GOVERNMENT OF THE DISTRICT OF COLUMBIA

STATE BOARD OF EDUCATION

PUBLIC MEETING

WEDNESDAY
FEBRUARY 17, 2016

The State Board of Education met in the Old Council Chambers, located at 441 4th Street, NW, Washington, D.C., 20001 at 5:30 p.m., Jack Jacobson, President, presiding.

BOARD MEMBERS PRESENT

JACK JACOBSON, President
D. KAMILI ANDERSON, Ward 4 Representative
BRIAN CONTRERAS, Student Representative
TIERRA JOLLY, Ward 8 Representative

MARK JONES, Ward 5 Representative
MARY LORD, At-Large Representative
RUTH WATTENBERG, Ward 3 Representative
JOE WEEDON, Ward 6 Representative
DESTINEE WHITTINGTON, Student Representative
LAURA WILSON-PHELAN, Ward 1 Representative
JOHN-PAUL HAYWORTH, Executive Director
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call to Order</td>
<td>3</td>
</tr>
<tr>
<td>Announcement of a Quorum</td>
<td>3</td>
</tr>
<tr>
<td>Approval of Minutes</td>
<td>4</td>
</tr>
<tr>
<td>Comments from the President</td>
<td>6</td>
</tr>
<tr>
<td>Public Comments</td>
<td>9</td>
</tr>
<tr>
<td>Pre-Kindergarten Enhancement and Expansion Funding Regulations</td>
<td>33</td>
</tr>
<tr>
<td>My School DC Lottery Presentation</td>
<td>45</td>
</tr>
<tr>
<td>Adjournment</td>
<td></td>
</tr>
</tbody>
</table>
P-R-O-C-E-E-D-I-N-G-S

(5:33 p.m.)

PRES. JACOBSON: Good afternoon. The time is now 5:33 p.m., on February 17, 2016, and this Public Meeting of the District of Columbia, State Board of Education is now called to order. The roll will now be called to determine the presence of a quorum.

Mr. Hayworth.

EXEC. DIR. HAYWORTH: Mr. Jacobson?

PRES. JACOBSON: Present.

EXEC. DIR. HAYWORTH: Ms. Williams?

Ms. Williams?

(No response.)

EXEC. DIR. HAYWORTH: Ms. Lord? Ms. Lord?

(No response.)

EXEC. DIR. HAYWORTH: Ms. Wilson-

Phelan?

MS. WILSON-PHELAN: Present.

EXEC. DIR. HAYWORTH: Ms. Wattenberg?

MS. WATTENBERG: Present.
EXEC. DIR. HAYWORTH: Ms. Anderson?

MS. ANDERSON: Present.

EXEC. DIR. HAYWORTH: Mr. Jones? Mr. Jones?

(No response.)

EXEC. DIR. HAYWORTH: Mr. Weedon?

MR. WEE DON: Present.

EXEC. DIR. HAYWORTH: Ms. Jolly?

MS. JOLLY: Here.

EXEC. DIR. HAYWORTH: Mr. Contreras?

MR. CONTRERAS: Present.

EXEC. DIR. HAYWORTH: Ms. Whittington?

Ms. Whittington?

(No response.)

EXEC. DIR. HAYWORTH: Mr. President, you have a quorum.

PRES. JACOBSON: Thank you. A quorum has been determined, and the State Board will now proceed with the business portion of our meeting. Members, we have a draft agenda before us. Are there any corrections or additions?

(No response.)
PRES. JACOBSON: Hearing none, I would entertain a motion to approve the agenda.

MS. WILSON-PHELAN: So moved.

PRES. JACOBSON: Moved by Ms. Wilson-Phelan.

Is there a second?

MR. WEEDON: Second.

PRES. JACOBSON: Second by Mr. Weedon.

The motion being properly moved and seconded, I'll ask for the ayes and nays. All in favor, please say "aye."

(Chorus of ayes.)

PRES. JACOBSON: Any opposed?

(No response.)

PRES. JACOBSON: The motion is approved.

Next on our agenda is approval of the minutes from the February 3, 2016, working session.

Are there corrections or additions to the minutes?

(No response.)
PRES. JACOBSON: Hearing none, I would entertain a motion to approve the minutes.

MS. WILSON-PHELAN: So moved.

PRES. JACOBSON: Moved by Ms. Wilson-Phelan.

Is there a second?

MS. JOLLY: Second.

PRES. JACOBSON: Second by Ms. Jolly.

The motion being properly moved and seconded, I will ask for the yeas and nays. All approved say, "aye."

(Chorus of ayes.)

PRES. JACOBSON: Any opposed?

(No response.)

PRES. JACOBSON: The motion is approved.

Good evening. My name is Jack Jacobson, and I'm president and Ward 2 representative of the State Board of Education.

On behalf of the members of the District of Columbia, State Board of Education, I want to welcome you, guests, and our viewing public to
our Wednesday, February 17, 2016, Public Meeting.

The State Board holds its regularly scheduled meetings on the third Wednesday of every month here in the Old Council Chambers at 441 Fourth Street, Northwest. The members of the State Board of Education welcome your participation to support our efforts, to improve education in the nation's capital.

I want to state for the record that our superintendent, Ms. Hanseul Kang, and our vice president, Ms. Karen Williams, from Ward 7, are absent this evening as they're attending the Deputy Mayor for Education's Cross-Sector Task Force Meeting.

Tonight's agenda includes a vote on regulations governing grant program at the Office of the State Superintendent of Education to enhance and expand high quality pre-kindergarten programs. We will also hear from My School DC about the 2016/17 school year lottery process.

I note that the Deputy Mayor for Education's Office has been working hard to
ensure this year's process goes smoothly, and I'm looking forward to hearing more.

I also want to note that the State Board has been holding roundtable discussions on the proposed health education standards that OSSE presented to the Board at our last public meeting. Last week, the State Board of Education's Student Advisory Committee and the Public Charter School Board Student Advisory Committee, led by our student representative, Brian Contreras, held a meeting solely for students to discuss these standards.

The discussion was so lively and insightful that staff is working to schedule a second student-focused roundtable in the near future.

I hosted a second roundtable at the Watha T. Daniel Shaw Library focused on standards relating to bullying and violence. Finally, our Ward 8 colleague, Tierra Jolly, will be hosting a roundtable this Saturday from 3:30 to 5:00 p.m., at the William O. Lockridge Bellevue Library at
115 Atlantic Street, Southwest, where the
discussion will focus on nutrition and sexual
health.

I want to thank in particular Donna
Anthony and her staff at OSSE for holding LEA and
teacher-focused discussions on the health
education standards. It's important that the
public discussion on these standards be robust,
and I'm glad to see so many opportunities for
comment and engagement.

We're now going to move to public
comment and public witnesses. The State Board
welcomes public participation and activities
under our authority. At every public meeting, we
begin with testimony from public witnesses on
education-related matters.

If you are a member of the public and
would like to speak at a future public meeting,
please contact staff at SB -- SBOE@DC.gov, or by
calling 202-741-0888. You must sign up 48 hours
in advance of our meetings.

Our first public witnesses include --
I don't think I've seen Liz Davis from the, the president of the Washington Teachers' Union. Then as I say your name, please come down and we'll fill up all four chairs.

Alex Donahue, Deputy Director for Policy and Research, 21st Century School Fund.
And, I don't think Corinne Douglas is here, a member of the public. Laura Fuchs, a member of the public. Come on down to the table, Laura. Thank you so much. Mary Levy, an education, finance, and policy analyst. And, finally, Sarah Livingston, a member of the public.

Is Sarah here?
(No response.)
PRES. JACOBSON: Erich Martel.
Cathy Reilly, please come on down. Cathy is executive director, Senior High Alliance of Parents, Principals, and Educators, SHAPPE.

Is Joe Riener here?
(No response.)
PRES. JACOBSON: Thank you. We're going to hope that someone else trickles in or
you'll just have your own panel next.

(Laughter.)

PRES. JACOBSON: So, Mr. Donahue, we'll start with you. You'll have three minutes and we'll just go down the line. Thank you so much.

MR. DONAHUE: Thank you. Members of the State Board and State Superintendent Kang, my name is Alex Donahue. I'm the deputy director for Policy and Research for the 21st Century School Fund, nonprofit here in D.C. And, I thank you for this opportunity to comment on the proposed amendments to the graduation requirements.

I'm here as a community member and a parent who wants the same thing that you do, a system of public education in D.C. that helps children and adults become well equipped to pursue their dreams and make the most of their potential.

It's why I worked for close to a decade in D.C. public schools as a teacher, a
high school principal, deputy to the assistant superintendent for high schools, and the founding director of College Readiness.

I commend you for taking on this difficult task of finding ways to enable more and better learning to take place. It's not a simple matter. Nevertheless, if we do it right, it will pay dividends for our students.

And, I believe that we need to offer a wider range of learning options in order to achieve the commonly held goal of graduating all students ready to be successful in college careers and life as a member of a community, but we must exercise due diligence required to ensure that our chosen ship is up to making the voyage and will not cause unintended damage.

As the former point person for D.C. public schools on the D.C. graduation requirements, during the revisions made in 2006, 2007, and 2009, and as the person who coordinated DCPS' implementation of the graduation requirements for a number of years, I can say
that as written, the proposed rule of January 22
is not ready.

It does not state clearly the problem
that it's intended to address. It does not
define competency-based learning or provide any
description of the "flexible opportunities" that
are expected to provide a solution.

In improperly mixes competency-based
learning with the granting of credit by exam with
no differentiation between testing out of a
course level and testing out of a graduation
requirement. It does not support effective
monitoring and evaluation of the newly authorized
programs by either OSSE or the public.

It would unacceptably discriminate
against older high school students, and it
expands the seat time requirement for some
courses without adequate lead time for
implementation, but perhaps, most importantly, it
does not make use of best practices in
competency-based learning that other
jurisdictions around the nation have developed.
I want to see this done right. I want my eight-year-old son to have more options and a richer experience going through high school than I had.

I ask the State Board to ensure that it is done right, and I offer my support and assistance to OSSE and the State Board to make this happen. The proposed rule needs to be revised and republished.

Thank you for your consideration.

PRES. JACOBSON: Thank you so much.

Ms. Fuchs.

MS. FUCHS: Good evening. So, I'm Laura Fuchs, and I'm a Ward 5 resident, a D.C. public schools' social studies' teacher for nine years, an executive board member of the Ward 7 education council, an active member of the Ward 5 education council, the chair of the Washington Teachers' Union, committee on political education, and I was also an active member on the Credit Flexibility Task Force.

I am coming out very much against the
proposed regulations, especially the change in
the task force recommendation to have state-
approved exams lead to credit in courses beyond
math and foreign language without the student
taking the course first.

If approved, the State Board of
Education will be creating what I believe amounts
to a blank check for OSSE to award credit using
any method they see fit with or without much
public input. While there can be lots of
promises made as to what they will and won't do,
this regulation does not ensure any of it.

Without more money, time, and
expertise to create, I'll just go with better
systems that are highly tailored to D.C.
standards, what is most likely to happen for
social sciences, English, and science courses is
that after a self-imposed three-year period, if
they follow it, we will see the possible approval
of the College Board's advanced placement exams.

I've taught AP U.S. government for the
past five years at HD Wilson Senior High.
Throughout my tenure, I've had seven students score high enough to receive a passing score or better out of approximately 150 students. According to the AP exam results, my students and I have failed to learn about the government.

One month ago, my AP U.S. government students met with Justice Elena Kagan for a 30-minute private sit-down after having seen oral arguments earlier that day. Before that, they prepared for this meeting by hearing lectures about the Supreme Court, doing textural analysis on the U.S. Constitution and legal briefs for the case, having a conversation with a lawyer, who's argued over 30 cases in front of the Supreme Court and in class discussions.

In April, they'll argue their own cases in front of a Federal Appeals Court Judges on a constitutional issue and participate in a legislative council session through the D.C. Youth and Government Program.

These same students are going to take an AP exam on this topic in May. Most of them
will not do well enough to pass. Do you want to be the Board to tell these students that the student who passed the exam without attending the class actually knows more than they do about the U.S. government?

I do not discount the importance of being able to do well on exams, but they are one measure of understanding. And, when it comes to most subject areas, they're not the best measure. They're simply a relatively easy measure to calculate.

By moving towards awarding credit for students who are good at taking tests, we're actually penalizing those same students by telling them, "This is a method of mastering the material they took the test on."

One of my passing scores from that seven came from a student who rarely attended class since it was first period and he was always late, but clearly read the book, the textbook in his own time. The student was a very logical thinker and a good reader.
He was rewarded for his cleverness with college credit. Unfortunately, he was not able to follow through, and so I'm very much against what's happening here.

PRES. JACOBSON: Thank you so much, Ms. Fuchs.

Ms. Levy.

MS. LEVY: Good evening. I'm Mary Levy. By trade, I am a lawyer, and with that hat on I will endorse Mr. Donahue's comments about regulations and the way they should be put together due diligence.

By occupation, I've studied the D.C. public schools for 35 years, done reporting analysis and data. My own children are DCPS graduates.

I support the goals of credit flexibility, and I think that competency-based learning is a fine concept, but I'm somewhat dubious about how well it will be implemented. And, I would simply urge you to pay very close attention to that.
D.C. has a long history of taking fine initiatives and implementing them in a haphazard, slipshod sort of way, and we don't want that to happen with this. What I oppose is allowing students to receive credit solely on the basis of a test for subjects other than math and foreign language.

I don't even know what problem this is supposed to be solving. I think that most students wouldn't be able to pass the test, but, I think, Ms. Fuchs has a very good point about that not being a sole way of doing it.

Now, all apart from using multiple measures for granting credit, I think, that the proposed regulation really just sort of dismisses reading, making sure that students have actually read works of literature, works of history, being able to write papers, and to receive feedback, learning how to write well.

The message I get from it is that the D.C. education authorities don't think very much of the instruction we offer. They don't think
much of the teachers. They don't think much of
the curriculum. That's unfortunate.

And, I think that at this point, you
should not be delegating authority simply to do
this to an executive agency over which you have
no control. I think that when and if OSSE comes
up with a test, it needs to be studied by
experts, it needs to be discussed by educators
and the public, and only then should this Board
vote to give this kind of authority to OSSE.

Thank you.

PRES. JACOBSON: Thank you so much,
Ms. Levy.

Ms. Reilly, you'll have three minutes.

MS. REILLY: Thank you. My name is
Cathy Reilly. I'm the executive director of the
Senior High Alliance of Parents, Principals, and
Educators, as well as the parent of former DCPS
students, and a resident of Ward 4.

As the State Board of Education, you
have ultimate authority with your vote over the
quality of our public education. You vote on the
standards and you vote on the graduation requirements.

They are prescribed, the graduation requirements, so that they'll be consistent across different administrations and different local education agencies. In this area, policy is not broad leaving for lots of multiple interpretations.

The provision before you for a waiver from the Carnegie Unit in order to pursue a competency-based curriculum, it needs some further work, but there's not a lot of research on this, but there is a case that exploring a way to allow students more time without failing and having to retake a course to gain mastery in a content area, and it has merit and we should pursue it.

In terms of less time to achieve competency, I think we need some safeguards in case it's too lean an approach that could lead to inadvertently shortchanging students, but we are actually supporting moving forward with the
competency base.

The provision that will enable students to pass an assessment OSSE approves and receive credit without taking a course, however, I believe is dangerous. It could be easily interpreted in different budget times as courses are expendable.

It leaves open the possibility that high school could be reduced to passing 24 assessments without taking courses. I don't think that's the intent, but the way it's written, it could lead to that.

Policies outlast administrations and personnel. It could be interpreted to mean students can learn online and just take the assessment. I feel this was very cautiously advanced in math and world languages almost as a placement test to enable students to move on in these highly sequential areas.

The way it's currently written, it undermines the whole idea that there's always more to learn. It kind of makes a lie of our
vision of striving to meet every high school
student where they are intellectually and provide
enrichment and challenge.

You know, the students have compulsory
education, but in the District, we don't actually
have the right, the legal right to an education,
so there's unintended ramifications in this
policy in its current wording.

So, I feel you essentially determine
the definition of what education is for our
public school students in the District of
Columbia. It's a heavy inappropriate
responsibility for our elected Board.

It's really important now because of
the pressure of to raise graduation rates. This
policy isn't right yet. It doesn't yet represent
us, but I believe you can get it there.

Now, I attached -- you know, there is
a petition. A lot of people couldn't be here
tonight, so I attached some of the views and
remarks that came in with the petition. It's
kind of supporting this view that it's moving,
you know, about the test basing. So -- and you
can go online. I left you that.

So, thank you very much.

PRES. JACOBSON: I want to thank all
of you on behalf of the Board for coming out and
testifying this evening. We've got another few
witnesses that are going to testify.

All of this testimony will be provided
to OSSE, and I'd encourage you to send it
yourself, including the petition. I think the
public comment period on this closes February 22,
and any member of the public watching may, may
provide comments to
OSSEcomments.proposedregulations@DC.gov. I
encourage you to do so.

With that, you have our thanks, and
we'll call the next panel of witnesses.

MS. WATTENBERG: Jeff, I'm sorry. Can
we ask some questions?

PRES. JACOBSON: There's not --
there's not time in our agenda and nor did we
approve a question and answer with public
MS. WATTENBERG: Will we be able to question them at the next meeting then because -- I mean, I'm hearing things like it increases the number of hours that are required and some very key issues that I had not known about myself before.

PRES. JACOBSON: We'll work with the Board and with witnesses to followup on these questions.

MS. WATTENBERG: And, will we be able to get them so that we can talk to them?

PRES. JACOBSON: We'll work with the Chair of Credit Flexibility Task Force, Ms. Laura Wilson-Phelan, on followup with these witnesses and ensuring that all Board member questions are answered and opened in a transparent manner.

Thank you all so much.

I'll now invite our next panel of witnesses. Mr. Joe Riener, former DCPS school teacher. I don't think I've seen Ms. Liz Davis
I'd invite you to come down. You'll each have three minutes.

And, Mr. Riener, you may begin when you're ready.

MR. RIENER: In my 17 years of teaching AP in grade level English in D.C., I thought a great deal about the process of educating young people in high school. I've written a book in two volumes about this topic. I'm here to tell you two things about my experience in the classroom.

Number one, it does not have to be a waste of time for students to be in a class. Number two, any test can't really measure what a student knows of a subject in humanities.

It is quite possible to engage actively and meaningfully with high school students about real issues. Genuine education can happen in a high school classroom. That's
what happened in my class. That's the premise of my two volumes.

Young people are vulnerable, curious, eager to know about themselves and the world around them. We educators ought not to disregard this precious time in their lives.

This is an opportunity to teach them, not put them in front of a computer and take a test or do a project in lieu of a classroom experience over months. In a well-taught course, they would engage with the literature or history or government or art familiar to the educated person we call a teacher.

They ought then to discuss what they're learning with their fellow students. Students need practice encountering new ideas and articulating their own either verbally or in their written work.

They need to encounter over the course of a semester or a year with what citizenship means, what love may require of them, what work is worth doing, what kindness involves, why
someone would willingly starve to write a poem or paint a picture. This is the time in the life of young people when they can begin to consider how other people who came before them contended with humanity's problems.

As a teacher, I sought for my students to read Romeo and Juliet, and then cry at the end, or read about the agony that is Haiti or police brutality in America or understand the interminable mendacity of those in authority. In these studies, they might find for themselves a lifetime of work and devotion.

Tests can't measure this process of real understanding of the world or themselves. Only a class stretching over a semester or a year can engage young people in this manner, and that's why I oppose this regulation before the committee. Thank you.

PRES. JACOBSON: Thank you so much, Mr. Riener.

Mr. Martel, you have three minutes.

MR. MARTEL: I am testifying in
support of the original credit flexibility test
was recommendation to allow an exam waiver for
math and world language courses so as to allow
students who have passed world language levels
one and two and algebra and even geometry to
enroll in the next higher level.

The state's superintendent's action to
expand the exam waiver to any subject, which
means all subjects, is not supported by evidence
of need. It should be rejected as a matter of
principle.

The Board adopted a single set of math
and foreign language standards, and if it allows
each LEA to develop its own exam, it will be
creating a multiplicity of de facto standards. A
practical and legitimate model is Thurgood
Marshall Academy's Credit by Exam Policy limited
to foreign languages and math.

Passing scores are a coded CE on
transcripts and count towards graduation
requirements, but not GPAs. Without these
necessary provisions, colleges won't know how
credit was earned and researchers won't be able
to compare testing out versus earned classroom
grades.

In 42 years of teaching U.S. history,
world history, and U.S. government to D.C. high
school students ranging from non-readers to those
with college level knowledge, very few could have
tested out of these courses on a genuine test
because their knowledge is almost always narrowly
focused.

Their fellow students benefitted from
their comments and questions as did I. Whatever
the subject, it is unlikely that a student has
studied and understood the full range of subject
standards that the Board has set, and naturally,
the curriculum and real content that is implied
or actually written out in the curriculum
standards.

The state's superintendent's proposals
ignores the well-documented fact that under
pressure to improve graduation rates, LEA
management will cheat or ignore cheating, like
the 2008 to '10 wrong-to-right erasure scandal,
or when hidden behind euphemisms like credit
recovery or concealed and default computer
settings as the Washington Post reported last
week in the policies of the D.C. public schools
where all of the midpoint values are inflated by
a half point.

I don't believe that they don't know
how to add and divide. And, an F is -- the
midpoint of an F was found to be 59, or the
Friendship Charter transcripts that have been on
the D.C. -- on the State Board website for four
years, which show three students who graduated
without completing world, all their world history
requirements, and one of them, or two of them
didn't complete U.S. history.

What has the State Board, what has the
state superintendent done about that? This is
what will happen. This is what -- why all of the
LEAs are so eager to have the flexibility to, to
Bell standards, and then to develop tests, and
then they will correct them.
Any test that developed should be administered by a single agency within the D.C., within the D.C. State, OSSE, and not each LEA having its own, its own tests, its own exam waiver.

PRES. JACOBSON: Thank you for your testimony this evening, Mr. Martel.

Thank you also, Mr. Riener.

For anyone who didn't get that, we will be providing your testimony to OSSE, but I encourage you or anyone who's watching this who has comments on this regulation to email comments to OSSEcomments.proposedregulations@DC.gov by February 22. You might also provide them to the State Board at SBOE@DC.gov. And, we will be reviewing all of those comments as well.

I know Ms. Wilson-Phelan, who's chaired this committee, has been diligent about making sure that she hears from everyone on this issue.

With that, I thank you for spending time with us this evening. You're welcome to
stay for the rest of the meeting. Thank you.

And, just to be clear, Liz Davis,
Sarah Livingston, Corinne Douglas -- okay. With
that, our public comment portion of the meeting
is closed.

We're now moving to Pre-Kindergarten
Enhancement and Expansion Funding regulations'
final approval. In 2008, the council passed the
Pre-K Enhancement and Expansion Act. The Act
contained three strategies to ensure that all
families in the District have access to high
quality pre-k education programs.

First, to expand high quality pre-k to
all three and four-year-olds. Second, to improve
the quality of all existing programs that serve
three and four-year-olds across charter schools,
public schools, and community-based
organizations, also known as CBOs, and to ensure
that well-trained, well-compensated, and highly
effective pre-k teachers are asserting in every
pre-k classroom in the District.

In fall 2015, OSSE promulgated
emergency and proposed regulations regarding the,
regarding the allocation of funding to high
quality CBO pre-k programs throughout the
District. In order to be designated as a high
quality pre-k program and to be eligible to
receive the pre-k enhancement and expansion
funding, CBOs must meet and maintain high quality
standards set forth in the Pre-K Act and in the
new regulations.

One of the requirements for being
deemed a high quality CBO pre-k program under the
Pre-K Act is that teachers meet a minimum
academic and degree requirements established by
OSSE and approved by the State Board of
Education.

The resolution before us will approve
the final regulations for these minimum academic
and degree requirements for the CBOs that receive
funding under the Pre-K Act program. The
executive director will read the resolution into
the record.

EXEC. DIR. HAYWORTH: State Board of
Education resolution SR-16-2. Whereas, in 2008, the Pre-K Enhancement and Expansion Amendment Act effective July 18, 2008, D.C. Law 17-202, D.C. Official Code 38-271, Pre-K Act was passed to ensure that families in the District of Columbia have access to high quality pre-k education programs by setting forth a funding structure for community-based organizations that meet the high quality standards enumerated in the Act.

Whereas, the Office of the State Superintendent of Education administers the Pre-K Enhancement and Expansion Program, which distributes funds to CBOs designated as high quality pre-k programs.

Whereas, in order to be designated as a high quality pre-k program and eligible to receive the Pre-K Enhancement and Expansion Funding, CBOs must meet and maintain high quality standards set forth in the Pre-K Act and in regulations regarding the allocation of funding to high quality CBO pre-k programs throughout the District, including a requirement that teachers
in high quality CBO pre-k programs meet minimum
academic and degree requirements established by
OSSE.

Whereas, Section 201 of the Pre-K Act
requires State Board of Education approval of the
academic and degree requirements as established
by OSSE for teachers and assistant teachers in a
CBO designated as providing high quality pre-k
services.

Whereas, national research has shown
that children who receive high quality early
education have stronger math, language, social
skills -- and social skills upon entrance to
elementary school, and as they advance, require
less special education, progress further in
school, have few interactions with the justice
system, and have higher earnings as adults.

Whereas, on October 2, 2015, OSSE
published emergency and proposed regulations
regarding the allocation of funding to high
quality CBO pre-k programs throughout the
District in the D.C. Register.
Whereas, the proposed regulations were circulated throughout the District for a 30-day comment period and OSSE received one comment regarding the academic and degree requirements for teachers requesting OSSE clarify whether the minimum educational requirements include degrees or concentration in early childhood special education and OSSE made revisions in response.

Whereas, the State Superintendent and members of the State Board of Education have engaged in a period of public engagement, including receiving testimony from the public and from OSSE regarding the proposed academic requirements for teachers and assistant teachers in high quality CBO pre-k programs at public meetings held on January 6, 2016, January 20, 2016, and February 3, 2016.

Whereas, the State Board of Education has reviewed the elements of the final rulemaking implementing the academic and degree requirements for teachers and assistant teachers in high
quality CBO pre-k programs and finds that these requirements will ensure that well-trained, well-compensated, and highly effective pre-k teachers are serving every high quality pre-k classroom in CBOs across the city.

And, now, therefore, be resolved that on February 17, 2016, the State Board approves the final rulemaking implementing the academic and degree requirements for teachers and assistant teachers in CBOs designated as high quality pre-k programs pursuant to the Pre-K Enhancement and Expansion Amendment Act.

PRES. JACOBSON: Thank you, Mr. Hayworth.

I would now entertain a motion to approve the resolution.

MS. JOLLY: So moved.

PRES. JACOBSON: Moved by Ms. Jolly.

Is there a second?

MR. WEEDON: Second.

PRES. JACOBSON: Seconded by Mr. Weedon.
Now that the motion has been properly moved and seconded, do members have comments?
You would have up to five minutes.

Ms. Lord, our At-large member.

MS. LORD: Thank you. Well, first in my due diligent role as resident journalist, I'd like to point out a couple of small typos and errors. Assistance teachers in the fourth whereas should be "Assistant teachers," not "Assistance teacher."

In the third to last paragraph, technically, these were working sessions and public meetings, not public meetings, January 6, January 20, and February 3.

And, in the penultimate paragraph, I think, we should insert, "Will help to ensure well-trained, well-compensated, and highly effective pre-k teachers" because there is no evidence that requiring teachers to have a college degree ensures that they will be better qualified or better paid.

And, finally, I would like to suggest
that we add a whereas that the results of the, or
the effect of this proposal are reported back
annually as we have done with other rules and
regulations so that we know that the, the
proposed rule had the intended effect of raising
quality, just getting a readout.

PRES. JACOBSON: Do you have specific
language for your motion?

MS. LORD: It would say something
following the -- right before the "now be it
resolved," "Whereas the State Board of Education
expects OSSE to report annually on the effects of
the program," or something like that, or "Report
on the quality and the effects of the proposal."

PRES. JACOBSON: Our executive
director will read the language to be clear, and
then we will ask the mover and the second if
these are considered friendly amendments.

EXEC. DIR. HAYWORTH: So, I believe,
the new "Whereas," should read, "Whereas, the
State Board expects OSSE to report annually on
the quality and impact of the program."
MS. LORD: The quality and impact of the program.

PRES. JACOBSON: Is that amenable to the mover and to the second as a friendly amendment?

MS. LORD: Yes.

MS. JOLLY: Yes.

PRES. JACOBSON: Wonderful. Accepted as friendly. All of the comments and corrections will be accepted as friendly, and staff retains the right to make additional technical corrections to all of our resolutions.

MS. JOLLY: Correction. Mr. Weedon was actually the seconder. I thought I beat him to it.

PRES. JACOBSON: Thank you, Mr. Weedon.

MS. ANDERSON: Can I offer an amendment to Mary's amendment?

PRES. JACOBSON: Ms. Anderson from Ward 4.

MS. ANDERSON: Because I would say
that instead of saying, "Will help to ensure," I believe that more appropriately would be that, "We believe that these requirements serve to support efforts that well-trained, well-compensated, and highly effective pre-k teachers are served at every high quality pre-k classroom in CBO across the city."

Because I don't believe -- again, I don't believe that we can certainly say that, that we could say with any certainty that they will ensure, I don't believe we can say that they will help to ensure necessarily, but I do believe that they -- in our direct specificity, I think we can say that they support our efforts to ensure that these things might happen.

So, instead of we believe that --

MS. LORD: So, instead of "Will help to ensure," "Will support our efforts to ensure."

"Will support efforts to ensure."

MS. ANDERSON: Our efforts, yes.

MS. LORD: I accept that amendment.

PRES. JACOBSON: That motion has
already been approved, so this would be an
additional amendment to the motion on the table.

MS. JOLLY: I accept.

PRES. JACOBSON: Mr. Weedon?

MR. WEEDON: Could you read what it
would now read, please?

PRES. JACOBSON: Mr. Hayworth.

EXEC. DIR. HAYWORTH: Sure. So, in
the penultimate paragraph, it would read,
"Whereas, as the State Board of Education has
reviewed the elements of the final rulemaking
implementing the academic and degree requirements
for teachers and assistant teachers in high
quality CBO pre-k programs and finds that these
requirements will support efforts to ensure that
well-trained, well-compensated, and highly
effective pre-k teachers are serving every high
quality pre-k classroom in CBOs across the city."

MR. WEEDON: I'd accept that.

PRES. JACOBSON: Then your amendment,
Ms. Anderson, is accepted as friendly.

Is there any additional comment on the
resolution?

(No response.)

PRES. JACOBSON: If not, I'd like to call the question.

Would -- Mr. Hayworth, would you please read the roll?

EXEC. DIR. HAYWORTH: Mr. Jacobson.

PRES. JACOBSON: Aye.

EXEC. DIR. HAYWORTH: Ms. Williams?

Ms. Williams?

(No response.)

EXEC. DIR. HAYWORTH: Ms. Lord?

MS. LORD: Yes.

EXEC. DIR. HAYWORTH: Ms. Wilson-Phelan?

MS. WILSON-PHELAN: Yes.

EXEC. DIR. HAYWORTH: Ms. Wattenberg?

MS. WATTENBERG: Aye.

EXEC. DIR. HAYWORTH: Ms. Anderson?

MS. ANDERSON: Aye.

EXEC. DIR. HAYWORTH: Mr. Jones?

MR. JONES: Aye.
EXEC. DIR. HAYWORTH: Mr. Weedon?

MR. WEEDON: Aye.

EXEC. DIR. HAYWORTH: Ms. Jolly?

MS. JOLLY: Aye.

EXEC. DIR. HAYWORTH: Mr. Contreras?

MR. CONTRERAS: Aye.

EXEC. DIR. HAYWORTH: Ms. Whittington?

MR. WHITTINGTON: Aye.

EXEC. DIR. HAYWORTH: Mr. President,

the vote is -- excuse me, eight, two. Eight with
one absence and two approvals by the student
representatives.

PRES. JACOBSON: The motion as amended
-- the resolution as amended is approved.

My School DC presentation. We are
pleased to be joined tonight by Aaron Parrot,
managing, data manager of My School DC, will
provide us information about My School DC, and
the upcoming deadlines for grades pre-k three to
eight.

Mr. Parrot, if you would make your way
to the witness table. Your presentation is on
This year marks the third year in the My School DC common lottery process. The lottery provides a single application for a large majority of the District's public and public charter schools having a unified system where parents and guardians can learn about District schools and find the one that best fits the needs of their student.

Mr. Parrot, you'll have five minutes, and then we'll have questions from members on the lottery process and your presentation. You may begin when you're ready.

MR. PARROT: Sure. Thank you very much for having us and allowing us to present. First off, I thought I'd just run down what exactly My School DC is.

It's our lottery application, it's an online application, and it's used for people that are interested in attending a new school, so participating public charter schools, pre-k three to twelfth grade, any DCPS out-of-boundary
school, any pre-k three or pre-k four program at any DCPS school, and that includes your in-boundary school, which is important for residents of D.C. to know, and then also any DCPS selective citywide high school.

So, if you're happy where you're currently at, then there's no reason for you to come to My School DC, but if you're interested in a different school or if the school you're attending may not serve all grades, then you would be coming to My School DC to explore other options.

We are currently in the middle of the lottery application collection period. It ended for high school back on February 1, and then it will end for pre-k three through eighth grade on March 1, so if you're watching this or hearing this, anytime today or in the near future, and you're interested in submitting an application, you should do that as soon as possible.

We'll release results of the lottery on April 1, and then students will have about a
month to enroll in any school that they're matched with through the lottery. I will bring this up a couple of times tonight since it's very important that people are aware of the date of the deadline, but pre-k three through eighth grade is March 1.

Applying before March 1, where can you go? It is -- you can -- it's online, so you can go to our website and complete an application there. You can call our hotline number and you can submit an application over the phone.

They're available Monday through Friday, 9:00 to 5:00. You can also go in person for application assistance to scheduled office hours, and you can find those on our calendar of events featured on our website.

And, we don't want people to wait to the last day, so we encourage people to turn it in as soon as they're -- as soon as they know their selections.

The application is very easy to complete. You need to know information about
your child, the name, their current school, their
grade, basic family information, the guardian's
name and address, and then the schools that
you're interested in.

You can pick up to 12, but you don't
have to list 12, and you want to put them in the
order you prefer. So, list your first choice
first, your second choice second, your third
choice third, and so on.

If you're applying for multiple
children, you want to put all of those siblings
in the same account, so you don't want to create
different accounts for all of your children.

The ninth through twelfth grade
deadline has past. We're currently in the post-
lottery period, which means we still collect
applications, but at this point, it's a first-
come, first-served basis.

To submit an application for high
school, again, you can go online, complete it
there, you can call our hotline, we can help you
over the phone, or you can go in person to any of
our scheduled office hours.

And, just to reiterate, now if you're applying for high school, you'll receive those results on April 1, but you'll be added to the wait list in the order that you had applied.

The application is very easy to complete for high school as well. It's basically the same information, name, current school and grade for your child, the name and address for the guardian, your school selections in the order you prefer them.

With the one exception of the selective high schools, those have additional requirements, such as grades, report cards, recommender emails, and in some cases, essays. And, you can get a full list of those additional requirements per -- for each school on our website.

Our materials are also multilingual, so things that are available in English and Spanish, our entire application, our entire website, and our school directories, which I have
some with me today if anyone is interested in
taking one, and then we also translate many other
items into English, Spanish, Amharic, Chinese,
Vietnamese, and French. That includes portions
of our website, school videos, application, user
guides, fact sheets, language pages on the
MySchoolDC.org.

We also have bilingual staff and a
telephonic interpretation service, so anyone,
even outside of these six languages, can call us
for assistance over the phone. So, if you know
someone who is interested in applying, but may
need that additional language assistance, please
have them call us.

All lottery results are released on
April 1. And, you can go to the website, log in
to your account, view your results there. You
can call our hotline and one of us can tell you
or help you with the results over the phone. I
will warn you that on the April 1 release of the
results, the hotline is very busy, so you may
need to call the next day or, again, check it out
online.

We also send results home by U.S. mail. Those will come a few days after the April release. And, if you are matched with a school, you have until May 2 to enroll.

Resources for finding schools. We have a school finder on our website, which allows you to put in an address. You can find your in-boundary school and you can filter by grade and specialized program, and you can also learn about the transportation options that are available both how long it would take you to drive or how long it would take you to use public and the distance.

You can also look at our calendar of events. We encourage people to check out open houses for schools, go and visit them, and you can also learn about our My School DC events and office hours there.

And, we are later in the application period, so we only have a few library events left, and those are in Mount Pleasant and
Petworth, but we do hold them all over the city.

And, then resources to understanding
the lottery. I know you -- I might be going very
fast. I was trying to get through this in five
minutes, but please let me know if you have any
questions.

We have a video online, and this is
translated into Spanish and subtitled into the
other four languages, but gives you a really
great overview of what the lottery is. It's
three minutes. I encourage you all to check it
out.

And, if you're interested in a much
more detailed explanation of the matching
algorithm, we also have a much extended video,
and this runs about ten minutes. It kind of goes
through the whole process of how it works.

You can also check out the My School
DC website. It is very extensive. We have a
very robust frequently asked questions' page, key
terms, information on how to apply, a lot of
information about schools, and a lot of just
resources that are contained within the website,
but also link out depending on what you're
interested in.

I should note that there are 13 days
remaining when I created this PowerPoint. You'll
see in our countdown clock there it says 19.

If you do have questions, please do
call our hotline. They're really great and
they're very knowledgeable and they deal with a
lot of the common issues every day and really
work through that with you. And, then email us
at info.myschooldc.dc.gov is another great way to
get help or information.

One last time, the My School DC time
line, we're coming up on March 1, so you want to
turn in that application for pre-k three through
eighth grade as soon as you can. And, then if
you are applying to high school, you do want to
put that in as soon as you can as well, March 1.

All right. And, this is just a list
of the My School DC team in case you have more
specific questions. For any person in the
public, I would certainly suggest you to contact the hotline as you will get immediate assistance through there.

PRES. JACOBSON: Thank you so much for your testimony today, Mr. Parrot.

MR. PARROT: You're welcome.

PRES. JACOBSON: Do Board members have questions?

Mr. Weedon, then Ms. Wilson-Phelan.

MR. WEEDON: So, first, thank you for being here tonight and thank you for the work that My School DC does to make the process simpler for our constituents across the city to apply and understand the process.

There's one question about the website that I wanted to ask about. When you talk about find your in-boundary school, in the District, we have a geographic right, as well as a feeder pattern right. So, does the system allow you to enter your current school to see where you would feed? I did not see that.

MR. PARROT: Not on the website, but
it -- there's no feature on the website that
allows you to put in your current school, but in
the actual application when we ask for your
current school, when you get to the school
selection page, it will show you both your feeder
and geographic rights.

MR. WEEDON: So, I would say that's
great, thank you, but as a parent who's going
through this process, I have a fifth grader who
will be applying, knowing that in advance when
you're beginning the process of searching and
having that feature added to the basic site,
would be a valuable tool for parents so that you
know where you live or the school you attend
gives you a right to a certain DCSP school.

And, on that, last February, the Mayor
did a change to the boundaries that were adopted
by the Deputy Mayor the previous year. Mayor
Bowser moved to allow Kelly Miller students into
the Eastern community.

Currently, if you enter your -- and
Kelly Miller students that -- graduates of Kelly
Miller have a right to both HD Woodson and Eastern. If you enter a geographic address within Keller Miller, you only get the right to HD Woodson.

And, I'm wondering if that's an issue with the software or whether that's something that was in the Mayor's proposal? Throughout the rest of the city, you have a right based on your geography of the middle school to your destination high school, so that's a quirk, I'm not sure if that's the system --

MR. PARROT: Are you referring to the school finder or the application itself?

MR. WEEDON: The school finder.

MR. PARROT: Okay. And, you're saying that when you entered in an address within the Kelly Miller --

MR. WEEDON: You are only provided the option saying that HD Woodson is your neighborhood school.

MR. PARROT: Yes. I believe that's because the school finder is based on solely
geographic right, but I can look further into that, yes.

MR. WEEDON: So, if you can look into that. And, then the last question, how many seats are available for sixth grade across the District?

MR. PARROT: Currently?

MR. WEEDON: Currently.

MR. PARROT: I wouldn't be able to tell you.

MR. WEEDON: Could you get the, get the Board that information?

MR. PARROT: The problem is that we don't run the lottery until March, so we haven't actually collected the seats yet.

MR. WEEDON: But we know how many seats are being offered, correct? How many middle school seats are being offered across the city DCPS or public charter?

MR. PARROT: Not yet. We don't actually collect them until the middle of March.

MR. WEEDON: So, we're allowing
students to apply for schools and we -- so as a parent, I'm looking -- you say order -- list your selections in the order you prefer. Now, there's a calculated risk there if I'm applying to the school that as 5 open seats, I should put that higher on my list than if I'm applying to a school that has 50 open seats.

You're playing the odds a little bit, and this is a lottery, and we're all clear that this is a lottery, so parents need to know how many seats are available and how many open seats are in each school across the city before this process.

MR. PARROT: Two things. One, we do list an aggregate by grade level the number of seats that were available the past two years, so that is out there. And, like I said, we don't have it for this year yet.

MR. WEEDON: Aggregate, but not at individual schools.

MR. PARROT: And, one comment that you made there in filling out the application, and I
would certainly suggest you to review the video, it isn't -- the number of seats that are available at a school, shouldn't affect the order that you prefer your schools on the application itself.

MR. WEEDON: But it will because as a parent, I'm playing the lottery, it is a chance, so if I'm applying for 5 open seats with 500 other students in the city, my odds are very small, if there are 50 open seats, my odds go up, so that should be a factor that gets taken into account as I determine my preferences.

MR. PARROT: The -- the odds do not change depending on where you rank the school, so you don't get a better chance of getting in if you rank it first or fifth. It just tells us the order that we should try and match you. The rankings themselves are not weighted.

MR. WEEDON: Right, but within that order that does play -- play a factor in our application process. Regardless, I would request that My School DC provides the Board with a full
list of how many seats are available by grade and
by school both DCPS and public charter. That's
information that should be public.

    I've asked for it for the last two
years quite frankly and not able to obtain that.
But that's information that should be public and
accessible to the, to everyone.

    MR. PARROT: Sure. And, I'm sure
everyone is aware that My School DC is controlled
by the Common Lottery Board, and so I'm welcomed
to connect you directly to them to appeal for
that information, but that is one reason why we
don't currently release it.

    PRES. JACOBSON: The staff will work
with members and with council if we must to try
and obtain this appropriate information that
should be public and should be made available to
education elected officials.

    Thank you, Mr. Weedon.

    Ms. Wilson-Phelan, and then Ms.

    Wattenberg.

    MS. WILSON-PHELAN: I'm not sure if
you can answer this, but thank you for being here.

MR. PARROT: Sure.

MS. WILSON-PHELAN: I'm really curious about the processes that My School uses to try to ensure that parents who might not have access to technology or time frankly to navigate the complexity of school choice, enroll in that, and have the opportunity to actually enter the lottery while at the same time ensuring that we are not intentionally enhancing student mobility across the city where mobility is a challenge and a potential source of not only logistical challenges and financial challenges for schools, but also quality of education that students receive.

MR. PARROT: Sure. I'll address the first part of that question first. We run an extensive parent engagement campaign across the city. We have two years of data that we look at and compare to public school enrollment and we really don't see anything in there that is
troublesome that makes us think that we aren't reaching everyone.

Remember, our message is a little difficult because we don't want 100 percent of the District to fill out an application.

MS. WILSON-PHELAN: Right.

MR. PARROT: If you're happy where you're at, you stay where you're at, so it's really a measurement of whether people are aware of the process.

And, we are finding that, I think, in this third year that we've kind of, I think, we'll know more once we see the total number of applications that come in, but that people are aware of it, and then choosing whether to use it or not.

The other reason that we have such an extensive almost three months' long application period is to give people plenty of time to first hear about it, then do research, then submit their application, and in most cases, go back in and change their application because they've, you
know, thought about it some more. And, you're not penalized if you submit on the first day or the last day. You're treated exactly the same.

And, as far as more in-depth information about the actual engagement or campaign or outreach tactics that we use are in—Bocquet, our parent engagement manager, is a perfect person to ask about that and she heads that up, and I'm welcome to put you in contact with her.

MS. WILSON-PHELAN: Yes, I know her already. Thank you though.

MR. PARROT: Yes.

MS. WILSON-PHELAN: So, do you have statistics off the top of your head about percentage of families across the city who use My School versus default to their neighborhood school by Ward, for example?

MR. PARROT: Not off the top of my head.

MS. WILSON-PHELAN: Okay.

MR. PARROT: That's a pretty extensive
MS. WILSON-PHELAN: Right. Well, you had said that you -- the statistics don't indicate that there's a discrepancy between student -- family members who might be of upper class and parents who might not be of upper class, so I thought maybe you'd have that information.

MR. PARROT: Sorry, let me clarify. When we look at public school enrollment by Ward and we see how many students are coming from Ward 2, Ward 2, Ward 4, Ward 7, Ward 8, we're seeing the same amount of participation in My School DC. Does that make sense? Percentage-wise.

MS. WILSON-PHELAN: No. Can you say that one more time?

MR. PARROT: Sure. So, if -- I don't have these numbers directly in front of me, but if we think -- I do -- they might actually be up on our website. If you find that 19 percent of the public school enrollment is in Ward 7, we're finding somewhere between 17 and 20 percent are
applying through My School DC.

Does that make sense? Of all of our applicants, 17 to 20 are coming from Ward 7, which mirrors the same amount of participation in the public school system.


Thank you.

MR. PARROT: Yes, okay. Sure.

PRES. JACOBSON: Thank you, Ms. Wilson-Phelan.

Ms. Wattenberg, then Ms. Anderson.

MS. WATTENBERG: Two quick questions.

One, going back to your -- is this on?

PARTICIPANT: Yes.

MS. WATTENBERG: Going back to your response to Mr. Weedon. So, I'm confused. Are you saying that if I put a school first on my application or if I put it tenth, my chance of getting into that school is the same?

MR. PARROT: Yes, except we try and match you to your first choice first. If you get in there, if you get a match there, we don't try
and match you anywhere else, so in that sense, you have less of a chance of getting into that lower-ranked school, but you have the same chance if you rank it first as someone else who ranks it twelfth because we look only at your random lottery number.

So, if someone who ranks it twelfth did not get into their first through eleventh choice --

MS. WATTENBERG: So, if I'm -- if I'm number one, I get whatever I ask for. If I'm number two --

MR. PARROT: Not necessarily. Again, we have a ten-minute video on, online. It is quite informative. It is visual, which, I think, is helpful in this context, and I would encourage you to look it up. And, I'm happy to talk with you in, extendedly about the algorithm and how it works.

MS. WATTENBERG: The only thing I'll say, and I'm not nearly as involved in this as other people are, but I do hear that people game
it, and if it's not the case to ask people to --
I wish we had a very clear simple answer to that.
That's all.

But here's my -- if you want to
respond, you can, but I can also go forward.

MR. PARROT: Just to the comment of
gaming. I'm not aware of any such gaming that
does exist. In fact, the algorithm itself is --

MS. WATTENBERG: I mean, parents do it
in the sense that they've tried to think about,
"Wow, I really want to get into this one, but it
has -- but this one has fewer seats," so they,
they sort of put their application together with
regard to where the seats are --

MR. PARROT: Yes.

MS. WATTENBERG: -- or where the,
where the seats aren't thinking they'll be more
competitive, which then jams up and creates
longer lines for --

MR. PARROT: I would say if you have
a person who's applying to schools and they are
not putting those schools in the order that they
actually prefer them because of some third
dfactor, they're only doing a disservice to
themselves. There is not a better way or another
advantage to getting that seat.

MS. WATTENBERG: All right. My second
question is with regard to pre-k three and four,
so they don't have the same geographical
connection that other seats have. Can you
explain how that works?

In other words, in the k-12 system,
your neighborhood school you have a priority for,
but in pre-k three and four, I think, that's a
little different. Is that not the case?

MR. PARROT: For pre-k three and pre-k
four, they are not compulsory grades in D.C., so
you have to apply in order to attend. They're --
and it's not guaranteed that you get a seat
there, except for a few DCPS schools now offer
guaranteed pre-k if you apply in the lottery.

So, as long as you submit an
application of that school, and the full list of
schools is on our website, you'll get a seat
there. Those that --

MS. WATTENBERG: At your local, at

your school?

MR. PARROT: Yes. There are, I think, ten or more that now offer that for this next school year. There were six, I think, this past school year that offered that, so it's not every school.

For those schools that don't offer that or if you're applying after the lottery, if you reside in the geographic boundary of the school, you do receive an in-boundary preference, which means you get in before anyone who does not have that preference, anyone who's outside of that boundary, but, again, it doesn't guarantee you a place at that school.

MS. WATTENBERG: I understand. Thank you. Thank you, very much.

MR. PARROT: You're welcome.

PRES. JACOBSON: Thank you, Ms. Wattenberg.

Ms. Anderson from Ward 4, and then Mr.
Jones from Ward 5.

MS. ANDERSON: Thank you for the presentation. I was asked by a couple of folks to inquire about an issue where if a child, particularly the pre-k, for children whose birth dates fall toward the end of the year and they're not able to enroll at the beginning of the school year, the year.

Is there a possibility of a midyear involvement for those people so that their children can get into the system? So if they're a three-year-old, they can -- and they won't be three until a certain time that they can -- I mean, they do become three after that deadline, would they be able to enroll let's say midyear?

MR. PARROT: I think -- I'm not sure about the midyear part, but, I think, what you're referring to is our September 30 age cutoff, --

MS. ANDERSON: Yes. Yes.

MR. PARROT: -- which is standard for My School DC. So, every school that participates in My School DC for pre-k three, pre-k four, and
kindergarten, you have to be either three, four, or five by September 30 in order to apply to that grade.

There are a few schools that don't participate in My School DC that I do believe have a later cutoff, but you'd need to follow up with them individually.

And, one of the main reason that we have that age cutoff is that when a student enrolls in one school at an earlier age, and then tries to, maybe moves across the city and tries to enroll in a new school, they're prevented from continuing of that, that grade, you know, going into the next grade level up, and so having to repeat that year.

And, so my creating a standard grade with all participating schools, it creates a much easier process and easier system for families to navigate to. But, the family is welcome to reach out to the hotline and they can walk them through their options. I know that there are a number of pre-k options that are available outside of My
School DC that may be available for those with a later birth date.

PRES. JACOBSON: Thank you, Ms. Anderson.

Mr. Jones, and then Ms. Lord.

MR. JONES: Thank you, Mr. President.

I want to follow up the line of questions from my, two of my other colleagues, the Ward 6 and Ward 1. First of all, the Ward 1 colleague's questions in reference to, your remarks and reference to each Ward, you said there was the same percentage.

And, I want to give you an opportunity to sort of repeat it because I'm a little bit not sure of what, what you're getting at. So, before I ask you what I assume you're saying, if you can repeat it again in reference to the percentage of applicants in each Ward.

MR. PARROT: Yes.

MR. JONES: And, if you said they'd mirror from Ward 1 through 8?

MR. PARROT: Yes. So, we're not
seeing that participation is higher in one Ward than another than where it already is higher for public school enrollment. Does that make sense?

I think, it's helpful if I kind of couch this question in the context that My School DC is not trying to get every student in the District to apply, right? So, we don't have a really good way of measuring whether everyone knows about My School DC, right, because the best way to know if you know about My School DC is to fill out an application, and therein lies this kind of problem that we have.

So, what we do look at is that of those that are participating in My School DC, do we see that there are more people applying from one area of the city than another than we would expect there to be, and we don't.

What we see is that when you look at the public school enrollment percent, percents by Ward, so the percent that participate in public school in Ward 3, the percent that participate in public school in Ward 4, we're seeing those same
percentages also participate in My School DC.

MR. JONES: Okay. All right. Because I've got limited time, but --

MR. PARROT: Sure.

MR. JONES: -- I'd like to followup later.

MR. PARROT: I'm happy to talk to you afterwards.

MR. JONES: Okay. The other question is, now, I understand how lotteries work and the models mathematically. And, your response of not knowing how many slots are available doesn't add up because when you develop a model for lottery, when you're a player, you don't know what the model is, but on the person that's creating the model that dispenses, and this case, we'll say, the prize, which is a seat in the school, the model is supposed to be exact, which means for every model, you should know the level of prizes throughout that model.

So, for example, if you've got a book of scratch tickets that a lottery dispenses,
within that book of 300, they have tiers of
prizes. They do the same thing with, when they
do fixed incomes' securities on Wall Street.

There is no difference, which means
how do you allocate a prize if you don't know
your tiers the exact prizes? That just doesn't
make mathematical sense. So, you have to get
back to this Board and explain that.

I mean, if there's only five seats,
you should know there's only five seats and you
should know exactly where those seats are. I may
not know as a parent applying, no parent may
know, and that's fine.

That's essential and that's basic in
lotteries, but on the side of the lottery where
you create a model, you should know exactly what
every tier is in that model and where it's
assigned, thus, you don't have a prize.

MR. PARROT: Sure. There's a couple
of things there.

MR. JONES: So, there should be a
mathematical structure and that I do know because
I develop them, so I'm saying, your response just doesn't make a lot of sense. And, maybe you just don't know the -- and I'm not attacking you, I'm just saying, it just doesn't make a lot of sense.

MR. PARROT: No, I'm happy to answer that question. There's a couple of things there that maybe it would help to clarify. When I say, "I don't know the seats yet," I mean that we do get the seats in March, we get them by grade and by school, and at that point is when we run the lottery.

One reason that we don't collect them until then is because a lot of schools look at their re-enrollment, so they need to know how many students are coming back next year. And, that informs how many seats that they're going to make available in the lottery.

To address the point about it being a lottery and the mathematical model, maybe it's important to clarify that it's actually an algorithm that we use, which is a set of instructions, right?
MR. JONES: That's different.

MR. PARROT: Right. And, the term "lottery" we use because it's very accessible, and we also do use a random number and assign it to each student. That helps facilitate that algorithm.

And, again, the video is very helpful in explaining that. I'm also very available to talk about that in depth, but it is a very straightforward process as far as running the lottery.

We just don't currently have all of that information in one place yet because, again, we don't actually know how many applicants there are. The lottery application period is still open.

MR. JONES: But you don't have to.

And, again, you use the term, "Random."

I know my time is up, and I apologize, Mr. President.

But even if you use a random number or the concept of it being random, there has to be a
universe. So, what is your universe to determine that you're using the model of something being random so that, that doesn't put me at any disadvantage more than any other parent?

MR. PARROT: Yes. I mean, and for someone who maybe really wants to dive into the, the weeds of the matching process and the algorithm, on top of the video, I can point you in direction to, it's called, "The Match Stable Algorithm," and they use it for finding kidney donors and for a number of other aspects. It was developed by a Nobel Prize winner, Alvin Roth.

There's a lot of information that explains how this process actually works and how it's not only being used in D.C., but other school districts as well. I'm happy to --

MR. JONES: I understand, but I'm saying --

MR. PARROT: -- connect you with that.

MR. JONES: -- your explanation doesn't, doesn't fit that process. I'm familiar with that.
MR. PARROT: Okay.

MR. JONES: But your explanation doesn't, doesn't fit, so, yes, I would like to, to know because it's important that we can share the information to the parents in an honest transparent manner.

MR. PARROT: Completely agree.

MR. JONES: And, that's very important because there are individuals out there that believe that the system doesn't work for some families, and, I think, it's important that we all know how it works.

We don't have to know how randomizers work or the algorithm or how it's structured, but we should be able to explain it in plain English to the families that have to participate and desire to participate.

I think you know it, but I just think it's not being explained in the manner that individuals, just plain individuals that don't deal in this stuff every day would know it. And, so -- but that just concerns me because it should
be a specific number for each slot or prize, but
I'd like to talk to you further about, about the
model.

MR. PARROT: Sure.

PRES. JACOBSON: Thank you, Mr. Jones.

Ms. Lord, our At-large member.

MS. LORD: Thank you very much. And, thank you, I've had the benefit of several community meetings with My School DC. So, I just want to get a couple of points of information to give this some context and perspective.

What percentage of DC publically educated students currently attend an out-of-boundary seat, a seat other than the one that they would be assigned to?

MR. PARROT: That's not information I currently have off the top of my head. And, actually, I'd probably direct you to OSSE. They would have a much more specific answer to give you and they handle enrollment, so they would be the, the best source.

MS. LORD: Okay. Well -- well, how
about for the high schools? Roughly how many applications were filled out?

MR. PARROT: The past two years are available on our website. The current year, we're still in the process of finalizing.

MS. LORD: Would you say it was more than half of the students?

MR. PARROT: Again, I don't know the total number of high school applicants. I can tell you that in the rounds of, the first round of the lottery last year, it was somewhere around 3,500 applications for ninth through twelfth grade.

MS. LORD: Now, help me figure out what sort of improved from last year? Last year there were record numbers on wait lists, 7,000 for charter schools, 8,000 for DCPS. There was some wait list shuffling, some uncertainty moving into the beginning of the year.

Has this year's process done anything to reduce the wait lists or are we -- and are we still going to see sort of crowding at certain
grades? Pre-k three, pre-k four seemed to be a huge intake point because those are lottery only. Similarly, the transition into middle schools, and, again, into high schools.

MR. PARROT: I'm not sure that I fully understand your question, but I'll try and explain what My School DC's role in all of that is. We collect the applications and provide the results to schools and schools manage those wait lists.

Because of the design of the matching process, we don't wait list students at schools they ranked lower than where they were matched, so in that sense, we're creating a much clearer wait list, and you know that those students that are on that wait list prefer that school compared to where they are currently at or possibly where they were matched, right, and so we're getting a clearer sense of what wait lists are around the city.

Last year, we did that for round one and round two, and then in the post-lottery
period where applicants are submitting
applications one at a time, there's no more
lottery. You're just added to a wait list. We
didn't have that insight into where that post-
lottery application may have compared to a school
selection that they had put in the first round in
the lottery.

This year going forward, we will, so
we'll actually be able to refine those wait lists
and keep only students on those wait lists that
are actually interested in that school still, and
those that got matched to a school that they
prefer more, they'll be removed from all wait
lists below that.

So, that'll certainly be helpful to
schools when they have seats open and want to
extend an offer of a seat out to a student, and
it'll be helpful for parents that are on the wait
list to know that there aren't other people on
the wait list that may no longer be interested in
that school. But that's the extent of My School
DC's role in wait lists.
MS. LORD: So, we're probably still going to see some element of uncertainty because there are parents who may have, you know, they may have changed their mind about which school they really prefer or whatever or there could be siblings in different schools, things like that.

MR. PARROT: I mean, just like in years' past, I think, you're going to see parents that apply to schools and that they're interested in and go on the wait list and if an offer is sent out and they decide that they're, that they want to take it, they'll take it, and if they decide they don't, then they'll stay where they're currently at. Beyond that, I don't know if I can speculate more.

PRES. JACOBSON: Thank you, Ms. Lord. Ms. Jolly, did you have any questions at this time?

(No response.)

PRES. JACOBSON: Mr. Contreras?

(No response.)

PRES. JACOBSON: Ms. Whittington?
(No response.)

PRES. JACOBSON: I have a couple of questions, and then, I think, Mr. Weedon had another question or two.

I appreciate that you provide the website in multiple languages. I think that's incredibly important. Does the hotline also accommodate multiple languages? I think you said it did.

MR. PARROT: Yes. Two of our three hotline staff are bilingual, and then we have a telephonic interpretation service. Actually, on deadline days and results' days, it's not just our hotline.

I'm on the phone, other -- My School DC staff are on the phone, and so if anyone calls in needing assistance in any language, our hotline manager can give you the full list of languages that we've accessed on that service, but we're able to assist them through that.

PRES. JACOBSON: Terrific. Now, I said this last year at lottery time, I think, I
said it the year before, I'm probably going to have to say it again next year. There's the great common lottery at My School DC, but to get to any of the information about a school, the real information, you have to go to Learn DC, which is a totally separate website that is still managed by the Mayor basically.

That's not convenient for families. It's just not. A lot of money is going into maintaining two separate websites. That should actually have the same information on it, and I hope that we can work together to make sure that we're not wasting taxpayer dollars maintaining two separate websites that when an integrated site that can provide the common lottery and all of the information and data about the schools that parents need when they're making their choices should accommodate it. So, I'm just saying that for the record.

I also have a question. Under lottery preferences -- I'm looking at Garrison Elementary. It's one of the schools in my Ward.
Some of the students there are from Ms. Wilson-Phelan's Ward and from Mr. Weedon's Ward.

On the lottery preferences, they're listed in alphabetical order, in-boundary, in-boundary with sibling accepted, in-boundary with sibling enrolled, proximity, sibling accepted, and sibling enrolled. Why are they alphabetical order and not actual preference order?

MR. PARROT: They vary greatly by school and each school determines the order of those preferences. Even within DCPS, they can be different from a dual language school to a school without a dual language program.

So, because we put that website up in the fall and schools may need more time to assess where they want their preferences to be or what order, we don't put it -- we don't put it in order of the actual application of the preference because we don't run the lottery until March.

PRES. JACOBSON: Okay. Well, if different schools have different preferences, then it's even more important that those
preferences be very clear on the website.

MR. PARROT: Sure. I --

PRES. JACOBSON: Do you disagree?

MR. PARROT: I don't disagree. I think it is a fair --

PRES. JACOBSON: Okay. Then -- I'm running out of time, so I'm going to move on.

When I click on My Learn DC school profile for Garrison Elementary and I'm taken to the separate website that has all of the data on it that I need to make a selection for my child, when I roll down to student achievement, it's just text.

Everything else has really nice graphics, but the scores for Park aren't on there. In fact, Park isn't even in the middle. It says, "Next Gen or the DC CAS."

So, I can click on DC CAS, and there's some really great graphics, but when I'm on Next Gen, which is actually Park, I have to then click yet another link to see a graphic about the Park scores for that school. So, can you explain that to me why that's the best way to do it?
MR. PARROT: Learn DC is run out of
OSSE, which I actually --

PRES. JACOBSON: You guys don't work
with OSSE.

MR. PARROT: -- don't currently work
on that project. So, if there's an issue or a
question about the My School DC website or any of
the school profiles that are listed there, I can
certainly answer that.

PRES. JACOBSON: Got to talk to
different staff that are paid differently and
separately.

MR. PARROT: I mean, it's a totally
separate building with -- yes.

PRES. JACOBSON: Okay. I think you've
proven my point. Thank you.

We'll go back to Mr. Weedon from Ward
6 to ask -- if we could keep it to three-minute
rounds this time, we'd appreciate it. Thank you.

MR. WEEDON: I'll try to keep it
quick.

First, I want to make sure that
everyone is aware, and thank you for being here.
My School DC does a tremendous job of creating a
clear and transparent lottery, but we operate
under a fallacy that we have choice. Many
parents don't.

They enter a lottery and there are
winners and losers because they don't feel that
their neighborhood school or the school they're
in-boundary for is adequate, so there are winners
and losers, and that's a travesty and we need to
improve the public education in all of our
schools ensuring that everyone has a true choice.

I'm going to push a little bit more on
the, the statement you made, "There's no
advantage to parents to gain the system." I
would argue vehemently that that is not true.

Say there are five empty seats at
Stuart-Hobson Middle School, Two Rivers Middle
School, Washington Basis, five seats at each of
those, 50 seats at Eliot-Hine Middle School, 100
people are applying for all of these seats. I
100 percent agree that the algorithm will give me
the same chance as any other parent in being matched, but where I rank those schools does play a role if I want to get into them.

If I choose Eliot-Hine first, I'm almost guaranteed a seat, I'm going to get in. That may be my top choice. I may be trying to hedge my bets a little bit. I may be waiting to see what other parents do, where they get in. It's not as cut and dry for a parent as it is for a computer program.

I care about social dynamics. Who else is in? Are my children's friends going? I care about commute. Am I going to be able to figure out the bus and the transportation?

There are a myriad of other issues that need to be taken into consideration from the parent perspective. So, yes, the science -- I actually think the science behind the matching is good, but when we're operating in the system where we have the policy of choice, we need to have the information.

And, in the broader picture, as the
public charter school Board is opening new
schools, we need to know how many seats are
available and is there a demand for additional
"high quality seats?" Within DCPS as we're
looking to staff schools, we need to know how
many students are in-boundary who are planning to
enroll so that we can adequately staff schools
and ensure that all kids get the education that
they need.

It's not really a question there, but
I am going to continue to push for this open
transparent data. We need it. The point about
priorities for enrollment, within DCPS, they're
set, so those could at least be ranked.

If public charters change it, that's
great, that can be done, but we need that
information as to parents and as parents to make
informed choices for our children's education.

PRES. JACOBSON: Ms. Wilson-Phelan.
We're just going to go down the line.

MS. WILSON-PHELAN: Yes, just really
quickly.
You're 100 percent sure that the DCPS school itself is allowed to set the, the order of preference in terms of -- you had said it's set by school.

MR. PARROT: Yes, sorry. Maybe I should have been clearer with that. The LEA, the DCPS central sets that order, yes.

MS. WILSON-PHELAN: Okay, that's what I thought.

MR. PARROT: Thank you for clarifying.

MS. WILSON-PHELAN: Yes. Yes. And, I also want to make sure like the tenor sounds really accusatory across our entire Board and I know that that's not how we really feel about My School, so I just want to raise that in terms of checking ourselves. And, you know, I know you're here representing your agency, so I don't want you to feel personally attacked.

The other thing I wanted to point out about what Joe just mentioned that hadn't actually occurred to me before, and I'm not sure if it fully came across clearly. I think what I
heard him say is parents are making choices based on the likelihood of getting in, right?

So, if they know -- even if the likelihood is the same regardless of what they rank or put, if they, for example, want to band together and all attend a school that's less enrolled, they -- it's a hard -- they have a hard time knowing whether they should do that because maybe the school that they feel like their kids will have a better education at has more seats and they're not sure.

Do you know what I mean? That's what he's saying. Help me to like clarify what you're saying, but I hadn't thought about that before.

I think that's really an important consideration as we're thinking about our middle and high schools in DCPS that are under-subscribed, and this pipeline of parents in our elementary schools who are thinking at grades two and three what the feeder pattern looks like because if they know these seats are available and they're almost guaranteed to get in, they
might make that choice to collectively rank it first instead of ranking another school first, which would potentially split that coalition. Do you know what I mean?

MR. PARROT: The social aspect of parents grouping their choices together so that they can move as one cohort is not something I that I can personally speak about or comment on.

MS. WILSON-PHELAN: No, but what I'm -- I'm saying that's the reason he's saying the seat availability should be released sooner.

MR. PARROT: Yes.

MS. WILSON-PHELAN: You see what I'm saying?

MR. PARROT: I do see that, and I can respect that as a reason. I do want to point out that there was one other comment that was made in there again, and I think, it's been made a couple of times tonight, that the barring the, you know, social aspect of wanting to stay together in a group with parents, but looking at the individual and the number of seats that are available, you
should not put a school higher on your list that
has a larger amount of potential seats available
or that you think will have more seats available
as like a, "safety school," or a backup school,
that doesn't exist in this algorithm matching
process. It is --

    MS. WILSON-PHELAN: I totally get
that.

    MR. PARROT: I want to be very clear
that it is very important that you list the
schools in the order you prefer them. Now, if
there's an additional aspect that there is to
consider with the, the parents, that does
probably change the list because your preference
is different, right.

    It's not based solely on the school
for your child, but the school for your child and
your child's friends. That's something -- that's
something different.

    MS. WILSON-PHELAN: Yes. I'm sure
there's nothing you can do about it now, but as
you all are debriefing, it'd be really
interesting to include that in your conversations.

MR. PARROT: Yes. Yes.

PRES. JACOBSON: And, thank you, Ms. Wilson-Phelan. Your comments are appreciated regarding the tenor tone.

I think you're hearing a lot of the frustration that we hear from our constituents, and I think what we're trying to do is figure out ways and suggest ways that we can make improvements that would benefit all.

I know you're working on some of these behind the scenes, but these are, these are some ideas that we've heard that may help improve the process.

Ms. Jolly or Mr. Contreras?

(No response.)

PRES. JACOBSON: Mr. Jones?

(No response.)

PRES. JACOBSON: Ms. Lord, any additional questions?

(No response.)
PRES. JACOBSON: Ms. Anderson?

(No response.)

PRES. JACOBSON: Ms. Wattenberg?

(No response.)

PRES. JACOBSON: Ms. Whittington?

(No response.)

PRES. JACOBSON: No. With that, we do appreciate you coming and spending your night with us tonight. I know you could be other places. We are going to followup with our staff on the questions for Mr. Weedon to go to the Common Lottery Board.

And, we appreciate everything that you do. It's an imperfect system, but it's getting better and it's much better than it was previously, so thank you for your help. Keep working on it.

MR. PARROT: Thank you.

PRES. JACOBSON: Thank you, Mr. Parrot.

I have one quick announcement. As we're done with our official business, is we have
a class from the University of Maryland who's here with us this evening. I want to thank you all for coming out and spending your time with us. I hope you learned a little bit about public discourse and transparency. So, thank you so very much.

Do Board members have very brief announcements on special events or anything in their Wards?

Ms. Wilson-Phelan?

MS. WILSON-PHELAN: I just want to invite the public to comment on the regulations that are on the table and have been proposed by OSSE. We've definitely heard from some stakeholders.

I'm really interested in hearing from a diverse group of stakeholders across the city, especially including those in education, parents who might have kids currently enrolled in high school in DCPS, or other schools across the city about what they think about it.

And, I just want to make that
statement really clear that we're really interested in hearing feedback from multiple stakeholders that represent our entire city.

PRES. JACOBSON: Mr. Contreras?

MR. CONTRERAS: Thank you. This got brought up briefly earlier, but I'd like to reiterate that there's going to be a second meeting for students have the opportunity to provide input on the upcoming health standards.

At the last one, we had a lot of really important discourse about a lot of issues that have a very direct impact on students' lives. So, I would encourage the DC student community to look out for that and we should be deciding a date soon. Thank you.

PRES. JACOBSON: Thank you, Mr. Contreras.

Mr. Weedon.

MR. WEEDON: Thank you. I'd like to ask everyone in the city and beyond to vote for Eastern High School senior -- or sophomore, Akillah, who's been selected as the finalist for
the Doodle 4 Google contest.

You have until February 22 to vote.

Vote at Google.com/Doodle4Google. Her submission is in the grades 10 to 12 group. Let's get an Eastern student on the Google cover page.

PRES. JACOBSON: What an honor.

Any other brief announcement?

Ms. Lord.

MS. LORD: So, the good news is the National Youth Science Camp deadline was extended to March 2, so I encourage all graduating high school seniors in the class of '16 who have a passion and talent for science, mathematics, technology and engineering, and who are leaders in the community to apply for this life-changing experience, www.2016.nysc.org, 2016.nysc.org.

There are also a number of scholarship opportunities, but you do have to apply if you want to get the money. Most notably the John A. Wilson scholarship run by the H Street Development Corporation. So, thank you very much.
PRES. JACOBSON: Thank you, Ms. Lord.

Then with no further business before the Board, I would entertain a motion that we adjourn.

ADJOURNMENT

MS. WILSON-PHELAN: So moved.

PRES. JACOBSON: Moved by Ms. Wilson-Phelan.

MS. LORD: Second.

PRES. JACOBSON: Second by Ms. Lord.

All in favor?

(Chorus of ayes.)

PRES. JACOBSON: We stand adjourn.

(Whereupon, the above-entitled matter went off the record at 7:09 p.m.)
contents 28:4
33:10
54:1
contact 21:16
30:16
CONTENTS 2:1
course 13:11
15:5
couple 29:20
couch 74:5
council 1:10 7:4 14:17
14:18 16:19 33:8
61:15
count 29:20
countdown 54:6
couple 39:7 48:3 71:3
76:19 77:6 81:10 86:2
96:18
course 13:11 15:5
21:15 22:4 27:10,19
courses 13:18 15:3,17
22:6,10 29:3 30:8
Court 16:11,15,17
cover 102:5
create 15:14 49:12
76:16
created 54:5
creates 68:18 72:17
creating 15:7 29:15
72:16 75:15 83:14
91:2
credit 13:9 14:21 15:3,8
17:12 18:2,17 19:5,14
22:4 25:15 29:1,17
30:1 31:2
Cross-Sector 7:13
crowding 82:22
cry 28:7
curious 27:3 62:4
current 23:8 49:1 50:8
55:20 56:2,4 82:4
currently 22:20 47:7,13
49:15 56:21 58:7,8
61:13 78:12 81:13,17
83:17 85:14 90:5
100:19
curriculum 20:2 21:11
30:16,17
cut 92:9
cutoff 71:18 72:6,9

D
D 1:14
D.C. 1:10 11:11,17,22
12:17,18 14:14 15:15
16:19 18:13 19:1,21
26:9 30:5 31:5,12
32:2,3 35:3,3 36:22
47:4 69:15 79:15
damage 12:16
dangerous 22:5
Daniel 8:18
data 18:15 45:17 62:20
87:16 89:10 93:12
date 48:4 73:2 101:15
dates 71:6
Davis 10:1 25:22 33:2
day 16:9 48:18 51:22
54:10 64:2,3 80:21
days 52:3 54:4 86:13,13
DC 2:14 7:19 45:15,17
45:18 46:3,17 47:8,11
52:18 53:19 54:14,21
55:12 60:22 61:9
65:13 66:1 71:21,22
72:5 73:1 74:6,9,10
74:14 75:1 81:9,12
86:16 87:3 85:8,16
89:17 90:1,7 91:2
101:13
DC's 83:7 84:22
DCPS 18:15 20:18
25:21 46:22 47:2,4
58:19 61:2 69:18
82:17 88:11 93:4,13
94:1,7 95:17 100:20
DCPS' 12:21
DCSP 56:15
de 29:15
deadline 48:5 49:15
71:14 86:13 102:10
deadlines 45:19
deal 26:10 54:9 80:21
debriefing 97:22
decade 11:22
decide 85:11,13
deciding 101:15
deemed 34:11
default 31:3 64:17
define 13:5
definitely 100:14
definition 23:10
degree 34:13,18 36:2,6
37:5,21 38:9 39:20
43:12
degrees 37:7
deliberating 20:4
demand 93:3
depending 54:2 60:14
depth 78:9
deploy 7:13,21 10:5
11:9 12:1 56:18
description 13:6
design 83:11
designated 34:4 35:13
35:15 36:8 38:10
desire 80:17
destination 57:10
destined 1:20
detailed 53:14
determine 3:8 23:9
60:12 79:1
determined 4:18
determines 68:10
develop 29:14 31:21
75:13 77:1
developed 13:22 32:1
79:12
Development 102:21
devotion 28:12
difference 76
4
21:5,5 22:6
49:5 49:13 69:13 78:1
85:6 88:12,21,21
90:11 97:15,19
differentiation 13:10
differently 90:11
difficult 12:5 63:4
diligence 12:14 18:12
diligent 32:18 39:6
DIR 3:10,12,15,18,21
4:1,3,6,8,10,12,15
34:22 40:19 43:8 44:7
44:9,12,14,17,19,21
45:1,3,5,7,9
direct 42:13 81:18
101:12
direction 79:9
directly 61:11 65:18
director 1:22 10:5,17
11:9 12:3 20:16 34:20
40:16
directories 50:22
disadvantage 79:4
disagree 89:3,4
discount 17:6
discourse 100:5 101:11
discrepancy 65:4
discriminate 13:15
discuss 8:12 27:14
discussed 20:8
discussion 8:13 9:2,8
discussions 8:4 9:6
16:15
dismisses 19:15
dispensers 75:16,22
disregard 27:5
disservice 69:2
distance 52:14
distributes 35:13
District 1:1 3:5 6:20
23:5,11 33:11,21 34:4
35:5,22 36:22 37:2
46:7 55:17 58:6 63:5
74:7
District's 46:5
districts 79:16
dive 79:6
diverse 100:17
divide 31:9
dividends 12:8
doing 16:11 19:12
27:22 69:2
dollars 87:13
Donahue 10:5 11:3,7,9
Donahue's 18:10
donna 9:4
donors 79:11
Doodle 102:1
Douglas 10:7 26:1 33:3
draft 4:20
dreams 11:19
drive 52:12
dry 92:9
dual 88:12,13
dubious 18:20
due 12:14 18:12 39:6
dynamics 92:11

E
eager 27:4 31:20
earlier 16:9 72:10 101:6
early 36:11 37:8

Neal R. Gross and Co., Inc.
Washington DC
www.nealrgross.com
(202) 234-4433
null
specificity 42:13
speculate 85:15
spending 32:21 99:8
100:3
split 96:3
SR-16-2 35:1
Stable 79:9
staff 8:14 9:5,19 41:10
51:8 61:14 86:11,16
90:11 93:5,7 99:10
stakeholders 100:15,17
- 101:3
stand 103:13
standard 71:20 72:16
standards 8:5,12 18:9:7
9:8 15:16 21:1 29:13
29:15 30:15 18 31:21
34:8 35:9,19 101:9
start 11:4
starve 28:1
state 1:3,9 3:6 4:18
6:19,21 7:2,6,9,17 8:3
8:7 9:12 11:8,8 13:3
14:5,7 15:6 20:20
31:12,17,18 32:3,15
34:14,22 35:10 36:5
37:10,11,19 38:7
40:11,21 43:10
state's 29:7 30:19
state-15:2
statement 91:4 101:1
statistics 64:15 65:3
stay 33:1 63:8 85:13
96:20
straightforward 78:10
strategies 33:10
Street 1:10 7:5 9:1 76:3
102:20
stretching 28:15
striving 23:1
stronger 36:12
structure 34:16 76:22
structured 80:14
Stuart-Hobson 91:18
student 1:14,20 8:8,9
8:10 15:4 17:3,18,21
23:2 26:18 30:13
45:11 46:9 62:11 65:5
72:9 74:6 78:5 84:17
89:12 101:13 102:5
student-focused 8:15
students 8:12 12:8,12
13:16 16:1,3,4,7,21
17:2,13,14 19:5,10,16
20:19 21:14,22 22:3
22:15,18 23:4,11
26:16,21 27:15,16
28:6 29:4 30:6,11
31:13 47:22 56:19,22
59:1 60:9 62:15 65:11
77:15 81:13 82:7
83:12,15 84:10 88:1
93:6 101:8
students' 101:12
studied 18:13 20:7
30:14
studies 28:11
studies' 14:15
stuff 80:21
subject 17:9 26:18 29:8
30:13,14
subscribers 50:4
subscription 42:1
subscription 95:18
subsidies 10:2 14:19
26:1
teaching 26:9 30:4
teaching 54:21
technical 41:11
technically 39:12
technology 62:7 102:14
telephonic 51:9 86:12
tell 17:2 26:13 51:18
58:10 82:10
telling 17:15
tells 60:16
ten 53:16 70:5
ten-minute 67:14
tenor 94:12 98:6
tenth 66:18
tenure 16:1
term 78:2,18
terms 21:18 53:21 94:3
94:15
Terrific 86:21
test 17:16 19:6,10 20:7
22:18 24:1 26:17 27:9
29:1 30:8 32:1
tested 30:8
testify 24:7
testifying 24:6 28:22
testimony 9:15 24:8
25:1 32:7 10 37:13
55:5
testing 13:10,11 30:2
tests 17:13 28:13 31:21
32:4
text 89:12
textbook 17:20
textural 16:11
thank 4:17 9:4 10:10,21
11:5,7,11 14:10,11
18:5 20:11,12,15 24:3
24:4 25:19 28:18,19
Thank you for your help.
Wednesday 1:7 7:1,3
Weedon 1:19 4:6,7 5:7
5:8 38:20,22 41:13,17
43:4,5,19 45:1,2 55:9
55:10 56:7 57:14,18
58:3,8,11,16,22 59:19
60:6,19 61:19 66:16
86:3 90:17,20 99:11
101:18,19
Weedon's 88:2
weeds 79:7
week 8:7 31:5
Wednesday 33:19 38:2
well-compensated 61:10
welcomes 13:1 22:12,20
62:12 12:10
Welcome 31:13 59:16 61:5
welcome 33:19 39:17 43:16
well-documented 30:20
well-taught 27:10
well-trained 33:19 38:2
39:17 42:4 43:16
went 103:15
Whittington 1:20 4:12
4:13 45:7,8 85:22
99:5
wider 12:10
William 8:22
Williams 3:12,13 7:11
44:9,10
willingly 28:1
Wilson 15:22 102:20
Wilson-3:18 5:4 6:4
44:18 88:1 103:7
Wilson-Phelan 1:21
3:20 5:3 6:3 25:16
32:17 44:16 55:9
61:20,22 62:4 63:6
64:11,14,21 65:2,15
66:6,10 93:19,21 94:8
94:11 96:9,13 97:7,20
98:5 100:10,11 103:6
winner 79:12
winners 91:7,9
wish 68:2
witness 45:22
witnesses 9:12,15,22
24:7,17 25:1 1,10,16
25:21
Wonderful 41:8
wondering 57:5
Woodson 57:1,4,19
wording 23:8
words 69:10
work 21:12 25:9,14
27:18,21 28:12 54:11
55:11 61:14 75:10
80:10,14 87:12 90:3,5
worked 11:21
working 5:18 7:22 8:14
39:12 98:12 99:17
world 19:17,17 53:17
67:19 69:9 79:14
80:12
world 22:17 27:4 28:14
29:3,4 30:5 31:14,14
worth 27:22
wouldn't 19:10 58:9
Wow 68:11
write 19:18,19 28:1
written 13:1 22:12,20
26:12 27:18 30:17
wrong-to-right 31:1
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
www.2016.nysc.org 102:16
X
year 7:20 27:20 28:15
46:2,2 56:18 59:18
63:12 70:6,7 71:6,8,8
72:15 77:15 82:4,11
82:15,15,19 83:21
84:8 86:22 87:1,2
year's 8:1 82:20
years 12:22 14:16
15:22 18:14 26:8 30:4
31:13 59:16 61:5
62:20 82:3
years' 85:8
years 6:10
young 26:11 27:3 28:3
28:16
Youth 16:20 102:10
Z
0
1
1 1:21 47:15,17,22 48:6
48:7 50:4 51:16,20
52:4 54:15,19 73:9,9
73:21
10 31:1 102:4
100 63:4 91:20,22 94:1
115 9:1
12 49:5,6 102:4
13 54:4
150 16:3
16 102:12
17 1:7 3:4 7:1 26:8 38:7
65:22 66:3
17-202 35:3
18 35:3
19 54:6 65:20
2
2 6:18 36:18 52:5 65:12
65:12 102:11
20 37:17 39:14 65:22
66:3
20001 1:10
2006 12:19
2007 12:20
2008 31:1 33:8 35:1,3
2009 12:20
201 36:4
2015 33:22 36:18
2016 1:7 3:4 5:18 7:1
37:17,18,18 38:7
2016.nysc.org 102:16
2016/17 7:20
202-741-0888 9:20
21st 10:6 11:10
22 13:1 24:11 32:14
102:2
24 22:9
3
3 1:18 2:3,4 5:18 37:18
39:14 74:21
3,500 82:12
3:30 8:21
30 16:14 71:18 72:2
30- 16:7
30-day 37:2
300 76:1
33:2:1
35 18:14
38-271 35:4
4
4 1:14 2:5 20:19 41:21
65:12 70:22 74:22
102:1
42 30:4
441 1:10 7:5
45 2:14
48 9:20
4th 1:10
5
5 1:16 14:14,17 59:5
60:8 71:1
5:00 8:21 48:13
5:30 1:10
5:33 3:2,4
50 59:7 60:10 91:20
500 60:8
CERTIFICATE

This is to certify that the foregoing transcript

In the matter of: Meeting

Before: DC State Board of Education

Date: 02-17-16

Place: Washington, DC

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

______________________________
Court Reporter