thank you for  
18 coming tonight.

19 PRESIDENT WILLIAMS: You have  
20 something else to say?

21 MR. CECIL: Before I moved to D.C., I  
22 was in Oxon Hill, Maryland and they -- I went to

1 a school called Glassmanor Elementary, and they -  
2 - they cut recess from second grade all the way  
3 to the sixth grade.

4 So, only the law academy kids have  
5 recess and all we did is after lunch, is come  
6 back, do our work and wait to specials.

7 PRESIDENT WILLIAMS: Thank you. So,  
8 you've had trouble with recess for a long time,  
9 huh? Yes, well, hopefully we can do something  
10 about it. Thank you. All right.

11 All right, for over a year, the State  
12 Board and OSSE have been soliciting input from  
13 the public, national and local experts, students,  
14 parents, teachers and other stakeholders related  
15 to the new statewide consolidated plan required  
16 by the Federal  
17 Every Student Succeeds Act.

18 Before we hear from witnesses tonight,  
19 I believe Superintendent Kang would like to  
20 provide some comments on the draft accountability  
21 plan that we mentioned earlier.

22 SUPERINTENDENT KANG: So, I actually

1 -- I don't want to hold us up any longer from  
2 hearing from the panels, but I think if there are  
3 points as we go along, where I might just be able  
4 to provide clarification on the plan, that would  
5 be great, just to have a chance to do that.

6 PRESIDENT WILLIAMS: Thank you,  
7 Superintendent Kang. We have three panels of  
8 witnesses this evening. So, I would ask all of  
9 our witnesses, if you have not already done to,  
10 to please email a written version of your  
11 testimony to sboc@dc.gov, so we can add it to our  
12 record.

13 I will call names in groups of four.  
14 Our first panel is Dr. Austin Nichols, Abt  
15 Associates, Dan Gordon, please come forward. Dan  
16 Gordon, Senior Legal and Policy Advisor for  
17 Education Counsel.

18 David Pickens, Executive Director of  
19 D.C. School Reform Now.

20 DIRECTOR HAYWORTH: Madam President,  
21 Farhana Rabbi, a peer educator, is going to take  
22 Mr. Pickens' place on the dais.

1                   PRESIDENT WILLIAMS: Okay. Frank  
2 Cervarich, Young Playwrights Theatre, and Dr.  
3 Jaclyn Kline from the D.C. chapter of the  
4 American Academy of Pediatrics.

5                   All right, so, why don't you two move  
6 up here, and I will call some people from the  
7 next panel, which are Ed Lazere, Executive  
8 Director of the D.C. Fiscal Policy Institute. Is  
9 he here? Yes, and Daryl Forte, P.E. teacher from  
10 DCPS, and one more, and Steven Glazerman,  
11 Mathematica Policy Research. Not here either?  
12 Okay.

13                   How about Josh Boots, Executive  
14 Director of EmpowerK12?

15                   PRESIDENT WILLIAMS: Thank you. We'll  
16 begin from your right, my left. Just introduce  
17 yourself and then start your testimony. You have  
18 five minutes. Thank you.

19                   MS. RABBI: Hi. I'm Farhana Rabbi.  
20 I'm an advocate with D.C. School Reform Now, and  
21 I'm giving testimony on behalf of David Pickens.

22                   Okay, good evening. My name is David

1 Pickens and I am the Executive Director of D.C.  
2 School Reform Now, an organization that seeks to  
3 educate, organize and advocate to build support  
4 for public education strategies that prepare kids  
5 to become college and career ready.

6 As someone who has been a leader at  
7 the school district and non-profit levels, I  
8 appreciate the opportunity to comment publicly  
9 regarding potential changes to the D.C. school  
10 accountability system under the Every Student  
11 Succeeds Act.

12 A major part of DCSRN's work is to  
13 educate and inform parents as they navigate the  
14 school choice system, providing them with  
15 guidance on school quality, as they apply for  
16 their children and alerting them to quality  
17 schools that they might not have previously  
18 considered.

19 DCSRN does not independently evaluate  
20 public traditional and charter schools, but  
21 rather relies on the rating systems currently in  
22 place, in order to make recommendations to

1 parents.

2 As DCSRN advises families during the  
3 application process, it is critical that they  
4 acquire a thorough understanding of what makes a  
5 school quality, and additionally, be able to  
6 compare many educational options via consistent  
7 objective criteria.

8 Members of the State Board of  
9 Education have -- have proposed that school  
10 accountability ratings should also take into  
11 account non-academic factors, and that these  
12 metrics should be given weight alongside student  
13 growth and proficiency.

14 My organization agrees that a school's  
15 curriculum, extracurricular offerings and parent  
16 surveys all have value and do help parents make  
17 application decisions, but they are not  
18 indicative of student outcomes, which is the only  
19 way to judge educational effectiveness.

20 Additionally, supplemental offerings  
21 and feedback do not reflect the academic quality  
22 of the school and can make evaluations difficult

1 to parse, due to the lack of consistency between  
2 schools, as well as stakeholder and non-responder  
3 biases from survey data.

4 Ratings based primarily on academic  
5 quality give parents a better picture of the  
6 academic rigor that the school has to offer their  
7 child and allows parents to accurately compare  
8 the academic quality of school options.

9 As schools seek to prepare students  
10 for college, it must always be kept in mind that  
11 colleges themselves, while they do take into  
12 account letters of recommendation,  
13 extracurricular activities and other merits, most  
14 highly rate a student's grade point average and  
15 test scores.

16 If D.C. as a city seeks to prepare  
17 students for that level of evaluation, the  
18 schools that prepare them must also be evaluated  
19 on their ability to help students reach the  
20 necessary academic proficiency.

21 Often we focus on school inputs, but  
22 emphasis must continue to be placed on student

1 outcomes, as their grades and test scores have  
2 very real repercussions on their futures.

3 Parents still use many metrics, other  
4 than grades and test scores when evaluating a  
5 school, and many variables inform different  
6 priorities between families.

7 Though parents take into account many  
8 factors when making decisions about the best  
9 school for their child, it is not necessary that  
10 every one of those factors be part of the  
11 government school accountability system. It  
12 would be more appropriate in a state report card,  
13 which could expand on the initial rating, thus  
14 providing additional context for families. Thank  
15 you.

16 DR. KLINE: So, my name is Dr. Jaclyn  
17 Kline. I am a pediatrician and I represent the  
18 District of Columbia chapter of the American  
19 Academy of Pediatrics.

20 D.C. AAP is the Washington, D.C.  
21 chapter of a national organization of 64,000  
22 pediatricians. The D.C. chapter has over 400

1 members, including pediatricians, residents and  
2 medical students from all of the District's  
3 hospitals, community clinics, private practices  
4 and school based health centers.

5 As a pediatrician and member of the  
6 D.C. AAP, I and my colleagues have a vested  
7 interest in child well-being and health in  
8 schools. We feel strongly that the Every Student  
9 Succeeds Act provides an opportunity for  
10 following and improving on the health of children  
11 in our schools.

12 We advocate that in order to learn, a  
13 child must be healthy, present and nourished. We  
14 applaud DCPS and public charter schools for  
15 setting out to be the fastest improving state and  
16 city in the nation in student achievement  
17 outcomes. We support the ESSA draft that ensures  
18 greater equity for our students by accelerating  
19 progress for those who are farthest behind.

20 We feel that child wellness is a key  
21 component of reaching these goals, and that by  
22 including wellness markers in its ESSA proposal,

1 DCPS and public charter schools will see further  
2 rise in student achievement.

3 A key element to success in school is  
4 presence in the classroom. We recognize  
5 absenteeism as a potential area for improvement  
6 in D.C. public schools and charter schools.

7 We fear that children who have chronic  
8 absenteeism are at a unique and increased risk of  
9 poor academic performance, as well as failure to  
10 graduate, both of which have significant  
11 downstream effect in the child or young adult's  
12 life.

13 Chronic absenteeism data is already  
14 being collected by the U.S. Department of  
15 Education's Office of Civil Rights. So,  
16 gathering this data would not pose a new burden  
17 on our schools.

18 We advocate that D.C. public schools  
19 and charter schools use this data to focus  
20 efforts on school presence, in those schools that  
21 have highly -- particularly high rates of  
22 absenteeism.

1           The State of Oregon has served as an  
2           example of how those can be achieved. They  
3           conducted data and then conducted focus groups  
4           with parents of children who were chronically  
5           absent. They identified barrier to attendance  
6           including healthcare use or access, chronic  
7           illness, poor transportation, family  
8           responsibilities and neighborhood safety  
9           concerns.

10           They also collected data about  
11           aversions to attending school, including academic  
12           struggle, lack of engaging structure, poor school  
13           climate and ineffective school discipline, lack  
14           of transportation, parents own negative school  
15           experiences, and uncertain view of new  
16           environments.

17           Once barriers are identified here in  
18           the District, we can work to address them and  
19           improve our school attendance for all children.

20           A measurable outcome under ESSA could  
21           be the incidents of chronic absenteeism in the  
22           District or the number of hours of time dedicated

1 to focus groups and other preventive efforts by  
2 each school.

3 A related issue to chronic absenteeism  
4 is school suspension and expulsion rates. As  
5 data is being gathered on chronic absenteeism, we  
6 would also recommend that these schools report --  
7 school reports include data on the number of  
8 children who are suspended or expelled each  
9 academic year.

10 Once trends and rates are identified,  
11 then preventative efforts can be formed with  
12 achievable metrics for improvement across the  
13 District. We note that chronic illness is a  
14 contributing factor to chronic absenteeism and  
15 suspension expulsion, and would welcome  
16 partnering with D.C. public schools and charter  
17 schools, as we represent the pediatricians of the  
18 District who serve your students.

19 Another key element to academic  
20 success is a child's physical well-being. A  
21 child cannot succeed in the classroom if they are  
22 not well nourished. Food and security is a large

1       determinant of pediatric health and as  
2       pediatricians, we value what DCPS and public  
3       charter schools does for our patients by free and  
4       subsidized breakfast and lunch.

5               We propose that as a part of ESSA,  
6       D.C. public schools and charter -- and public  
7       charter schools report the utilization of free  
8       and subsidized breakfast and lunch across the  
9       District. This would identify schools and zones  
10      within the District that have the highest  
11      incidents of food insecurity.

12             A measurable metric of improvement  
13      could be providing guidelines and standards of  
14      what is offered to children in schools.  
15      Implementation of a curriculum focused on health  
16      eating habits for children and providing  
17      nutritional education materials to families.

18             Chicago public schools have been a  
19      trying -- shining example, by placing a focus on  
20      student wellness throughout nutrition. They have  
21      developed tool kits for school personnel,  
22      students and parents, which set school standards

1 for caloric and fat content of snacks offered at  
2 schools, also set standards for vending machine  
3 placement in schools, and mandate nutrition  
4 education for students, among other metrics.

5 As DCPS and public charter schools  
6 states they hope to lead the nation by having the  
7 fastest improvement in student achievement, we  
8 hope you will use this opportunity to put a  
9 critical focus on student wellness, to help make  
10 this a reality. Thank you.

11 MR. LAZERE: Thank you so much for the  
12 opportunity to speak tonight.

13 My name is Ed Lazere and I am the  
14 executive director of the D.C. Fiscal Policy  
15 Institute. We're a non-profit organization that  
16 works to promote economic opportunity for all  
17 D.C. residents and to reduce income inequality in  
18 the District through thoughtful policy solutions.

19 I want to focus my remarks tonight on  
20 the portion of the ESSA state accountability plan  
21 that relates to measuring the achievement of low  
22 income students, and I want to encourage the

1 State Board to work with OSSE, to create a  
2 variety of measures of low income standards, to  
3 make sure that we're gathering information on the  
4 performance and school success of our poorest  
5 students.

6 This is important because the current  
7 measure of disadvantaged students, as I  
8 understand it, is broad and covers a large share  
9 of students in D.C. public schools and public  
10 charter schools, and it's also important because  
11 we know that the deeper a child falls into  
12 poverty, the more likely they are to face  
13 circumstances that affect their ability to  
14 succeed in school.

15 It's my understanding that the current  
16 measure of disadvantage for reporting of test  
17 scores is participation in free and reduced price  
18 lunch program, and this is likely to include a  
19 large group of low and moderate income residents  
20 for two reasons.

21 First, eligibility for school lunch is  
22 up to 185 percent of poverty or close to 30,000

1 for a family of three, and we know that many D.C.  
2 families have income far lower than that.

3 Also because we have a community  
4 eligibility option that makes some schools -- all  
5 students qualify for free lunch means that we  
6 could be counting some students who have actually  
7 have incomes well above even that threshold.

8 By contrasts, we know from census data  
9 that there are many families that live at or  
10 below poverty in the District. For example,  
11 about one out of four children in the District  
12 lives below the poverty line, so well below that  
13 185 percent standard. That's less than 19,000  
14 for a family of three, and in fact, one out of  
15 eight children lives below half the poverty line,  
16 or less than \$10,000 for a family of three.

17 Poverty is especially high east of the  
18 rivers with roughly half of all children there  
19 living below poverty, compared to 13 percent of  
20 children elsewhere in the city, and we all know  
21 that the stresses of poverty directly affect a  
22 child's ability to succeed in school, that

1 children how live in poverty have worse outcomes  
2 in terms of health, cognitive development and  
3 emotional well-being, and that living in  
4 neighborhoods with high rates of poverty also  
5 have negative impacts on child success in school.

6 We also know that the fall -- the  
7 further a child falls into poverty, more likely  
8 there are other families to face affordable  
9 housing challenges, which is a huge and growing  
10 problem in the city, and that the lack of housing  
11 stability has particularly harmful effects on  
12 children if they are living in overcrowded  
13 conditions, unsafe conditions, moving frequently  
14 or ultimately ending up experiencing  
15 homelessness.

16 Finally, we know that the depth of a  
17 child's poverty matters and that even modest  
18 income gains can -- or differences can make a  
19 difference in a child's life. For example, one  
20 study found that increasing the income by just  
21 \$3,000 for low income families during the early  
22 childhood period was associated with children

1       earning more than 20 percent more as adults when  
2       they were grown up.

3               So, for these reasons, we think it's  
4       important not just to measure disadvantaged  
5       students on that relatively broad standard, but  
6       to dis-aggregate the data to include some lower  
7       income standards and we -- I recommend two.

8               One is to measure the test scores and  
9       performance of students who are in families  
10      receiving TANF. These are often the lowest  
11      income children in the city with parents that  
12      have little or no earnings. The maximum TANF  
13      cash benefit is about \$500 a month for a family  
14      of three, which means that most children in TANF  
15      families are in deep poverty.

16              I don't have the exact numbers but  
17      that's -- I believe that's roughly 30,000  
18      children in the city, and second, we also can  
19      measure the test scores of children who are  
20      receiving SNAP, formerly known as food stamps.

21              The SNAP eligibility level is 130  
22      percent of poverty. So, it's higher than the TANF

1 standard, but lower than the current free and  
2 reduced price lunch standard, so it would just  
3 allow another break out to identify students who  
4 are low income, but not quite as disadvantaged as  
5 those receiving TANF.

6 This kind of dis-segregation is  
7 important to understanding how well our students  
8 -- our schools are doing at educating low income  
9 students, how well our schools are doing to close  
10 the achievement gap and how best to target  
11 resources to improve academic outcomes for the  
12 most disadvantaged students.

13 If we continue to use just the current  
14 measure, we'll not be as well informed on our  
15 success at meeting these important goals.

16 Thank you very much again, for the  
17 opportunity to testify.

18 MR. FORTE: Good afternoon. My name  
19 is Daryl Forte. Health and Physical Educator at  
20 Burrville Elementary School, and I want to thank  
21 you for the opportunity to be able to speak  
22 before you, and I'm kind of -- I'm going to go

1 between the Every Student Succeeds Act, as well  
2 the standards for physical education.

3 I think it's very important that we  
4 are here to increase student activity levels. I  
5 know at my school, we have -- participate in 45  
6 minutes once a week for health and physical  
7 education and in addition to recess that they  
8 have, which is 30 minutes.

9 Also I believe that quality physical  
10 education is important to incorporate the  
11 standards into our practice. It's also important  
12 that students know the reasons why they're  
13 participating in certain activities, in addition  
14 to participating in activities that they may not  
15 be familiar with.

16 We have the biking in the park program  
17 with -- which teaches second graders how to  
18 participate properly in riding bikes, as well as  
19 putting on helmets and being able to enjoy just  
20 riding a bike, and it was amazing to me, to see  
21 the number of students that were not able to ride  
22 a bike in second grade.

1                    Things that I enjoyed as a child,  
2 students today do not have the opportunity to  
3 participate in because of the climate. They may  
4 not have a safe neighborhood to do those things.

5                    So, I think it's important that the  
6 Every Student Succeed Act incorporate physical  
7 education to a standpoint of bring it to the  
8 level of ELA and math subject areas, because it's  
9 important for the child. It's important for the  
10 whole child. It's important that students  
11 realize that the life long activities that  
12 they're learning in class, it carries with them  
13 over to the, you know, college, high school,  
14 after college, if they want to participate in  
15 adult programs.

16                    So, it's important that they  
17 understand the life long aspects of physical  
18 education.

19                    Also, like that in DCPS, we have  
20 measurements. Students are able to participate  
21 in the surveys for the bike program. We have  
22 school profiles through Let's Move! and Action

1 for Healthy Kids, where schools are able to see  
2 where they stack up versus other schools, and see  
3 and understand the things that need to work on,  
4 as far as incorporating more physical activity or  
5 more recess time in their schools.

6 MR. BOOTS: Good evening. My name is  
7 Josh Boots, executive director of EmpowerK12, and  
8 I have been before this group before. Just want  
9 to know that I have participated on the ESEA  
10 waiver accountability system and the Public  
11 Charter School Board's performance management  
12 framework, and my comments are around the ESSA  
13 accountability system.

14 I have been involved in similar  
15 conversations over the various stakeholders over  
16 the last couple months about the ESSA  
17 accountability system.

18 In general, you know, everyone is in  
19 agreement that there is plenty to like about  
20 OSSE's consolidated plan accountability  
21 framework.

22 The framework emphasizes the

1 achievement and academic achievement and growth  
2 for all students and sub-groups. It includes  
3 additional measures of school success like  
4 chronic absenteeism, graduate rate and student  
5 re-enrollment rates.

6 The ratings are broken down into five  
7 groups, which will help stakeholders distinguish  
8 the quality amongst the educational options, and  
9 schools identified for additional state support,  
10 comprehensive and targeted will maintain that  
11 status for up to three years, which would ensure  
12 lasting and effective engagement.

13 These are the great aspects of the  
14 OSSE proposal and they build on the  
15 accountability work efforts in D.C. over the last  
16 10 years.

17 The basis of the accountability  
18 system, the periodical basis is solid. We have  
19 several minor recommendations for the State Board  
20 of Education and OSSE staff to consider before  
21 final submission to the U.S. Department of  
22 Education.

1                   There are -- there will -- I do  
2                   suspect that most of these recommendations would  
3                   be better considered by a technical working  
4                   group, that would support OSSE, once the plan has  
5                   been approved by the Department of Ed later this  
6                   summer.

7                   But the recommendations do include  
8                   that the -- first, that the OSSE and the State  
9                   Board of Education consider variable weighting  
10                  and achievement in growth by school, based on the  
11                  students prior achievement.

12                  For example, schools with lower  
13                  achievers will have more emphasis placed on  
14                  growth over achievement. The reason why we  
15                  recommend this is that we still see that even  
16                  with the accountability systems that we've had,  
17                  that have emphasized both achievement and growth,  
18                  that lower achievers in the District of Columbia  
19                  are still failing to grow at the same rates as  
20                  other lower achievers nationwide.

21                  So, the emphasis on growth, especially  
22                  for schools that are accepting lots of lower

1 achievers, we believe is important.

2 Two, that we placed additional  
3 emphasis on the achievement of students in the  
4 school's terminal grade, especially for students  
5 who have bene at the school for multiple years.  
6 So, are kids who are leaving schools prepared for  
7 college and career?

8 Three, we would expect that there  
9 maybe a tighten the alignment between the growth  
10 to proficiency measures for English language  
11 acquisition and PARCC, or that there is a  
12 reconsideration of the reliability of subgroups  
13 and sizes between 10 and 24 and the  
14 accountability score.

15 Five, that there is -- that the --  
16 OSSE and the State Board analyze whether the  
17 current subgroup weighting would mask with in  
18 school achievement and subgroup gaps.

19 We do -- we -- we do like to re-  
20 emphasize that we do our own process OSSE's  
21 proposal that includes subgroups, just wondering  
22 if there is potential that the some achievement

1 gaps might be masked by the current weighting  
2 system.

3 Six, that research that the group  
4 researched the reliability of class observations  
5 for accountability purposes, and whether the  
6 measure of early childhood learning environments  
7 could be extended to include both kindergarten  
8 through second grade, not just pre-kindergarten.

9 Seven, reconsider whether the state  
10 should target 2038/2039 as the year for meeting  
11 goals or whether we should set a more aggressive  
12 target, five or ten years from now to meet our  
13 goals.

14 We will submit all of our details  
15 concerning our recommendations later on the  
16 public comment period, so they will be able, and  
17 again, we believe that the OSSE ESSA plan has the  
18 right ingredients for approval.

19 A quality technical advisory committee  
20 will help ensure that the plan is implemented  
21 with fidelity and in the best interest of all of  
22 our students and parents.

1                   PRESIDENT WILLIAMS: Thank all of you  
2 for testifying. Superintendent Kang, would like  
3 to respond to any of this testimony?

4                   SUPERINTENDENT KANG: Yes, just  
5 briefly, and again, I'll just limit any of my  
6 comments to any clarifications that might be  
7 needed, about the contents of OSSE's plan.

8                   On the goals piece, I'll just note  
9 that while the ultimate long-term goal we set was  
10 for 20 years out, that we also speak to trying to  
11 cut -- aggressively cut caps in half over a 10  
12 year period, and to interim annual goals as well.  
13 So, just for clarification.

14                   PRESIDENT WILLIAMS: Board members, we  
15 can now have one round of questioning. Mr.  
16 Batchelor?

17                   MEMBER BATCHELOR: No, thank you,  
18 Madam President.

19                   MEMBER WATTENBERG: So, I'm trying to  
20 figure out how to divide my questions here with  
21 my few minutes.

22                   Let me start with Mr. Lazere and ask

1 you what is the -- what is to be gained by dis-  
2 aggregating according to these different  
3 categories, that is what do we misunderstand when  
4 we don't dis-aggregate like that and what could  
5 we do better if we did dis-aggregate?

6 MR. LAZERE: I mean, to the extent  
7 that we might find out, and not surprisingly,  
8 find out that the greatest academic challenges  
9 are faced by the children who are in the poorest  
10 families, those for example, who are in families  
11 receiving TANF cash assistance, that might help  
12 us, help schools make individual decisions or you  
13 all make decisions about how to target resources.

14 To the extent that you're covering the  
15 current measure includes children with incomes  
16 that may be well below \$10,000 in families all  
17 the way up to \$30,000, it's just -- you may be  
18 missing the children who most need extra academic  
19 support to succeed in school.

20 MR. BOOTS: I just want to jump in. I  
21 agree with Ed on that one. We are collecting  
22 data around the OSSE at-risk category, which

1 includes kids that are on -- receiving SNAP and  
2 TANF benefits.

3 So, to not use it as a potential at-  
4 risk or sub -- group category, I think we are  
5 missing.

6 MEMBER WATTENBERG: One thing that's  
7 been raised with me is that you could have  
8 schools that have much poorer populations and  
9 schools with less poor populations and they would  
10 look similarly poor, and one would have much  
11 greater growth and proficiencies than the others,  
12 and that you could misunderstand that it was the  
13 quality of the school, or lack of quality of the  
14 school, as opposed to this. Is that a --

15 MR. LAZERE: I think that's totally  
16 fair. I had intended before the meeting, but  
17 didn't just have a chance to do it, to -- to look  
18 at some different schools because my guess is  
19 that many schools have pretty high participation  
20 free and reduced priced school lunch, but yet,  
21 may have very different profiles. So, the  
22 students include very different income profiles.

1           So, I do think that it is -- it is  
2           masking what may be substantial differences  
3           between schools, and therefore, substantially  
4           mis-gauge how well schools are performing  
5           relative to the low income students.

6           MEMBER WATTENBERG: Let me use that to  
7           jump off and ask Mr. Boots a question, which is  
8           when you looked at the proposal that exists, how  
9           concerned are you or how concerned should we be,  
10          or what questions should we ask in order to make  
11          sure that we don't inaccurately or misleadingly  
12          identify schools with very low ratings, when in  
13          fact they may have high growth, because I -- when  
14          I think about the rating system, I think there's  
15          all kinds of useful information we can get from  
16          the rating systems.

17          All rating systems have downsides as  
18          well, and it seems to me the greatest possible  
19          downside could be, especially in a -- a system of  
20          school choice like we have, if you give a school  
21          -- if a school gets a very negative rating, and  
22          maybe because the kids come in with low scores,

1 and they grow a lot, it's really a school that's  
2 on the up and up. It's really growing its  
3 students and it gets a very low rating, that the  
4 worst possible result of this system could be to  
5 misleadingly rate that school badly, because it  
6 would lead to an outflux of students and outflux  
7 of funds and outflux of programming, and here we  
8 would have had a very successful school, serving  
9 a group of students who need very good schools,  
10 and it would be hurt.

11 So, my question is given the 50/50  
12 split of proficiency and growth, do you have any  
13 concerns that schools that are growing their kids  
14 well, could be caught with a low rating?

15 MR. BOOTS: I would say probably not.  
16 In terms of our prior -- like, we've done  
17 research on looking at using the median growth  
18 percentile data from the performance management  
19 framework for charter schools, and comparing that  
20 to the school's achievement.

21 There's a pretty strong correlation  
22 between the achievement score and the growth

1 score.

2 So, while it's probably theoretically  
3 possible, no, I actually don't even know if it's  
4 theoretically possible. I think OSSE would know  
5 necessarily that, based off of, because the  
6 growth measure is part, meeting growth percentile  
7 and part growth to proficiency.

8 We don't have access to all of that  
9 data, to be able to look at that, but my  
10 suspension is the fact that high growth schools  
11 also tend to have higher achievement, just  
12 because they're pushing more kids across the bar  
13 for achievement, that a high growth school would  
14 end up with a low rating, one or two stars, is  
15 probably very remote, is my guess.

16 MEMBER WATTENBERG: Even if it had --  
17 I mean, our high schools, for example, have  
18 proficiency rates that are in -- in the teens,  
19 even lower.

20 So, even with those levels of  
21 proficiency rates, you think that if it would --  
22 if it was a --

1 MR. BOOTS: If they're moving --

2 MEMBER WATTENBERG: -- 15 percent --

3 MR. BOOTS: Right, if they're moving  
4 kids compared to the rest of the kids in -- if  
5 they're -- if their kids are having high growth  
6 and they're on the path to proficiency, my  
7 suspicion is that they will not have low one or  
8 two star rating.

9 Again, OSSE would be able to --

10 MEMBER WATTENBERG: But we would need  
11 to --

12 MR. BOOTS: -- prove that --

13 MEMBER WATTENBERG: Okay, thank you.

14 MR. BOOTS: But my suspicion is that  
15 no.

16 MEMBER WATTENBERG: Okay, thank you.

17 PRESIDENT WILLIAMS: Ms. Phelan?

18 Laura?

19 MEMBER WILSON PHELAN: I just had one  
20 question for Mr. Boots.

21 You mentioned -- sorry, I had your  
22 testimony up and I closed it.

1           It was your third point, the things  
2           that you wanted to change. Sorry. Can you pull  
3           it back up?

4           MR. BOOTS: My third point  
5           specifically was to look at the alignment of the  
6           growth to proficiency measures for the English  
7           language acquisition, the access test and PARCC.

8           MEMBER WILSON PHELAN: Oh, sorry, no,  
9           it's the end sizes. So, I wanted to better  
10          understand.

11          You said reconsider the reliability of  
12          including sub-groups with end sizes between 10  
13          and 24.

14          Why are you using the word  
15          reliability? Could you explain that a little bit  
16          more, about what your concerns are?

17          MR. BOOTS: Yes. So, an end size of  
18          10 is pretty small. That would be pushing it, in  
19          terms of, if you look at other states and what  
20          they are looking at, in terms of end sizes, most  
21          are in the 20 to 30 range, in terms of using it  
22          for accountability.

1                   Now, for reporting purposes, I think  
2                   10 is a good size for reporting purposes.

3                   Now, whether the measures themselves,  
4                   if you could -- basically what I mean by  
5                   reliability is if you could take 10 kids of the  
6                   same sub-group and then randomly select 10 out of  
7                   a huge group, say the group was 100 and but, we  
8                   were reporting on just 10. We randomly selected  
9                   10 out of 100.

10                   Would we end up getting a similar  
11                   score, sub-score for that same group of 10, no  
12                   matter whether it was like any group of 10 within  
13                   that 100, right, because the sample is 10. Those  
14                   10 are meaningful but they're just a small sample  
15                   size of all our kids.

16                   So, what I mean by reliability is  
17                   like, is the measure strong enough, in terms of  
18                   its overall scientific validity and reliability  
19                   to be able to handle the fact that like, any  
20                   group of 10, like that the -- that a school's  
21                   performance with those subgroup of 10 is  
22                   meaningful and repeatable and reliable.

1           So, that if we see an issue with that  
2 group of 10, is that actually because of the  
3 group of 10 students or because of the school's  
4 performance with those 10?

5           MEMBER WILSON PHELAN: I would be  
6 curious, Mr. Lazere, given your background in  
7 this, whether you would concur with that concern.

8           MR. LAZERE: I sorry, I don't actually  
9 feel like I know enough about it, but I would be  
10 happy to talk with you further --

11          MEMBER WILSON PHELAN: Right, now, the  
12 reportable end size is 25 and the recommendation  
13 is to reduce that to 10, in part because the  
14 diversity in our schools, we lose track of  
15 actually how many of our students are doing,  
16 because there is an end size of less than 10 in  
17 so many of our schools, based on race right now.

18           So, if we really want to see how  
19 students are doing by race, you do have to lower  
20 the end size. There is so many years where you  
21 can see the pockets of data where it starts off  
22 where you can start to track it, and then maybe

1 one student will leave the class and there will  
2 only be 24. You can no longer --

3 MR. BOOTS: Right, right.

4 MEMBER WILSON PHELAN: -- see what's  
5 happening.

6 MR. BOOTS: For reporting purposes, 10  
7 is a good number to look at but for to hold a  
8 school accountable, say it's possible that like,  
9 if we're talking about a group size of 10, then  
10 that could be one or two families, right, and so,  
11 are -- should we be holding a school accountable,  
12 in terms of like potentially dropping a star,  
13 because they had an issue with serving one  
14 particular -- one -- just one family out of  
15 hundreds of families that the school serves?

16 So, I just don't know, like, we would  
17 have to look at the -- again, I don't have access  
18 to enough data because we haven't been reporting  
19 end size of 10, so, I wouldn't know whether  
20 that's -- if you could look at the validity and  
21 reliability over the last five years and see if  
22 things are the same, but --

1           MR. LAZERE: I mean, my instinct is  
2 that it's sample size of 10 is too small to give  
3 you something that you would want to make  
4 decisions on and make assessments based on. I  
5 mean, it's a pretty small sample size.

6           MEMBER WILSON PHELAN: And -- yes, go  
7 ahead and clarify.

8           SUPERINTENDENT KANG: Just a quick  
9 clarification. So, one thing is one of the  
10 reasons why we've looked at actually having a  
11 single end size requirement instead of separate  
12 ones for accountability and for reporting is in  
13 D.C. given our choice environment, often  
14 reporting and accountability purposes are hard to  
15 distinguish from each other.

16           So, having two different end sizes led  
17 to very similar data appearing differently in  
18 different places and causing a lot of confusion,  
19 not just for suppression, but literally, if you  
20 meet both end sizes, you know, in one place, a  
21 school's proficiency rate might be shown as 26  
22 percent and other for the same grade and subject

1 25 percent, and it might be because of the end  
2 size difference, and aggregation, right?

3 So, that was one thing we'd heard in  
4 terms of just consistency, and then the second  
5 thing is I think the -- in order to address the  
6 point that Josh is making around one family  
7 leaving or coming, causing a difference in the  
8 accountability rating, in addition to end size,  
9 we've built in a different feature in the system  
10 called a minimum points possible threshold, which  
11 we're happy to follow up and talk about more.

12 MEMBER WILSON PHELAN: Madam  
13 President, I know I'm out of time. Can I ask  
14 another quickie? It's okay.

15 I just wanted to ask Dr. Kline, it was  
16 hard for me to discern from your testimony  
17 whether you're recommending that our schools be  
18 held accountable for various health components  
19 and whether you're recommending that that -- I  
20 think all of us would concur that those are  
21 really important for the growth and well-being of  
22 children and I wanted to understand whether

1 you're actually recommending a shift in what's  
2 included in the accountability framework.

3 DR. KLINE: I mean, I guess yes. When  
4 I reviewed it, I just didn't see any mention of  
5 child health, nutrition, anything about like  
6 chronic illness contributing to absenteeism. I  
7 saw a lot of thing about absenteeism, but nothing  
8 about, you know, partnering with pediatricians or  
9 people, to understand our -- I mean, we have very  
10 high rates of asthma in the District. Is that  
11 leading to a lot of absenteeism? Could we be  
12 partnering with schools to get, you know, a  
13 better understanding of education in our schools,  
14 to help our students, things like that.

15 I was just kind of surprised by the  
16 absence of mention of any of that.

17 MEMBER WILSON PHELAN: Okay. So, and  
18 just to -- just a quick point of clarification.

19 So, this is accountability system.  
20 So, it's the -- the set of things we're holding  
21 schools accountable for versus reporting out.  
22 So, it's lots more that schools are reporting out

1 on.

2 So, if it -- if it -- finding the data  
3 is the point you're most interesting in, so that  
4 we can address what's going on, I think that that  
5 is possible. I'm not sure if it's fully possible  
6 with what we collect now, and I would love to  
7 hear your thoughts on that at another time, but  
8 I'm curious about whether you think schools  
9 should be held accountable for that.

10 DR. KLINE: I think similar to what  
11 other people have said in past testimony, unless  
12 there's an accountability component, I just worry  
13 that it won't happen at all.

14 So, I think putting some language into  
15 the ESSA guidelines for D.C., like other places  
16 have done, I think would, you know, hold our  
17 schools more accountable to make sure that our  
18 kids are healthy.

19 MEMBER WILSON PHELAN: Thank you.

20 PRESIDENT WILLIAMS: Mr. Jones?

21 MEMBER JONES: Thank you, Madam

22 President. Mr. Lazere, I have couple -- well,

1 just basically a few questions in reference to  
2 the TANF and SNAP recipients.

3 I agree that we could probably have  
4 more data out of this accountability. But do we  
5 need that to determine that families who are TANF  
6 and SNAP typically perform lower, worse than  
7 their families who are better off, and do we  
8 really need that for us to have a discussion on,  
9 as you suggested, how we redistribute our  
10 resources?

11 Because we've studied this for decades  
12 of studies on -- on -- on how the alignment of  
13 poor families and how they perform in schools,  
14 and they don't perform as well as the wealthy  
15 families.

16 So, I'm just trying to follow the  
17 value there of -- of de-segregating that and --

18 MR. LAZERE: And I guess if the -- the  
19 issue is trying to assess the -- to measure  
20 accountability and measure a school's outcomes,  
21 to compare two different schools, which is what  
22 would happen here, right?

1           You'd be looking at two different  
2 schools that might have the exact same profile in  
3 terms of number of children who are disadvantaged  
4 using a free and reduced right, priced lunch  
5 standard, could have very different profiles in  
6 terms of how many children they have who are on  
7 TANF, for example.

8           So, it would help better understand  
9 what might be explaining the difference in  
10 performance between two different schools, if you  
11 had information not only on who is low income,  
12 but who is extremely low income.

13           MEMBER JONES: Okay, thank you.

14           PRESIDENT WILLIAMS: I'd like to thank  
15 the panel for coming. I'm sorry. Sorry, Joe.

16           MEMBER WEEDON: So, I'd to thank you  
17 all for being here. There are a couple things I  
18 kind of wanted to touch on.

19           First, 100 percent agreement, and I  
20 think we've heard this time and time again, all  
21 parents want a high quality school. The sad fact  
22 of the matter is, not all parents have access to

1 a high quality school right now, and we need to  
2 move forward and do a better job of measuring  
3 academic achievement, and I'd like to say, Mr.  
4 Boots, I like the idea of -- a stronger emphasis  
5 on a terminal grade. I think that's really the  
6 measure.

7 Are we really graduating students?  
8 Are we promoting students who are ready to  
9 succeed?

10 There's been a lot of dichotomy in the  
11 testimony. Folks who are saying we need to focus  
12 on those academic measures, and then -- and the  
13 need for clear objective data, and using that to  
14 advocate for essentially test scores.

15 The other side of the coin has been  
16 the impact of a well-rounded education, and I  
17 think there is a question about how do we get  
18 high quality data that we can use for  
19 accountability, if we bring in things around the  
20 richness of the curriculum, P.E., minutes, other  
21 things.

22 So, I'd love to get your thoughts on,

1 are there ways that we can measure some of these  
2 things objectively and use it for accountability,  
3 because I think the research is pretty clear and  
4 we've heard this earlier tonight.

5 Access to P.E. promotes academic  
6 growth. Access to dual languages, language is  
7 emersion. All students achieve better. Diverse  
8 school body, student body, all students achieve  
9 better.

10 So, how -- back to my question. How  
11 can we identify and accurately measure some of  
12 these factors, because I think that's a critical  
13 thing to do, if we're going to keep it in an  
14 accountability framework.

15 MR. BOOTS: Great question, Joe. Lots  
16 of other states also assess students in science  
17 and social studies as part of a well-rounded  
18 curriculum.

19 The state could choose to assess  
20 science and appropriate grade levels, and social  
21 studies at appropriate grade levels. The  
22 District of Columbia has chosen not to do that.

1 We do -- we do test science in fifth grade,  
2 eighth grade, and in biology. So, it is possible  
3 that that could be folded in potentially somehow,  
4 as part of the well-rounded curriculum.

5 But I would strongly consider, like  
6 the state considers science and social studies as  
7 part of the well-rounded curriculum and assessing  
8 them reliably through -- there are some things  
9 that could do that. That would be my  
10 recommendation.

11 MR. FORTE: I would also like to add  
12 that the unfortunate aspect of that is that  
13 students need to reach a certain number of ELA  
14 minutes and a certain number of math minutes.

15 So, that kind of goes into what each  
16 school is able to put into their schedule. Like  
17 I said, I only have 45 minutes that I see my  
18 students for, one time a week, and of course, I  
19 know 60 minutes is the recommendation.

20 So, it's guess it's really school-  
21 dependent upon what they're able to fit into  
22 their schedule.

1           MR. LAZERE: So, this isn't my area of  
2 expertise, but I just would point out that I  
3 think everything you mentioned is other important  
4 factors, are all measurable things. So, I guess  
5 I don't know why it wouldn't be possible to come  
6 up with measures to distinguish among within  
7 those factors.

8           MEMBER WEEDON: And to the point on  
9 the P.E. minutes, I think we've heard tonight  
10 when students get 30 minutes for recess, or 20  
11 minutes of recess, they don't.

12           So, there has to be a transparency in  
13 that data, and there has to be some level to  
14 prevent the manipulation of that data, if it's  
15 going to be in an accountability framework.

16           Any thoughts on how we can do that  
17 from a teacher's perspective, or is it just  
18 public relations, public parents are going to  
19 hold people accountable?

20           MR. FORTE: Well, I guess the reason  
21 why we're here tonight, just getting the word out  
22 to schools that the 60 minutes is very important,

1 and then that way schools will have to adjust  
2 their schedules.

3 MEMBER WEEDON: Thank you, all.

4 PRESIDENT WILLIAMS: Again, thank you  
5 very much for coming to testify tonight.  
6 Appreciate the information. Thank you.

7 All right, for our next panel, Cosby  
8 Hunt. Who? Catharine Bellinger. Scott Abbott  
9 and Jeff Schmidt and Dr. Austin Nichols. Okay,  
10 Dr. Nichols. Dan Gordon. Steven Glazerman.

11 Since we're out of order, just have a  
12 seat and when you begin your testimony, just  
13 please give us your name and your organization,  
14 and we're going to start here, whenever you're  
15 ready.

16 MS. BELLINGER: Good evening, members  
17 of the State Board of Education. My name is  
18 Catharine Bellinger and I am testifying on behalf  
19 of Democrats for Education Reform, a national  
20 policy and advocacy organization that advocates  
21 for access to high quality public schools for all  
22 children.

1 I serve as our D.C. Director. I'm  
2 testifying tonight to urge the State Board of  
3 Education to support the State Superintendent's  
4 proposed ESSA implementation plan, particularly  
5 with regard to the proposed school accountability  
6 framework.

7 As context, over the past two years  
8 DFER has been active in supporting within the  
9 Every Student Succeeds Act, or ESSA, as well as  
10 implementation of those provisions at the state  
11 level, that we believe are crucial to advancing  
12 equity and ensuring that the most vulnerable  
13 children receive the education they are entitled  
14 to.

15 We are very active in a coalition of  
16 child and civil rights advocates, including the  
17 Education Trust, Leadership Conference on Civil  
18 Rights, the National Council of La Raza, and the  
19 National Center for Learning Disabilities.

20 To quote from our recent coalition  
21 letter to Congress, our collective goals include  
22 state-adopted standards aligned with the demands

1 of post-secondary education in the workforce,  
2 annual statewide assessment of all students in  
3 grades three through eight, and once again in  
4 high school, with a strictly limited exception  
5 for students with the most significant cognitive  
6 disabilities.

7           Transparent accessible reporting of  
8 data, dis-aggregated by race, income, disability  
9 status and English proficiency at the state,  
10 district and school levels, so that educators,  
11 parents and students themselves have objective  
12 information on where they are on their journey to  
13 college and career readiness.

14           Finally, state-wide accountability  
15 systems that include achievement and graduation  
16 rate goals for all groups of students, rate  
17 schools in large part on the academic performance  
18 of all groups of students and require action when  
19 any group of students consistently under-  
20 performs, and I've included a link to our  
21 coalition letter in my electronic testimony.

22           Our policy team has carefully read

1 through OSSE's proposed state plan for D.C. and  
2 we believe the D.C. plan meets, and in many ways,  
3 exceeds these four criteria.

4 Just as background, our team is led by  
5 Charlie Barone, our federal policy director, who  
6 spent 20 years working on ESCA, implementation  
7 and re-authorization on the Hill. He actually  
8 helped draft the key provisions within ESSA that  
9 maintain equity.

10 We believe that the single score a  
11 school receives from one to five stars in the  
12 D.C. plan should primarily reflect the academic  
13 performance of students on college and career  
14 ready exams, such as PARCC.

15 Why is this important? When a parent  
16 or policy maker looks at a star rating, the  
17 rating should demonstrate whether a school is  
18 meeting its primary mission of preparing children  
19 to succeed in college and in life.

20 A recent mathematical study in  
21 Massachusetts concludes that student's PARCC  
22 scores are highly correlated with success in

1 college. The research is right.

2 We found that the PARCC exam predicts  
3 college grades. Students with higher PARCC tend  
4 to receive higher grades in college. We realized  
5 and as Joe has brought up, that questions around  
6 the weight of student test scores generate  
7 significant debate, both in D.C. and nationally.

8 However, it's our belief that if we  
9 are not honest with ourselves about how well our  
10 schools are educating children across demographic  
11 groups, particularly in the crucial, foundational  
12 subjects of reading and math, we are reducing  
13 equity by distorting the picture of school  
14 performance.

15 Both parents and policy makers deserve  
16 transparency around both a school's academic  
17 performance overall, and any significant gaps in  
18 achievement and opportunity for our most  
19 vulnerable children.

20 By and large, the D.C. parents with  
21 whom we speak, and we've actually over the last  
22 few weeks, have been speaking with hundreds of

1 parents, and I know many of them have spoken with  
2 you on the phone, as well. Parents have made  
3 clear that they want a single summative school  
4 rating that primarily reflects student academic  
5 outcomes.

6 Just as an example, the public charter  
7 school sector as a whole has also heard  
8 repeatedly from parents about how effective the  
9 Tier 1, Tier 2 and Tier 3 system is for  
10 communicating quality to parents.

11 Of course, the accountability  
12 framework as a whole can and should also provide  
13 families with a more holistic picture of a  
14 school's program, whether a school offers art or  
15 P.E., the minutes of P.E., the family engagement  
16 opportunities, extracurricular, while giving  
17 educators important data that drives improvement  
18 in classroom practice.

19 We believe this will be achieved  
20 through the D.C. state report cards which are  
21 also mandated under ESSA.

22 We recognize that there are those who

1 fear an accountability based primarily on PARCC  
2 proficiency and growth can lead to an over-  
3 emphasis on test preparation, but it's important  
4 to keep two things in mind.

5 First, over-emphasis on test  
6 preparation is a phenomenon driven by adult  
7 responses, which need not occur to the  
8 accountability system, as opposed to an  
9 involuntary response somehow required by the  
10 system itself.

11 Second, it's actually a self-defeating  
12 response at that. The research is clear that the  
13 best way to increase student learning is to de-  
14 emphasize test preparation such as item based  
15 sort or drill and kill, and instead embrace a  
16 rich curriculum as you all have talked about,  
17 engaged in active learners and critical thinkers,  
18 and teach students to master challenging content  
19 and skills.

20 The answer to too much test  
21 preparation therefore is not to reduce the weight  
22 of academic outcomes. The answer is to select,

1 support and retain the best possible talent at  
2 the LEA and school level who can teach to mastery  
3 and beyond.

4 We think our public schools are up to  
5 the challenge. Regardless, diminishing our  
6 expectations for academic results or obscuring  
7 the picture of school quality we provide to  
8 parents is not an acceptable option.

9 To conclude, we at Democrats for  
10 Education Reform ask our State Board members in  
11 D.C. to work with our State Superintendent, and  
12 we know there are a lot of really strong  
13 recommendations for tweaks and changes to the  
14 plan, but ultimately, we ask you to approve the  
15 final state plan in March, for April submission  
16 to the Department of Education. We know our work  
17 in D.C. won't end with the approval of the ESSA  
18 plan.

19 Once approved, the hard work begins.  
20 There is no perfect policy or even perfect  
21 implementation of a policy. But our state plan  
22 is very strong and can be improved every year.

1           Let's not kick the can farther down  
2 the road. Every year that we delay in giving  
3 parents, educators and policy makers crucial  
4 information about school performance is another  
5 year that we're putting adult interests ahead of  
6 kids.

7           DR. NICHOLS: Hi. I'm Austin Nichols.  
8 I am -- I have done a fair amount of work over  
9 the course of the years in measuring teacher  
10 performance and school quality. I've written  
11 several reports for IAS on the topic, but I was  
12 asked to come and speak about the properties of  
13 tests that are relevant here.

14           So, I just want to emphasize that a  
15 student's PARCC score or achievement, measured  
16 achievement on any test are not a measure of  
17 growth over time. An average of student's scores  
18 or proficiency rates are not a measure of school  
19 quality.

20           So, I think that parents are often led  
21 astray by misunderstanding this very simple fact.  
22 I think this explains why some parents believe

1 that certain private schools are superior to  
2 public schools, and unfortunately, choose to  
3 spend a lot of money or take up a voucher to  
4 spend -- to spend the public money on what they  
5 think is inferior improvement in test scores over  
6 time.

7 On the other hand, growth on tests,  
8 assuming that number one, the growth can be well  
9 measured, and that number two, tests measure the  
10 entire variety of skills that need to be taught  
11 by schools are the only reasonable way to measure  
12 school quality.

13 Good tests should therefore, be the  
14 focus of any accountability regime or measurement  
15 of school quality. Good tests measure -- give a  
16 robust measure of growth or value added by  
17 schools. Those tests should also be usable in  
18 small parts during the course of the year, by  
19 teachers, to inform instruction. This is called  
20 formative assessment. That kind of formative  
21 assessment can dramatically improve instruction  
22 and thereby, school quality.

1           I believe the current tests do not --  
2           they're in use not only by D.C., but in other  
3           places as well, do not particular support  
4           particularly well, good measures of growth, do  
5           not allow this kind of formative assessment and  
6           do not measure all the relevant skills, including  
7           the so-called non-cognitive skills, but they  
8           could.

9           Most importantly, even without  
10          improving on the tests that are currently used in  
11          D.C. and elsewhere, and without any kind of  
12          fancy, kind of metric models, just estimating the  
13          mean improvement on test scores, measured in  
14          scale terms on the theta score, is really the  
15          best model to identify high quality schools.  
16          Those models that measure that use that simple  
17          growth measure are going to identify the high  
18          quality schools with the highest probability.

19          So, I just want to mention one  
20          important caveat. Test design can really be  
21          tweaked in very subtle ways, to give any kind of  
22          answer that you want. You can find any kind of

1 test score gap that you want with subtle features  
2 of test score design.

3 You can also achieve any result on  
4 growth with a strategic test, so you can  
5 effectively show any essentially any distribution  
6 of growth, can be achieved by carefully adjusting  
7 weights given the questions at different  
8 difficulty levels.

9 So, the very detailed pieces of test  
10 score design, of test design are important for  
11 assessing whether you've got the right measure  
12 for measuring school quality, as well. Thanks.

13 DR. ABBOTT: Good evening. Thank you  
14 for having me here. My name is Scott Abbott.  
15 I'm the director of social studies for D.C.  
16 public schools. I'm also a Ward 4 resident and  
17 parent of two students in Ward 6.

18 I'm speaking tonight in reference to  
19 some recommendations that I've submitted online,  
20 and so, you should be able to have those in front  
21 of you and I'm going to highlight a few points  
22 from those tonight.

1 I also want to clarify that these are  
2 my own views that have been shared with DCPS  
3 leadership. But they do not necessarily reflect  
4 the views of DCPS as a whole.

5 There have been some changes to the No  
6 Child Left Behind Law, as a result of the Every  
7 Student Succeeds Act, to attempt to address some  
8 of its shortcomings. In particular, the over-  
9 reliance on math and reading proficiency as  
10 measured by standardized assessments.

11 Since 2001, when No Child Left Behind  
12 was approved, schools have increasingly seen a  
13 narrowing curriculum with subjects like science,  
14 social studies and the arts, receiving  
15 considerably less time and focus, particularly in  
16 elementary grades.

17 Given ESSA's aim to allow states to  
18 provide students with a more well-rounded  
19 education, the current ESSA plan, and  
20 particularly the accountability measures does not  
21 take full advantage of the new flexibility  
22 provided by ESSA.

1                   Specifically a few notes. In the 117  
2 page ESSA plan, social studies is directly  
3 referenced only twice. On page 76, the plan says  
4 that, "D.C. has rigorous state educational  
5 standards in a number of subjects, including  
6 social studies, despite the fact that our social  
7 studies standards were last updated over 10 years  
8 ago in 2006."

9                   On page 78 the plan also does list  
10 accurately the five current social studies  
11 courses required for graduation.

12                   The word 'citizen' does not appear  
13 anywhere in this document, despite the important  
14 role that public education is meant to play in  
15 the preparation of students to be informed and  
16 engaged citizens, as required by our democracy.

17                   The accountability measure for pre-K5,  
18 pre-K8 and 68 schools weighed English language  
19 arts and math assessments as 80 percent of the  
20 overall metrics.

21                   Now, others have testified this  
22 evening about the importance of academic

1 achievement, and I am certainly in support of  
2 that, as well. I do think that is a high  
3 percentage, that actually could be lowered a  
4 little bit to make room for some of the other  
5 subject areas, that make up a well-rounded  
6 education.

7 So, as a couple of specific  
8 recommendations. Given ESSA's focus on providing  
9 students with a well-rounded education, I would  
10 encourage that we add a well-rounded education  
11 index to the accountability metrics that are  
12 currently proposed for schools K5, K8 and 68,  
13 that would focus on subjects like social studies,  
14 science and the arts in particular.

15 This category could be added by  
16 reducing the academic achievement weighing from  
17 40 percent to 30 percent, 2.5 from each of the  
18 four indicators. That would allow schools to  
19 report information on some very specific  
20 questions. That would still leave 70 percent for  
21 math and English, and so, I think that does seem  
22 sufficient.

1           Some of the things that we should  
2 gather information on, for example, how many  
3 minutes of instruction per week, per grade are  
4 students getting coherent and dedicated  
5 instruction that is standards based in social  
6 studies, science and the arts?

7           How are we making you -- how are  
8 schools making use of the city as a classroom?

9           So, for example, taking advantage of  
10 field experiences, visits to museums,  
11 performances.

12           How are we preparing students to be  
13 citizens? So, are we having students participate  
14 in competitions like National History Day or We,  
15 the People Congressional simulations or the Make  
16 the Challenges Project Soapbox.

17           Then what other instructional focuses  
18 do schools provide for students? For example,  
19 dual language, STEM focus, globally themed, arts  
20 integration.

21           Providing time for social studies and  
22 science by measuring in the accountability

1 metrics, some of these elements is deeply  
2 important because as we know what is measured is  
3 what gets -- what actually gets taught and what  
4 happens.

5 This is a civil rights issue for our  
6 students. Higher income students have  
7 significantly more background content knowledge  
8 by the time they start school compared to  
9 students from low income backgrounds, which is  
10 the case for many of our students in D.C.

11 This discrepancy creates an  
12 inequitable opportunity gap for our students,  
13 that limits their success in schools, careers and  
14 most importantly, their ability to participate as  
15 citizens in our democracy.

16 The proposed revisions would help  
17 create -- would help to close the achievement gap  
18 that we see in Washington, D.C. which is one of  
19 our biggest priorities.

20 Well-rounded education was the  
21 intention of ESSA from its inception, and we've  
22 heard former Secretary of Education John King

1 speak about this a number of times. At many of  
2 the community meetings where I have attended,  
3 I've also heard from a lot of parents and social  
4 studies, science and arts educators that there is  
5 strong support for including these other subject  
6 areas in the recommendations.

7 We also know that content knowledge  
8 and skills supports literacy. So, even with  
9 keeping literacy and math very much as our focus,  
10 we know that additional time for students to  
11 move, as they move from decoding to reading  
12 comprehension, we know the role of background  
13 content knowledge plays an increasingly important  
14 role in their ability to make sense of complex  
15 text, and we need to make sure that they're  
16 getting appropriate time for that.

17 I'll mention two other things.  
18 Historical thinking skills have been increasingly  
19 necessary, as students are being exposed to more  
20 and more "fake news". We know that recent  
21 research has shown students are not -- are often  
22 lacking the skills to source, corroborate and

1 contextualize the information that they're  
2 hearing from the news, and we must equip them  
3 with these skills from historical thinking to be  
4 able to make sense of the world around them.

5 Finally, the primary mission of public  
6 schools in this country, in their founding, was  
7 preparation for citizenship, and we need to make  
8 sure that we do not forget that third 'C', along  
9 with college and careers, we must prepare our  
10 students to be citizens. Thank you.

11 MR. SCHMIDT: Good evening. I am Jeff  
12 Schmidt, a D.C. resident and author of  
13 Disciplined Minds, book about education.

14 My daughter attended public school  
15 here in Washington, D.C. from grades K through  
16 12, and is now a beginning student at the  
17 University of Maryland College Park.

18 I object to your plan to subject the  
19 children of Washington, D.C. to academic racial  
20 profiling. I have read the 117 page plan that  
21 the Superintendent wrote with your input.

22 It is astounding that you want D.C.

1 public schools to have lower math and English  
2 proficiency goals for black and Latino children  
3 than for white children.

4 For example, the plan requires schools  
5 to teach only one-third of today's black seventh  
6 graders to read at grade level by the time they  
7 are tested in high school, in the Spring of 2020.  
8 But the plan calls for 82 percent of white high  
9 school students to be reading at grade level by  
10 then.

11 Nothing in the new federal education  
12 law, the Every Student Succeeds Act, requires you  
13 to have lower academic expectations for black and  
14 Latino children than for white children. So, you  
15 don't have to do that.

16 If you want to set different  
17 proficiency goals for different students, then  
18 you should do so according to each student's  
19 proficiency, which you measure every year, not  
20 according to your pre-judgements based on the  
21 student's race.

22 It is arguably reasonable to have a

1 lower end of year proficiency expectation for a  
2 student, if that student begins the year with  
3 extremely low proficiency. But not simply  
4 because the student is black.

5 According to the draft ESSA plan, you  
6 plan to pre-judge minority children for the next  
7 22 years, until 2039. That means you have  
8 already decided that tens of thousands of black  
9 and Latino children, who haven't even been born  
10 yet, will be put into low proficiency expectation  
11 groups, not because they've scored poorly on a  
12 test, but because they were born black or Latino.

13 Everyone knows that expectation  
14 affects outcome. Putting a student into a group  
15 with low academic goals make the student wear a  
16 badge of inferiority. That undermines the  
17 student's moral and has life-long consequences  
18 for the student.

19 Will you please change your plan, so  
20 that you don't put any student into a low goals  
21 group, unless you have actually tested that  
22 student and sought permission from the student's

1 parents?

2 I testified here on November 16th,  
3 2016, and asked you to make D.C.'s education plan  
4 equitable for all races. But you made no effort  
5 to do that, even though it would be easy to do.  
6 You have shown no will to make D.C.'s education  
7 plan equitable.

8 You need to establish a working group  
9 open to all stakeholders, to recommend a plan  
10 that is free of academic racial profiling, that  
11 is a plan with proficiency goals that are based  
12 on student's actual measured proficiencies, not  
13 on their race. Will you do that?

14 PRESIDENT WILLIAMS: Thank you for  
15 your testimony. Before we get questions from the  
16 Board, Superintendent Kang, would you like to  
17 respond to any of this testimony?

18 SUPERINTENDENT KANG: Thank you. I'll  
19 keep my comments brief, but I just wanted to  
20 address the last testimony in particular, because  
21 I think it's really important to not leave any  
22 mis-impressions here.

1           I want to be very clear that we at  
2 OSSE, and I believe all members of the State  
3 Board of Education, believe deeply that all  
4 children have the ability and the potential to  
5 succeed at incredibly high levels, and to pursue  
6 their life opportunities and that's why I think  
7 we all do what we do.

8           I want to be again, very clear, that  
9 the goals that we have outlined in the state plan  
10 do not, in any way, determine our individual  
11 expectations for any individual child, and we  
12 believe it's our mission to ensure that all  
13 children, we are supporting all children in  
14 achieving their goals and their dreams, and  
15 achieving all life opportunities.

16           I'll be candid that we went through a  
17 lot of thought and debate about how we would  
18 establish the goal-setting mechanism that is  
19 required for outlining long-term and annual  
20 interim goals in the state plan.

21           I think we debated a lot around the  
22 time line and the aggressiveness with which we

1 could pursue growth. The reality right now is  
2 unfortunately, that our current outcomes for  
3 students showed deeply troubling gaps that don't  
4 in any way match our aspirations and our beliefs  
5 in the potential of all students.

6 For example, currently six percent of  
7 students in special education are on track for  
8 college and career readiness. Between  
9 economically disadvantaged and non-economically  
10 disadvantaged, and we heard tonight about some of  
11 the ways in which in which our economically  
12 disadvantaged measure could even be further  
13 sharpened, but with our current measure, we see  
14 that about 70 percent -- 17 percent of  
15 economically disadvantaged students are currently  
16 on track for college and career, compared to  
17 nearly 60 percent of non-economically  
18 disadvantaged students.

19 That does not reflect the potential of  
20 our students, but that is our current reality,  
21 and so, we need to work actively and aggressively  
22 to address those gaps, and we will do so as an

1 education system over time.

2 But in order to set the same goals  
3 that were literally the same across all  
4 subgroups, it would be ignoring the current  
5 reality that exists in our schools and our  
6 classrooms.

7 So, we believe -- and I will again,  
8 note the point I made earlier, which is that we  
9 set out 20 year goals that aimed towards all  
10 students reaching the same level of proficiency,  
11 aiming for 85 percent of all students at the  
12 college and career ready level, and we also  
13 talked about a 10 year goal of having gaps,  
14 cutting gaps in half, and working actively  
15 towards that point.

16 We had debated whether to set out that  
17 10 year goal as our long term goal, but we worry  
18 that leaving our long term goal is cutting gaps  
19 in half, would leave the impression that we  
20 didn't believe that all students could ultimately  
21 reach the same level, we thought it was important  
22 to make that statement on paper, as well as

1 through our intentions.

2           Finally, I'll just note that the way  
3 we've set out our goals does require faster  
4 progress for the students who are furthest  
5 behind, because we are aiming to support those  
6 students in making even more growth and  
7 improvement, and improving faster than the  
8 overall student population in D.C.

9           So, certainly we welcome all feedback,  
10 but I just wanted to make sure that there wasn't  
11 a misleading impression about how we had set our  
12 goals.

13           PRESIDENT WILLIAMS: Thank you,  
14 Superintendent Kang. Any questions, Board  
15 members? Mr. Weedon?

16           MEMBER WEEDON: Thank you all for  
17 coming tonight. Catharine, you've cited some  
18 data that shows that students who do best in  
19 college that are -- are those who score best on  
20 the PARCC score. I'd love to see that research.

21           But the question that I have, that I  
22 think is most relevant, what about poor students?

1 Is that data consistent for both high -- rich  
2 students and poor students, or economically  
3 disadvantaged students?

4 MS. BELLINGER: I believe so. I'd be  
5 happy to send you the study. It was done in 2015,  
6 by Mathematica Policy Research, I know a well-  
7 regarded think-tank here in D.C.

8 So, I'd be happy to send that to you,  
9 and put you in touch with the study authors.

10 MEMBER WEEDON: Yes, I'd love to see  
11 that because one of the other things that's come  
12 out today, and this leads to my next question, is  
13 around that well-rounded curriculum, and with  
14 admissions in college and the background,  
15 experience background knowledge, my experience  
16 has been the students that have that background  
17 knowledge tend to do better. So, I'm really  
18 interested in that point.

19 You also, and Mr. Abbott, you also  
20 talked about the focus on test preparation.

21 The current system under No Child Left  
22 Behind, puts 100 percent of weight on test

1 scores, and as a result of that, we have  
2 developed a system that focuses on testing, test  
3 preparation at the expense of other things.

4 We've heard three times tonight though  
5 that if something is not measured, it's not  
6 reported. So, how do we balance these two  
7 things?

8 Does policy lead practice or how do we  
9 encourage practice to change, if we're not  
10 willing to change our policy?

11 MS. BELLINGER: I have some thoughts  
12 and then Dr. Nichols can share his.

13 So, we had an interesting conversation  
14 with our policy director about this, and Ruth was  
15 there, as well.

16 Our policy director, Charlie Barone's  
17 view, is that if you think something is vitally  
18 important, like P.E., which we all think is  
19 vitally important, or recess or art, we should  
20 just mandate it, and I mean, what I would say is,  
21 have a real conversation about what is important.

22 In our view there is a difference

1 between saying that something must happen, and  
2 actually measuring it as an outcome.

3 I think what I would be more -- what  
4 I think we would be more interested in is looking  
5 at the student outcomes that we care about around  
6 well-rounded curriculum.

7 So, I know right now, we've only done  
8 one year of a science exam in D.C., and I know  
9 that in OSSE state plan, they're willing to look  
10 at, you know, ultimately, the incorporation of  
11 other subjects, but right now, we only have one  
12 year of data, and I think that that's something  
13 certainly worth looking into.

14 But you know, it would be our view  
15 that just like a check box, like does a school  
16 have art or does it have social studies, or what  
17 is the well-roundedness of the curriculum?

18 That's a description, but not an  
19 outcome. So, in terms of whether policy drives  
20 practice, I would say, you know, one thing we've  
21 heard from LEA leaders and I think you all have  
22 heard in some of your working groups, you know,

1 we're looking to find the teachers and principals  
2 here in D.C., who can transcend, you know, just  
3 practicing the test all day, and I think that  
4 that's something we all want, just having a  
5 temperature check and having a thermometer of how  
6 kids are doing doesn't mean that in any way, you  
7 know, OSSE or the State Board is telling  
8 teachers, you know, like practice taking tests  
9 all day long.

10 I think we can hold these concepts in  
11 our mind at the same time, that we can have a  
12 school quality rating, but that we can also  
13 recruit, retain and support teachers and  
14 principals to provide a joyful and engaging  
15 environment for our kids.

16 DR. ABBOTT: I'd like to add something  
17 here too.

18 So, I think your question around do we  
19 need the policy or do we need to just sort of  
20 support the practice, I think is what I'm hearing  
21 here, and I think we need both, frankly.

22 I hear from a lot of elementary

1 teachers that they really want to spend more time  
2 doing science and social studies, but that  
3 there's a lot of pressure based on the current  
4 accountability system, to deliver in English and  
5 math.

6 As others have pointed out, providing  
7 background content knowledge and providing high  
8 quality instruction in those other areas will  
9 contribute to better literacy scores, but I think  
10 that message gets lost a lot of times, when it  
11 comes down to it, it's the PARCC score that a lot  
12 of folks are looking at.

13 So, I think if we actually want to  
14 have a system that reflects the values that we  
15 have, and if those values include things like  
16 preparing students to be citizens, I think the  
17 accountability plan has to reflect that as well,  
18 and then I think we need to do a lot of work  
19 probably, to get schools prepared and supported  
20 in doing that kind of instruction, which is going  
21 to be a shift for some folks.

22 But there is a lot of schools who are

1 already doing great things, in terms of setting  
2 kids up for success on science fair projects and  
3 national history day and things like this, and I  
4 think if we could flip the conversation from us,  
5 sort of waving our hands and saying there is  
6 great things over here, we'd love for you to do  
7 them, to them coming to us and saying, hey,  
8 there's actually this requirement. We are now  
9 taking this more seriously to provide our kids a  
10 more well-rounded education, I think that would  
11 have tremendous difference for the lives of our  
12 students.

13 MS. BELLINGER: I just had a point of  
14 clarification about what's required by law.

15 One thing that I'm aware of, and you  
16 know, I realize certainly that under a more lax  
17 administration, things may change. I hope we  
18 would maintain our democratic high standards.

19 Under the ESSA law, it's required that  
20 if you use a measure in a state's accountability  
21 plan, it must be differentiable by subgroup.

22 I would just point out that whether a

1 school offers a certain subject or minutes of,  
2 you know, a certain subject, it's actually not  
3 differentiable by subgroup. You can measure an  
4 outcome, like how students perform on a science  
5 exam or how they perform on a social studies  
6 exam.

7 But well-roundedness of curriculum,  
8 again, we could certainly decide as a community,  
9 that it should be mandatory, and you know, if the  
10 State Board came together or the Council -- the  
11 PCSB came together and said, these things should  
12 be mandatory, you know, certainly, we'd entertain  
13 that.

14 But it can't be differentiable by  
15 student subgroup, and so, it's actually  
16 prohibited under ESSA.

17 MEMBER WEEDON: I think there is some  
18 questions about metrics and how we make that  
19 measurable. I'm over time. So, I'll just end by  
20 saying we heard earlier about the mandate for  
21 P.E. hours, and we certainly haven't met that as  
22 a city.

1           So, I do think there has to be this  
2 balance here between professional development and  
3 curriculum, as well as what's mandated, mandating  
4 it on its own, does not seem to be working, at  
5 least in that category.

6           MEMBER WILSON PHELAN: Thank you, all  
7 for being with us tonight and sharing your  
8 thoughts. I had a question for Dr. Nichols.

9           It was -- I didn't fully understand  
10 how you were defining high quality schools. You  
11 referenced in your testimony several times that  
12 high quality schools aren't this or that.

13           Could you talk to us about a little  
14 bit about how you define that?

15           DR. NICHOLS: So, my -- I mean, this  
16 is -- obviously, it's a term of art. There is no  
17 strict definition of a high quality school.

18           My idea of a school is a school that  
19 produces some value for the students over time,  
20 that improves their performance on some metrics  
21 that you can measure, which means you could test  
22 for those things, and improves performance is the

1 key thing.

2 It doesn't just select high performing  
3 kids and then keep them there until they're ready  
4 to graduate and go to college, which by the way,  
5 60 percent of Americans will go to college and  
6 only 40 percent of them will finish college. So,  
7 let's not forget that either. It's not everyone  
8 who is going to college.

9 But high quality and -- in the way  
10 that I was thinking about it is, is school that  
11 provides additional value added over -- over and  
12 above whatever would be business as usual, in the  
13 absence.

14 We did not always have schools, 150  
15 years ago we didn't have high schools. So, you  
16 could just imagine that people get their  
17 instruction some other way.

18 So, what is a high quality school?  
19 It's a school that provides value over, you know  
20 -- versus, you know, someone who is a dropout, to  
21 study on their own in a library.

22 Now, high quality versus low quality

1 school, low quality is not going to provide any  
2 extra value over that. I would hope that a high  
3 quality school would provide a lot of extra value  
4 over that.

5 So, I think that, you know, the reason  
6 we focus on math and reading, math and English  
7 language arts, is that those are key skills that  
8 are needed the first minute you get into college.  
9 You know, if you don't have those, you're in  
10 remediation which, you know, many of the  
11 education programs that we have focus on the sort  
12 of -- the success metric is the percent of kids  
13 who go to school -- who go to college and  
14 matriculate and do not need remedial classes when  
15 they get there.

16 So, that's why we focus on those  
17 particular tests, but of course, those are only  
18 two of the many, many skills that you should get  
19 -- that a high quality school should be  
20 delivering and so, this -- you know, we would  
21 like to be able to measure on many, many  
22 dimensions, not just two.

1                   MEMBER WILSON PHELAN: Thank you. Mr.  
2 Schmidt, I really appreciate the spirit of what  
3 you're sharing, and the call to think about race  
4 and equity in ways that are really critical and  
5 fundamental to the democracy that we live in.

6                   I wondered, what I heard you saying  
7 is, could we readjust the way that we think about  
8 subgroups, so that it's based on previous levels  
9 of proficiency, rather than race, is that  
10 accurate?

11                  MR. SCHMIDT: Yes, indeed. The most  
12 obvious way to do that would be a decile system,  
13 where you just look at your annual test and put  
14 the students into 10 proficiency groups, and set  
15 goals for each proficiency group.

16                  The lower proficiency groups would  
17 have -- would expect -- you would expect higher  
18 growth of course. ESSA calls for higher growth  
19 for the lowest achieving students.

20                  Within each proficiency group, all the  
21 races would be treated equally. They would all  
22 have the same growth expectation.

1                   MEMBER WILSON PHELAN: I wonder what  
2 your thoughts are, given that you -- it seems  
3 that you've thought about this quite a bit, about  
4 the fact that all races aren't treated equally in  
5 our country.

6                   So, therefore, it's incredibly  
7 important for us to be recognizing or  
8 acknowledging, whether our system is actually  
9 serving students across multiple races equally  
10 well, and having the decile system you're  
11 recommending be able to pull out that kind of  
12 information.

13                   MR. SCHMIDT: Well, you could pull it  
14 out with the -- you could and should pull it out  
15 with a computer program that would show that if  
16 the goals of the decile system are met, then  
17 African American students would be advancing such  
18 and such amount. Latino students, white  
19 students. These are all implicit in the plan.

20                   We definitely cannot go back to the  
21 situation before No Child Left Behind, where the  
22 achievement gap was kept secret. These things

1 have to be -- the tests have to be given every  
2 year, and the results have to be given -- broken  
3 down by subgroup, racial subgroup. That has to be  
4 made public. But --

5 MEMBER WILSON PHELAN: That's helpful.

6 MR. SCHMIDT: -- that doesn't mean you  
7 have to tell members of racial subgroups that you  
8 have lower expectations for them.

9 I talked to a public charter school  
10 person recently. He said that their black  
11 students are all over the map. Some of them are  
12 whizzes at math and some of them are way behind.  
13 It's not -- it's not fair to the individual black  
14 student, to put them in a group, to put a label  
15 on them that says you're in a group that we  
16 expect -- of which we expect only one-third to be  
17 able to read by high school.

18 We don't -- the ESSA law gives states  
19 enough flexibility to write a plan that doesn't  
20 involve such affixing of badges of inferiority or  
21 academic racial profiling.

22 In fact, with the -- ironically, with

1 the rise of the Trump administration, the ESSA  
2 flexibility has actually increased.

3 I don't know if you're aware, but  
4 about 10 days ago, Lamar Alexander, who heads the  
5 Senate Committee, that deals with education, he  
6 told State Board leaders, "Assume that the U.S.  
7 Department of Education will say yes," to their  
8 ESSA plans, "You will have a President and an  
9 Education Secretary who do not believe in a  
10 National School Board."

11 So, it's very unlikely that if you  
12 sent a plan to the federal government, that did  
13 not involve academic racial profiling, it's very  
14 unlikely that Betsy DeVos is going to come back  
15 and say, "No, no, you have to set lower goals for  
16 black students that for white students." Very  
17 unlikely.

18 PRESIDENT WILLIAMS: Thank you. Thank  
19 you.

20 DR. NICHOLS: Can I just offer  
21 clarification on one --

22 PRESIDENT WILLIAMS: Go ahead.

1 DR. NICHOLS: It is the property of  
2 tests, that the highest average growth will be in  
3 the middle of the distribution. That is the  
4 fourth, fifth and sixth, seventh deciles will  
5 have much higher growth than the first and second  
6 and the ninth and tenth. That is just the  
7 property of standardized tests.

8 So, just bear that in mind, when you  
9 consider that kind of approach.

10 PRESIDENT WILLIAMS: Thank you. Ms.  
11 Wattenberg?

12 MEMBER WATTENBERG: Yes, first, I just  
13 want to say it's my -- this is just a comment  
14 with regards to Mr. Schmidt's statement.

15 It's my understanding that the  
16 accountability plan does not make use of these  
17 long term ethnic and racially based goals. It's  
18 my understanding that these goals are a moral  
19 statement and goals against which the agency and  
20 others can judge progress.

21 I would like to have confirmation that  
22 they are not part of what gets used in the school

1 accountability plan. Is that -- okay, we can --  
2 we can -- that was now confirmed. Okay, I want  
3 to make sure of that. So, it doesn't affect the  
4 scores. Okay, number two.

5 MR. SCHMIDT: That's not quite true. On  
6 page 49 of the plan, it says that schools are  
7 rated according to the subgroup, the proficiency.

8 MEMBER WATTENBERG: Right, but that  
9 subgroup proficiency is unrelated to the goal.  
10 It is related to their score. I just want to  
11 clarify that.

12 MR. SCHMIDT: That's not clear at all.

13 MEMBER WATTENBERG: I agree with you,  
14 that it's not clear, but we have now had it  
15 clarified, which I am very glad to have done.  
16 Thank you very much for clarifying that.

17 So, in my judgement, I believe we're  
18 set on that. So, that's good. So, let me move  
19 on.

20 I want to go to Mr. Nichols. So,  
21 you're saying that a high PARCC score, contrary  
22 to what we've heard from some witnesses tonight,

1 does not reflect high quality necessarily in the  
2 schools.

3 So, my question is, what does a high  
4 PARCC score reflect? If a school has high PARCC  
5 scores, what does that reflect?

6 DR. NICHOLS: Well, predominately  
7 selection of students who had higher initial  
8 scores. This is, you know, quite easy to see,  
9 looking at the data in D.C., that the schools  
10 that have the highest PARCC scores will tend to  
11 have the highest scores of entering students, as  
12 well.

13 So, it's not to say that the growth  
14 and proficiency are entirely uncorrelated, but  
15 there is a very nice scatter plot that you can  
16 do, that shows you that in fact, they're not very  
17 highly correlated.

18 Some of the highest quality schools  
19 have in fact, very low proficiency rates and vice  
20 versa, that some of the -- some of the schools  
21 that are adding the least value have very high  
22 proficiency rates.

1                   MEMBER WATTENBERG: And you have that  
2 scatter plot for D.C. schools?

3                   DR. NICHOLS: Well, I have it for --  
4 I have it for past years. It hasn't been done  
5 recently.

6                   So, the easiest way to do that is to  
7 just look at median growth percentiles, which is  
8 not maybe the ideal measure of growth, but at  
9 least it's one that's produced for --

10                  MEMBER WATTENBERG: Well, one concern  
11 I've had throughout, and I raised it earlier in  
12 the evening, is that do we end up the way we're -  
13 - the current proposal is, do we end up with a  
14 system that could conceivably judge low  
15 proficiency, high growth schools with a low  
16 rating?

17                  That is that the low growth -- I'm  
18 sorry, that the low proficiency would drag down a  
19 high --

20                  DR. NICHOLS: Did you say low  
21 proficiency or low growth?

22                  MEMBER WATTENBERG: No, I'm sorry.

1 DR. NICHOLS: Low proficiency, high  
2 growth is --

3 MEMBER WATTENBERG: Correct.

4 DR. NICHOLS: -- could get a low  
5 rating. Right?

6 MEMBER WATTENBERG: That's right, and  
7 it seems to me --

8 DR. NICHOLS: That's why -- right?

9 MEMBER WATTENBERG: What?

10 DR. NICHOLS: That's the real danger.  
11 If you have -- if you downgrade a school that's  
12 got low proficiency and high growth, you're  
13 effectively penalizing a school that is doing  
14 exactly the thing that the public school system -  
15 - that you really most need from a public school  
16 system, that is to even out some of the  
17 inequities in access to education, by giving the  
18 greatest gains to those who start out at the  
19 lowest initial test scores.

20 So, you definitely do not want to rank  
21 those scores lower -- those schools lower.

22 MEMBER WATTENBERG: That's the

1 greatest concern, is if we looked at that -- that  
2 one concern that a number of us have raised a  
3 number of times, is we don't have the data to be  
4 able to understand whether this proposal will  
5 have that effect.

6 If we looked at this scatter plot with  
7 you, would we be able to understand what the  
8 effect would be, if that is something we  
9 definitely want to avoid?

10 DR. NICHOLS: Well, I mean, so you  
11 need to identify what the growth metric is that  
12 is -- that enters in the current formula, and  
13 there are several proposed -- I've seen several  
14 proposed formulas.

15 But for sure, you need -- so, if it is  
16 median growth percentile versus initial  
17 proficiency score, you know, average proficiency  
18 score, ideally averaged over a couple of years to  
19 reduce the influence of variability in this  
20 estimates, and then you apply the most current  
21 metric to the most recent year, and just see  
22 where -- you know, which schools are ranked at

1 different levels, you can see whether that seems  
2 to make sense given, you know, where schools fall  
3 on the -- in the various parts of that two by --  
4 you know, that Cartesian plane, that graph of  
5 median growth percentile versus initial  
6 proficiency score and the --

7 MEMBER WATTENBERG: Well, that's the  
8 kind of thing, Superintendent, that we've talked  
9 about, trying to figure out how to do, and I  
10 wonder is that public data that we could work  
11 with an independent researcher to look at?

12 SUPERINTENDENT KANG: So, we can  
13 follow up on which specific data is available  
14 publicly.

15 I just want to clarify that we have  
16 spent considerable time at OSSE, generating for  
17 the State Board data which we shared at the last  
18 working session, which took into account not just  
19 MGP and proficiency, but the multiple factors  
20 that are currently built into the accountability  
21 system and sharing where different schools fell  
22 out.

1           MEMBER WATTENBERG: So, we've had two  
2 examples and I'm just saying I don't think two --  
3 I -- I understand that it takes time, but it's  
4 totally critical to the judgement of the plan, in  
5 my judgement.

6           DR. NICHOLS: Wait. Two examples of  
7 schools or two examples of systems?

8           MEMBER WATTENBERG: Two examples of --

9           SUPERINTENDENT KANG: Categories of  
10 schools based on how they -- different  
11 characteristics. I just want to be clear that I  
12 think the reason I referenced the time is because  
13 the information we've provided is meant to help  
14 the Board make an informed decision, and we have  
15 limited resources on where we put our time.

16           So, I would hope that that information  
17 is helpful, but there are limits to what we are  
18 able to do.

19           MEMBER WATTENBERG: That's why I'm  
20 asking if the data is public, so that we could  
21 look into it ourselves. All right.

22           DR. NICHOLS: So, I don't believe the

1 last year of data is public, but previous years  
2 are.

3 MEMBER WATTENBERG: Previous years  
4 are?

5 DR. NICHOLS: Yes.

6 MEMBER WATTENBERG: Would be --

7 DR. NICHOLS: So, you could go back  
8 and compare for previous years.

9 MEMBER WATTENBERG: Thank you. I want  
10 to move to Mr. Abbott, and the light is flashing.

11 I guess you talked about national  
12 studies that talked about the decline in social  
13 studies, science, arts and so on, and I wonder if  
14 you either have information or anecdotal  
15 information.

16 What is your sense of what the effect  
17 of this has been at the D.C. level?

18 DR. ABBOTT: Right. Well, in high  
19 school because we have required graduation  
20 credits, we've actually been able to maintain a -  
21 - I would say a pretty significant amount of  
22 social studies time, which is great.

1 Middle school in DCPS, we recently  
2 have had some success and partially I would  
3 attribute that the fact that we now have a DCPS-  
4 wide social studies assessment that is a growth  
5 assessment, which actually has shown that it's  
6 been highly correlated to PARCC, as well. PARCC  
7 LEA.

8 In elementary school it's very much a  
9 mixed bag, and I think schools are attempting to  
10 do as much as they can to meet the requirements.

11 So, some folks will often report that  
12 they are trying to integrate social studies or  
13 science into their literacy block, and you know,  
14 at DCPS we have unit themes which are chosen  
15 based on content topics, which helps to some  
16 degree.

17 I would argue that there is a need  
18 really for separate social studies time and  
19 separate science time, as well because there is a  
20 lot of things that you would look at differently  
21 based on this particular disciplines.

22 So, we might look at a text and an ELA

1 through a literacy lens and look at things about,  
2 you know, the vocabulary, the text structure,  
3 understanding the main ideas of that, but we  
4 would stop short sometimes of moving to how  
5 historians might look at that same text.

6 So, considering things about the  
7 historical context in which it was written,  
8 considering the source, which becomes  
9 increasingly important, considering  
10 corroboration. So, not just looking at one text  
11 to get information about a topic, but looking at  
12 multiple text to think about how we are building  
13 our understanding of the past.

14 So, I think, you know, given some of  
15 the challenges of integrating all of those  
16 disciplinary specific skills and a really  
17 purposeful move through content that is provided  
18 by our state standards, I don't think the current  
19 guidelines allow sufficient time for schools to  
20 do that.

21 I also think that because of the focus  
22 on math and reading, that is sort of laser-like,

1 which is in many ways good, I think it's hard for  
2 us to sort of get a foot in the door with  
3 schools, in terms of training and getting  
4 teachers to pay attention to these other  
5 disciplines, as well.

6 MEMBER WATTENBERG: Thank you very  
7 much. Thanks to all of you, and Catharine, I'm  
8 sorry, my red light went off, or I was going to  
9 have one for you too.

10 PRESIDENT WILLIAMS: Mr. Batchelor.

11 MEMBER BATCHELOR: Thank you, Madam  
12 President. I just want to one, thank you all for  
13 -- for staying a little late with us and  
14 testifying.

15 I did want to acknowledge the  
16 conversation we had. Multiple panelists had  
17 pretty extensively about testing and its  
18 reliability and I know there were a few folks, I  
19 think at least a couple, who mentioned that often  
20 times, things like test design and human behavior  
21 on the school level can -- can alter outcomes,  
22 right, at least on standardized tests, and we

1 know that broadly, sometimes the ends are often  
2 altered by means, right? That's just simple.

3 However, testing is kind of the basic  
4 way we judge how students are -- how well  
5 students are prepared for career and college  
6 across the board.

7 But like I mentioned earlier, my  
8 interest is that we come out of this process with  
9 an accountability system that measures both --  
10 both how -- that measures the demonstration of  
11 academic achievement through test scores, but  
12 also mentions what contributes to academic  
13 success, right?

14 So, I think you know, testing is a  
15 demonstration, but we also should hold our  
16 schools accountable for contributing to academic  
17 success, right, because I think you know, it was  
18 mentioned that, you know, while, you know, some  
19 schools may have high test scores, that does not  
20 mean that they can necessarily work with my  
21 student to get to the same level, because they  
22 may have a population of students that

1 perpetually score high, right?

2           So, I guess for any of the panelists,  
3 you know, I'm asking for advice, how do we get to  
4 a -- how do we -- or what metrics could we  
5 include that hold schools specifically  
6 accountable for not only demonstrating success,  
7 but also doing those things that we know  
8 contribute to academic success?

9           DR. NICHOLS: So, I hear you asking  
10 for accountability measures that include input as  
11 well as output, that includes the education input  
12 and possibly, sort of intermediate outcomes,  
13 outcomes for example like students actually  
14 showing up to school and not having -- exhibiting  
15 chronic absenteeism.

16           So, I should have started by saying  
17 that I'm a graduate of the D.C. public school  
18 system. I graduated in 1989.

19           So, I came up through a very different  
20 D.C. public school system. My kids are currently  
21 in the D.C. public school system and are going  
22 through a very different public school system

1 than I went through, and I have seen a dramatic  
2 change in the input certainly, the kinds of  
3 investments that are made in the -- in teaching  
4 quality and other attributes of schools is just  
5 astonishing to me, having grown up in D.C.

6 I don't think -- having said that, I  
7 don't think a school accountability system should  
8 be focused nearly as much on those kind of inputs  
9 or outcomes as they should be, attending to the  
10 final outcomes that are of most interest.

11 Now, that said, test scores are not  
12 the only outcome of interest. Obviously,  
13 matriculation in college, later performance in  
14 life. Ultimately, I would like to see labor  
15 market outcomes attached to these things, as  
16 well.

17 So, obviously these final -- these  
18 sort of more distal outcomes are harder to  
19 measure. The proximate intermediate outcomes,  
20 these things are -- you can observe this week are  
21 much easier to measure.

22 You know, are kids actually showing up

1 to school? That's an easier thing to measure,  
2 and so, it's very tempting to put those -- to  
3 give great weight to those things in your  
4 accountability measure.

5 MS. BELLINGER: I'd love to weigh in  
6 here, just to agree with Dr. Nichols, because  
7 what you're asking is whether we can hold schools  
8 accountable for practice and their inputs, and I  
9 guess I would say that at least in DFER's  
10 perspective and the work we've done on ESSA,  
11 along with our -- the civil rights coalition, we  
12 believe that -- state's accountability framework.

13 So, when we rate schools quality and  
14 communicate that information to parents and  
15 schools, those should focus primarily on  
16 outcomes.

17 The one place that I think there has  
18 been broad agreement and it's a big shift from  
19 NCLB to ESSA is growth, focus on growth, and then  
20 also focus, as Dr. Nichols mentioned, on some of  
21 the research based most significant factors that  
22 contribute to student success.

1                   So, including English language  
2                   learning growth, attendance, absenteeism, as Dr.  
3                   Nichols mentioned.

4                   Your question of can policy makers  
5                   hold schools accountable? I think it's actually  
6                   just using the word accountable in a different  
7                   way.

8                   We absolutely can hold our schools  
9                   accountable for being great schools, and it's  
10                  something that parents do every day. Actually, I  
11                  would say that re-enrollment rate is a really,  
12                  really strong predictor of parent and student  
13                  satisfaction with a school.

14                  If a school is not engaging students,  
15                  if they don't love that school, you're going to  
16                  see really seriously declining enrollment, and  
17                  so, in terms of what to look at, that would  
18                  indicate, you know, some of these other measures  
19                  that you talk about, that make up a great school,  
20                  there are ways that policy makers can hold  
21                  schools accountable, but the accountability  
22                  framework itself, the quality rating system, I

1 think it's agreed largely, should focus on  
2 outcomes.

3 DR. ABBOTT: I'd weigh in here a  
4 little bit as well.

5 I mean, I think -- I'm actually in  
6 substantial agreement with what Catharine and Dr.  
7 Nichols are saying, and I think very much, I  
8 would believe -- I believe as well in academic  
9 achievement and focusing on what students are  
10 able to do, and I think along with that we need  
11 to remember that academic achievement is not  
12 limited to reading and math.

13 So, if we feel like the measures that  
14 we have are imperfect, maybe that's something  
15 that we need to consider for other content areas,  
16 as well.

17 You know, in addition to our state, I  
18 know Louisiana came out with a plan last week, in  
19 which they proposed an interest and opportunity  
20 index, sort of similar to what we're talking  
21 about here.

22 So, I know other states are interested

1 in this. Currently, 25 states test in social  
2 studies. I don't know what the number is for  
3 science. But I mean, there are other measurable  
4 ways that we can take these things into account,  
5 and we have to remember that academic  
6 achievement, while important, is also not the  
7 only goal of our schools, as well.

8 We want students to be prepared for  
9 college. We want them to be prepared for  
10 careers, and we need them to be able to  
11 participate as citizens, as well.

12 MEMBER BATCHELOR: Thank you.

13 PRESIDENT WILLIAMS: Yes.

14 MEMBER JONES: Thank you, Madam  
15 President. Dr. Nichols, can you repeat what you  
16 said about expectations related to testing? A  
17 couple of board members -- well --

18 DR. NICHOLS: I think you're asking  
19 about the sort of deciles you might expect to see  
20 --

21 MEMBER JONES: Yes.

22 DR. NICHOLS: -- the growth you might

1 expect to see at different deciles.

2           So, it's a property of tests that they  
3 average across effectively, a bunch of  
4 curvilinear growth curves, and what you see is  
5 that the maximum growth on a test will happen at  
6 the point where the test has the greatest  
7 reliability of measuring.

8           So, the expected growth will be  
9 highest effectively at the median test score.

10          So, the middle of the distribution of test scores  
11 should expect to see the highest test score  
12 growth time at any point in time.

13           So, if you design a test to measure  
14 the median third graders reading ability, and you  
15 measure reading ability across third graders, the  
16 test score growth -- assuming you've very  
17 accurately measured the baseline test score for  
18 third graders, the lowest scores will tend to  
19 have lower growth than the median test scores --  
20 than the median students, and the highest  
21 students will also have lower growth than the  
22 median students.

1           The median students, the kids right in  
2           the middle will have the highest test score  
3           growth over time.

4           Now, one factor that interferes with  
5           this is we don't accurately measure baseline test  
6           scores. There is a lot of measurement error in  
7           the baseline test scores.

8           So, that adds a layer of complexity  
9           here. So, in fact, there is a lot of noise in  
10          test scores, and so, there is this additional  
11          factor that -- that sort of flattens all of that  
12          out, essentially, that some of the very low  
13          scoring -- if you look at the baseline test  
14          scores, a lot of them, there is very low scoring  
15          students are in fact, might be middle of the road  
16          achievement levels, but they just got a bad draw  
17          on that test, essentially, and so, they will have  
18          higher than expected growth, and a lot of the  
19          highest scoring students are actually middle of  
20          the road achievement levels and they just got a  
21          lucky draw on the test, effectively.

22          So, they will tend to have even lower

1 growth expected, which will tend to -- to add a  
2 layer of noise and smooth all those gains out.

3 But on average, you should expect to  
4 see the graphed growth versus baseline test  
5 scores, you could expect to see a kind of upside  
6 down U curve of growth, with respect to baseline  
7 test scores.

8 Sorry, maybe I'm not answering the  
9 question you were actually asking.

10 MEMBER JONES: No, you did. But --

11 DR. NICHOLS: Okay.

12 MEMBER JONES: -- I have some  
13 questions.

14 DR. NICHOLS: Okay.

15 MEMBER JONES: If you've got a -- that  
16 U-line curve, my history is in -- in following  
17 market. So, you're going to see a regression at  
18 one point.

19 DR. NICHOLS: Right. So, you -- if  
20 you estimate for example, a local intergression  
21 of test score growth on baseline test scores, you  
22 will see that upside down -- that sort of upside

1 down U, that hump-shaped curve in many state  
2 assessments across the country.

3 So, for sure it's available. You can  
4 see that in North Carolina's tests. You can see  
5 that in Florida's tests.

6 MEMBER JONES: Okay, yes.

7 DR. NICHOLS: So, for what it's worth.  
8 I mean, it's -- it's just a -- it's -- it's also  
9 just an intrinsic property of tests. The way the  
10 psycho-metrics work, they design the tests to  
11 accurately measure really accurately measure at  
12 the middle of the distribution, because that's  
13 where the bulk of the kids are.

14 So, if you want to maximize your --  
15 you know, average quality of measurement, you're  
16 going to design your test to really accurately  
17 measure at that point, and what that means is,  
18 there is a lot - there are a lot of questions  
19 that get right at the level of ability, and if  
20 you're making gains on a whole lot of -- in a  
21 whole lot of areas, that are all tested, and  
22 you're nowhere near that level of ability, you're

1 not going to be making gains on those, you know,  
2 60 percent of questions that are really focused  
3 at the middle of the distribution.

4 If you've already passed that level,  
5 you're not going to be making gains on those 60  
6 questions, because you're already answering them  
7 correctly. So, that's just a property of tests  
8 in general.

9 MEMBER JONES: Yes. You're basically  
10 justifying what your earlier statement, as far as  
11 tests.

12 DR. NICHOLS: Right, I mean, so you  
13 can design tests to measure any sort of -- any  
14 set of abilities very accurately.

15 You could design tests to really  
16 accurately measure at the bottom and the top of  
17 the distribution, instead of right in the middle,  
18 which I think is -- you know, it's something that  
19 we should worry about, because you really don't  
20 want floor and ceiling effects of tests. You  
21 don't want people who can't make any progress on  
22 the test, or we can't measure potential slide on

1 the test, when you're focused on accountability  
2 based on growth, for all students, not just  
3 students sort of in the middle of the  
4 distribution.

5 MEMBER JONES: Thank you. I have  
6 another question for all of you.

7 I hear everyone speak about re-  
8 enrollment as a good indicator, and I -- it may  
9 be. I don't -- I don't have the data to prove  
10 that it is or isn't.

11 But you know, the parents that I speak  
12 to all across the city, it's probably a better  
13 indicator of families with influence, affluence  
14 and knowledge. But then there is a large  
15 population of families that just don't know.

16 Those children are re-enrolled in the  
17 same bad school, year after year. So, often, you  
18 know, I hear that all the time, but I also hear  
19 families that are stuck.

20 So, I don't know if it's good  
21 indicator and is there enough data to truly  
22 suggest that it's a good indicator, other than

1 being anecdotal, because that's all I've -- I've  
2 heard both sides. I don't know. But I want to  
3 know if there is any real data that suggests that  
4 it's a real indicator.

5 It isn't for me, because I haven't  
6 seen any data.

7 DR. NICHOLS: I mean, it's intuitively  
8 very appealing, right? You know, revealed  
9 preference, parents must prefer that school.

10 Yet, the data does not support that  
11 very well. So, for example, if you look at the  
12 study of Chicago public schools, where parents  
13 and students won the lottery to attend a  
14 different school, so, this is not -- this is not  
15 a charter school system. This is a lottery  
16 school system, you know, like school choice was  
17 before 1996 in D.C.

18 If you won a lottery to attend a  
19 different school and you see that parents that  
20 won the lottery, the kid goes to a different  
21 school, on average, that student that goes to a  
22 different school is not substantially better off

1 on academic metrics, although the students and  
2 parents seem to prefer that school.

3 So, parents and students are not  
4 choosing that school based on the academic  
5 quality or the improvement in it -- in academic  
6 performance that that school would achieve, that  
7 that school would produce for that student.

8 There are some other features of the  
9 social environment, the sports, music, what have  
10 you environment that may be more appealing.

11 You also see this for childcare where  
12 parents sort of uniformly report that they're  
13 choosing first on the quality of the childcare,  
14 and then maybe second, they'll mention the cost  
15 of the childcare, and then far down the bottom is  
16 this -- the convenience of the childcare.

17 When you observe the actual pattern of  
18 behavior, by far, the most important thing is the  
19 convenience of the childcare.

20 So, you know, there is a little bit of  
21 motivated reasoning you have -- that happens  
22 here, that parents convince themselves that

1 they're making the choice that is in their  
2 child's best interest, that they are in fact,  
3 choosing the highest quality schools, the highest  
4 quality -- you know, center-based care that they  
5 can -- that's achievable, when in fact, a big  
6 part of that is simply the convenience, and we  
7 should not discount that convenience matters,  
8 right?

9           If you're going to your neighborhood  
10 school and it's just down the block, that's a  
11 pretty appealing option, and it may be difficult  
12 for all kinds of reasons, not just because you  
13 know, the commuting costs and the -- the cost of  
14 time of getting to a different school. There is  
15 the cost in going further away. So, we should  
16 not completely discount this.

17           On the other hand, people are making  
18 those choices based on things that are not  
19 directly related to academic achievement.

20           MS. BELLINGER: That's a Chicago  
21 study. I just wanted to bring up, the 2016  
22 Mathematic study by Steve Glazerman, who couldn't

1 attend tonight.

2 I would never want to contradict Dr.  
3 Nichols, because I am not a researcher, but I  
4 would say that Steve Glazerman's study of parents  
5 revealed preferences in Washington, D.C., where  
6 we do have a strong choice system, a strong  
7 charter authorizer and we are trying to  
8 communicate more to parents about quality,  
9 particularly through the charter's tier system,  
10 there is a correlation to location.

11 However, also strongly correlated with  
12 parent preferences are school index scores, which  
13 is the old OSSE system, and one thing that the  
14 charter sector has also observed is more and more  
15 parents enrolling their children in Tier 1  
16 schools.

17 Every year that we've used the tier  
18 system, we've had much higher enrollment in Tier  
19 1 schools. Partially, it's because we've been  
20 closing Tier 3 schools, but it's also partially  
21 because we've been aggressive about communicating  
22 with parents, whether schools are Tier 1, Tier 2

1 or Tier 3.

2 So, while I think the Chicago choice  
3 landscape is interesting, I wish Steve Glazerman  
4 were here to talk about the D.C. landscape, just  
5 because I think it's unique.

6 All that is to say I'm sure there is  
7 a lot of differing opinions on re-enrollment and  
8 I'm sure OSSE is --

9 PRESIDENT WILLIAMS: All right, we  
10 still -- we have another question, and we have a  
11 -- Cosby Hunt, who has not had an opportunity to  
12 testify. So, if we can keep our answers a little  
13 shorter next time -- in this next round. Mr.  
14 Jacobson. Thank you.

15 VICE-PRESIDENT JACOBSON: I want to  
16 thank you all for being here and for bringing  
17 your perspectives and your backgrounds and  
18 experience to us. It's very helpful.

19 Mr. Abbott, this is -- one of the  
20 issues that came up in the meeting of the ESSA  
21 committee was this idea at our meeting on Monday,  
22 was this idea of having a suite of academic

1 experiences at a school that would showcase that  
2 the school has a well-rounded curriculum and  
3 well-rounded offerings.

4 I appreciated you, Ms. Bellinger, sort  
5 of clarifying the constraints that we're under,  
6 under ESSA, in terms of measurability and  
7 different ability by subgroup.

8 Mr. Abbott, do you think there is any  
9 way to take those two differing viewpoints and  
10 marry them in an effective way?

11 DR. ABBOTT: Right. I think this is the  
12 question a lot of folks are asking across the  
13 country right now.

14 So, I think we would have to -- I  
15 mean, I think for things like seat time, that is  
16 something that you could get down to the  
17 individual student level, if you're looking at it  
18 by grade.

19 So, I think that you could break that  
20 information down according to the standards that  
21 ESSA requires. My understanding.

22 I think if you're looking at other

1 indicators, yes, I think it becomes a little bit  
2 more challenging. So, I think you'd have to do  
3 things like track which students are  
4 participating in which of these kinds of events.

5 So, like, if we had a science fair,  
6 for example, you'd have to know, you know, which  
7 students are eligible to participate in that  
8 science fair at that particular school, and which  
9 students actually did. But it depends on how you  
10 want to set up, say a rubric to evaluate that.

11 I know looking at some of the other  
12 states, they're looking at say a percentage of  
13 students in different subgroups who would be  
14 hitting each of the benchmarks.

15 So, yes, I mean, I think if we were  
16 going to move forward on an index like that, we  
17 would have to come up with a rubric that would  
18 account for different levels of performance, so  
19 that it would be quantitative and meet the  
20 requirements of ESSA. I think it's possible.

21 VICE-PRESIDENT JACOBSON: And Ms.  
22 Bellinger or Dr. Nichols, do you see any

1 similarities, and I don't know if you caught the  
2 question.

3 But the tension between having a broad  
4 suite of educational experiences available at a  
5 school versus what Ms. Bellinger pointed out, the  
6 need to have measurable and differentiable by  
7 subgroup metrics. Is there a way to resolve  
8 those two pieces that seem to be in tension?

9 DR. NICHOLS: I mean, I do believe  
10 that every school should offer all of those  
11 things. The problem is, of course, that the  
12 provision of those sort of extraneous two  
13 measured outcomes or possibly extraneous to  
14 measured outcomes provisions are concentrated in  
15 the areas where you don't need to spend as much  
16 time on the measured -- on improving the measured  
17 outcomes.

18 You know, it's an unfair system,  
19 essentially. But beyond that, I don't know what  
20 to say. You should be measuring the outcomes  
21 that you care about, one of those things is sort  
22 of civic engagement. Another of those things is a

1 variety of non-cognitive skills that are much  
2 more important to predicting outcomes and success  
3 in college, for that matter, than your math score  
4 even, even though math score is crucial to your  
5 earnings in later life, for sure.

6 So, I mean, to the extent that you can  
7 measure a broader set of things and not measure,  
8 you know, sort of each specific type of  
9 extracurricular -- shouldn't be extracurricular,  
10 but any -- any specific type of service and just  
11 measure this -- this set of skills and say,  
12 different schools can make different choices  
13 about, you know, whether a music program is more  
14 appropriate to achieve that set of -- you know,  
15 sort of non-cognitive outcomes that you're  
16 looking to achieve or something else.

17 VICE-PRESIDENT JACOBSON: Right.

18 Thank you, and Ms. Bellinger, I'm going to  
19 apologize, I'm passed time and I --

20 MS. BELLINGER: I was just going to say  
21 that I agree. Dr. Nichols and I may disagree on  
22 some things, but I think that was the --

1                   VICE-PRESIDENT JACOBSON: Thank you  
2 for interjecting that, and just lastly, to the  
3 point of measuring additional subjects, I think  
4 what we've heard frequently is having less of --  
5 less focus on assessments and I think testing  
6 additional subjects would just be counter-  
7 intuitive and would seem to put even more  
8 emphasis on testing.

9                   So, I just -- I want to -- we're  
10 working on this. We're working with our partners  
11 at OSSE and we appreciate you sharing your  
12 viewpoints and your expertise.

13                  PRESIDENT WILLIAMS: Thank you. Thank  
14 you. I really appreciate your help. Thank you.

15                  Mr. Hunt? Is Dan Gordon here? Frank  
16 Cervarich? Steven Glazerman? Mr. Cosby? Mr.  
17 Hunt? Just pull the microphone over. You have  
18 five minutes. Thank you for coming today.

19                  MR. HUNT: Well, that's a lot of  
20 pressure. One person panel.

21                  Dear members of the State Board of  
22 Education. Thank you for this opportunity to

1 speak in favor of including a measurement for  
2 well-rounded education in our city's Every  
3 Student Succeeds Act accountability plan.

4 Just this week, my fourth grade son  
5 proudly informed me that his classes unit on the  
6 Revolutionary War would include reading, writing  
7 and social studies.

8 This warms my heart and at the same  
9 time, picked at an old wound.

10 Why is it that reading and writing are  
11 so often seen as things separate from social  
12 studies?

13 When I write to other people's  
14 Senators, about our current Secretary of  
15 Education, I'm not just doing an English  
16 assignment. One might say that I'm being a  
17 citizen, a word not found in the current  
18 accountability plan.

19 As I looked at the marvelous signs my  
20 fellow citizens created for the recent Women's  
21 March, I was reminded that citizenship includes  
22 not only reading about the things we care about,

1 but sometimes writing about and creating visual  
2 representations to protect them.

3 As one sign put it, science, it's a  
4 thing. In an era of fake news, we need students  
5 who don't just trust what they read, but can test  
6 their own hypothesis.

7 My son's teachers have taken them upon  
8 themselves to teach art, social studies and  
9 science, but right now, there is no mandate that  
10 they do so. Without some kind of accountability  
11 measure for their K to eight schools, our young  
12 people are at a severe disadvantage when they  
13 arrive in high schools that require multiple  
14 credits in those disciplines.

15 Having taught high school in D.C.  
16 public schools for 16 years now, I can assure you  
17 that students who are just for the first time,  
18 learning the difference between a primary and  
19 secondary source in ninth grade or later are at a  
20 severe disadvantage.

21 I can assure you that middle schoolers  
22 who have written a process paper and prepared an

1 annotated bibliography through the National  
2 History Day program, for example, are  
3 considerably more prepared for success in high  
4 school and in life than their classmates who have  
5 not.

6 I can also assure that DCPS's  
7 wonderful study abroad initiative will have an  
8 even greater impact if students have tried their  
9 hand at making a mural for instance, before they  
10 stand before the impressive work of Diego Rivera  
11 in Mexico City.

12 I can assure you that students who  
13 have an understanding of the chemistry behind eat  
14 your vegetables and fruits will help you keep our  
15 country's healthcare costs down, and I can assure  
16 that it is the students who come to understand  
17 why our D.C. license say 'taxation without  
18 representation' early in the game, are in the  
19 best position to change that game as adults.

20 The PARCC test will not matter to our  
21 young people after 10th grade. The need to read,  
22 write, to arithmetic, follow the scientific

1 method, express themselves creatively and be  
2 citizens will matter to them always.

3 Let's make room for all those  
4 disciplines and what we expect of our schools.  
5 Thank you for your time.

6 PRESIDENT WILLIAMS: Thank you for  
7 your testimony. Board members, do we have any  
8 questions for Mr. Cosby? Ms. Wattenberg?

9 MEMBER WATTENBERG: I'm just going to  
10 say here, here. Thank you so much for coming,  
11 and speaking for myself and perhaps everybody,  
12 we're so exhausted, that I have no question for  
13 you. But I am so delighted that you came out,  
14 and to hear your testimony and I really do hope  
15 that we're going to be able to figure out a way  
16 to include that for all the reasons that you say,  
17 and I will also just say that our Ward meeting,  
18 held last week, I think it was the issue that  
19 came up the most, was this issue of well-  
20 roundedness and the concern about it.

21 MR. HUNT: And I'll say that I am also  
22 leery of over-testing. So, I am not necessarily

1 sitting here saying we have to test social  
2 studies.

3 I do think that events like National  
4 History Day, like Project Soapbox are things that  
5 can move students along. Those things can be  
6 very hard to measure. But we have to make sure  
7 that -- there's got to be some way that kids are  
8 doing science, social studies and the arts in  
9 elementary school.

10 If I'm not mistaken, the second-most  
11 failed course in DCPS is World History I, and  
12 that doesn't surprise me, because if they haven't  
13 gotten any social studies until ninth grade,  
14 they're not going to do well when you start  
15 talking about ancient civilization.

16 MEMBER WILSON PHELAN: So, just a  
17 quick question. Thank you for coming.

18 As far as I understand it right now,  
19 I know that charters establish their own systems  
20 for evaluating teachers, but DCPS has a very high  
21 percentage just assigned for teacher performance  
22 related to test scores, at least for grades three

1 and up, and I think for the lower grades, it's  
2 not the state test, but it's another version of  
3 academics.

4 So, if things were shifted in the  
5 state plan related to the way that test scores  
6 count, in terms of accountability for a school,  
7 from your perspective as a teacher, would  
8 anything really change in the classroom, so long  
9 as teacher accountability and principal  
10 accountability is so tied to our state  
11 standardized tests?

12 MR. HUNT: I would like to think that  
13 something would change. I'm not sure. I'm sure  
14 that Mr. Abbott spoke earlier about a way to  
15 shift the accountability plan to make room for  
16 the well-rounded education, but the answer to  
17 your question is, I'm not sure. I'd like to  
18 think yes.

19 MEMBER WILSON PHELAN: Thank you.

20 MEMBER CARTER: I don't have a  
21 question, so much as a comment.

22 I want to say thank you very much for

1 your testimony. It's eloquently written and it  
2 will be taken into account, not only looking  
3 forward to ESSA and a well-rounded education, but  
4 also as we move into later this year, our  
5 graduation requirements and our new curriculum  
6 requirements.

7 MEMBER WOODRUFF: I'd like to say  
8 thank you, as well, for this very well worded  
9 speech.

10 Inspired teaching is a school that was  
11 my son's first experience in school and studying  
12 there was a -- the experience that changed his  
13 projection in life at an early age, and it  
14 basically was because of the expeditionary  
15 learning that goes on there, that goes beyond  
16 that of just reading and writing, and doing math,  
17 is that social studies is ingrained in that  
18 particular school, and that we -- we need to  
19 identify schools that are doing that at an early  
20 age, and have them come and speak to us, of how  
21 they've been able to utilize their time wisely,  
22 so that social studies is a major component of

1 it, at an early age, because my son, at three,  
2 was quoting Shakespeare because they were at the  
3 Shakespeare theater by the time they were six.

4 So, it can be done, it's just that I  
5 think part of it is getting our schools -- our  
6 communities to talk to each other, so that social  
7 studies can be seen as a very important part in  
8 early age, in early grades, as well.

9 So, I'd like to thank you for your --  
10 your -- your -- your paper and your comments  
11 because it truly speaks to what we need to be  
12 doing more of, in the District of Columbia,  
13 besides just reading and math. Thank you.

14 PRESIDENT WILLIAMS: Mr. Jones?

15 MEMBER JONES: Thank you, Madam  
16 President. Cosby, I didn't want to ask you a  
17 question because it's so late, but I must because  
18 you --

19 MR. HUNT: Well, I showed up late, so  
20 you can -- you know. Everybody else can go home  
21 and we can just hang out.

22 MEMBER JONES: That's cool. But when

1 you said you're weary of over-testing, help me  
2 out here.

3 What is considered over-testing and --

4 MR. HUNT: Well, let me -- let me say  
5 going back to the -- thank you for the comment  
6 about the inspired teaching school, where my two  
7 sons go.

8 I think one of the reasons why that  
9 school appeals to a lot of people is that we take  
10 the tests, when we have to take them, but the  
11 teachers, the adults and by effect, the students  
12 don't spend much time talking about them.

13 There are some schools where, you  
14 know, the field trips get shut down around  
15 February, and everybody goes into testing mode up  
16 until April, and it's just kind of a nightmare,  
17 and there are other schools where they just take  
18 the tests and they just get on with it, and  
19 that's a lot healthier, in my opinion.

20 So, I am weary that if we get into a  
21 science, an arts and a social studies test on top  
22 of math and reading, everybody is going to be

1 stressed out and there's going to be more of the  
2 -- of the shutting down the field trips to get  
3 ready for the tests kind of phenomenon. Yes.

4 MEMBER JONES: Thank you.

5 PRESIDENT WILLIAMS: I'd like to thank  
6 you for coming to testify.

7 This is the model that I think the  
8 Common Core wanted, that even though the emphasis  
9 is on language arts and math, the language arts  
10 includes social studies and others, science and  
11 the arts.

12 So, I am inspired by your school  
13 having mastered this ability to take other  
14 subjects and put them into the curriculum and  
15 make it part of the program to give our children  
16 the rich education and experience that they need,  
17 and thank you for this model.

18 MR. HUNT: Right.

19 MEMBER BATCHELOR: Madam President?

20 PRESIDENT WILLIAMS: Yes, Mr.

21 Batchelor?

22 MEMBER BATCHELOR: I will be brief,

1 but I do want to thank you for your testimony,  
2 and you know, I think we -- we spent a great deal  
3 of time understandably talking about outcomes and  
4 outputs.

5 But I do think it's -- it's nice when  
6 we get to talk a little bit about what goes into  
7 making great outcomes, and I think what you  
8 mentioned is absolutely right.

9 I think parents choose schools based  
10 on achievement and academic performance. But  
11 also, based on the experience that the student  
12 will get.

13 You know, I think, you know, the thing  
14 that my experience, for instance, at Martin  
15 Luther King Elementary School great was, you  
16 know, not just -- not just those standards  
17 things, but getting into not only learning Dr.  
18 King's words, but understand them, right?

19 I think what made my experience at  
20 Hardy Middle School great was being able to learn  
21 how to play an instrument and be in the theater,  
22 which enhanced my critical thinking skills. I did

1 National History Day, you know, as a middle  
2 schooler.

3 You know, going to Thurgood Marshall  
4 Academy, and really having all of our academics  
5 focused on a social justice bin, made me a good  
6 citizen, right?

7 So, we should definitely encourage all  
8 of our schools to insert those things, right and  
9 focus on those things because you're right,  
10 they're not only important for great outcomes,  
11 but also for making our students great citizens,  
12 and so, I really appreciate that, and thank you  
13 very much.

14 MEMBER WATTENBERG: May I make one --  
15 use my remaining time to make one comment?

16 PRESIDENT WILLIAMS: Do you have any  
17 remaining time?

18 MEMBER WATTENBERG: I do. I was so  
19 quick, all I said was thank you for being here.

20 I just wanted to pick up on this point  
21 about the over-testing and your point that at a  
22 school, it is possible, and Catharine Bellinger

1 mentioned this as well, it is possible to just  
2 take an end of the year test and not freak out  
3 over it all year long, and I think we do a great  
4 disservice to our kids in this city, by allowing  
5 and even having some of the LEAs encourage the  
6 freaking out over the testing.

7 I would like to suggest that as we  
8 move forward, and we may want to include other  
9 tests, but I'll tell you, we only want to include  
10 them, and politically we only could include them  
11 if we could get rid of all the excessive test  
12 prep and pre test and this test and that test  
13 that goes on now.

14 So, I want to just raise the  
15 possibility and we had talked about this a while  
16 ago, but there is Federal money, I think still  
17 available, Superintendent, to do a kind of  
18 testing that would bring stakeholders together,  
19 or really, the LEAs to talk about how to reduce  
20 the testing, so that they're taking the end of  
21 the year test, but not inundating the kids in the  
22 school year with testing, and I wonder if that's

1 something we could think about.

2 SUPERINTENDENT KANG: I'm aware of the  
3 requirement you're speaking of. It's not new  
4 federal dollars. It's an allowable use for --

5 MEMBER WATTENBERG: Allowable use.

6 MR. HUNT: The last thing I'll say is,  
7 Dr. Nichols mentioned something about a labor  
8 market study.

9 I sure would love to see us, as a  
10 city, put in some money toward a longitudinal  
11 study, take, I don't know, 400 kids and try to  
12 track them over eight years, and interview them  
13 and try to find out what were the things for you  
14 that worked in your school experience and what  
15 were the things that were worthless, and I think  
16 we might get some very valuable information, just  
17 by following a small group or larger group of  
18 young people, as they move out of our schools.

19 That's -- obviously, you know, we're  
20 not going to get that information for a decade,  
21 but it could be very valuable.

22 PRESIDENT WILLIAMS: Seeing no further

1 questions, I would like to thank all of our  
2 witnesses for their input and for their patience  
3 during this lengthy hearing.

4 With no further witnesses, no further  
5 business before the Board, I would like to  
6 entertain a motion to adjourn.

7 MEMBER WATTENBERG: So moved.

8 PRESIDENT WILLIAMS: Is there a  
9 second?

10 MEMBER CARTER: Second.

11 PRESIDENT WILLIAMS: All those in  
12 favor say aye.

13 (Chorus of ayes.)

14 PRESIDENT WILLIAMS: All those  
15 opposed? Anybody opposed? Okay, so, the Board -  
16 - this meeting of the District of Columbia State  
17 Board of Education is adjourned at 9:08 p.m.  
18 Thank you.

19 (Whereupon, the above-entitled matter  
20 went off the record at 9:10 p.m.)  
21  
22

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In the matter of: Board Meeting

Before: DC State Board of Education

Date: 02-15-17

Place: Washington, DC

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