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DISTRICT OF COLUMBIA STATE BOARD OF EDUCATION
SPECIAL PUBLIC MEETING

Wednesday, March 22, 2017

5:30 p.m.

Held At:

441 Fourth Street, N.W.

Old Council Chambers

Washington, D.C.

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A P P E A R A N C E S

BOARD MEMBERS

Karen Williams, President, Ward 7

Jack Jacobson, Ward 2

Ashley Carter, At Large (Via Telephone)

Laura Wilson-Phelan, Ward 1

Ruth Wattenberg, Ward 3

Lannette Woodruff, Ward 4

Joe Weedon, Ward 6

Marc Jones, Ward 5

Markus Batchelor, Ward 8

- And -

John-Paul Hayworth, Executive Director

Hanseul Kang, Superintendent, OSSE

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C O N T E N T S

- I. Call to Order
- II. Announcement of Quorum
- III. Approval of Agenda
- IV. Approval of Minutes
- V. Comments from the President of the D.C. SBOE
- VI. Comments from the Superintendent of Education
- VII. Every Student Succeeds Act (Vote)
- VII. Adjournment

* * * * *

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

2 **CALL TO ORDER**

3 PRESIDENT WILLIAMS: Good afternoon.

4 The time is 5:31 p.m. on March 22, 2017. And
5 this special public meeting of the District of
6 Columbia State Board of Education is now called
7 to order. The roll will now be called to
8 determine the presence of a quorum.

9 Mr. Hayworth, would you please call the
10 roll?

11 **ANNOUNCEMENT OF QUORUM**

12 MR. HAYWORTH: Ms. Williams?

13 PRESIDENT WILLIAMS: Present.

14 MR. HAYWORTH: Mr. Jacobson?

15 MR. JACOBSON: Present.

16 MR. HAYWORTH: Ms. Carter? Ms. Carter?

17 (No response.)

18 MR. HAYWORTH: Ms. Wilson-Phelan?

19 MS. WILSON-PHELAN: Present.

20 MR. HAYWORTH: Ms. Wattenberg?

21 MS. WATTENBERG: Present.

22 MR. HAYWORTH: Dr. Woodruff?

1 DR. WOODRUFF: Present.

2 MR. HAYWORTH: Mr. Jones? Mr. Jones?

3 (No response.)

4 MR. HAYWORTH: Mr. Weedon?

5 MR. WEEDON: Present.

6 MR. HAYWORTH: Mr. Batchelor?

7 MR. BATCHELOR: Present.

8 MR. HAYWORTH: Ms. Hall? Ms. Hall?

9 (No response.)

10 MR. HAYWORTH: Mr. Dorosin? Mr.

11 Dorosin?

12 (No response.)

13 MR. HAYWORTH: Madam President, you
14 have a quorum.

15 **APPROVAL OF THE AGENDA**

16 PRESIDENT WILLIAMS: A quorum has been
17 determined and the State Board will proceed now
18 with the business portion of the meeting.

19 Members, we have a draft agenda before
20 us. Are there corrections or additions to the
21 agenda?

22 (No response.)

1 PRESIDENT WILLIAMS: Seeing no changes,
2 I would entertain a motion to approve the
3 agenda.

4 MR. JACOBSON: So moved.

5 PRESIDENT WILLIAMS: Is there a second?

6 MS. WILSON-PHELAN: Second.

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

10 (Chorus of ayes.)

11 PRESIDENT WILLIAMS: All opposed say
12 nay.

13 (No response.)

14 PRESIDENT WILLIAMS: The motion is
15 approved.

16 **APPROVAL OF THE MINUTES**

17 PRESIDENT WILLIAMS: Members, we have
18 two sets of minutes before us from March 1st
19 and March 14 working sessions. Are there
20 corrections or additions to the March 1st
21 minutes?

22 (No response.)

1 PRESIDENT WILLIAMS: Seeing no changes,
2 I would entertain a motion to approve the
3 agenda (sic).

4 MR. BATCHELOR: So moved.

5 PRESIDENT WILLIAMS: Is there a second?

6 MR. JONES: Second.

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

10 (Chorus of ayes.)

11 PRESIDENT WILLIAMS: All opposed? Nay?

12 (No response.)

13 PRESIDENT WILLIAMS: The motion is
14 approved. Are there corrections or additions
15 to the March 14th minutes?

16 (No response.)

17 PRESIDENT WILLIAMS: Seeing no changes,
18 I would entertain a motion to approve the
19 minutes. May I have a motion to approve the
20 minutes, please?

21 MR. JACOBSON: So moved.

22 PRESIDENT WILLIAMS: Second?

1 DR. WOODRUFF: Second.

2 PRESIDENT WILLIAMS: The motion being
3 properly moved and seconded, I would ask for
4 yeas and nays. All in favor say --

5 (Chorus of ayes.)

6 PRESIDENT WILLIAMS: All opposed?

7 (No response.)

8 PRESIDENT WILLIAMMS: The motion is
9 approved.

10 **COMMENTS FROM THE PRESIDENT OF DC SBOE**

11 PRESIDENT WILLIAMS: Good evening. My
12 name is Karen Williams, Ward 7 representative
13 and president of the State Board of Education.
14 On behalf of the member of the District of
15 Columbia State Board of Education, I would like
16 to welcome our guests and our viewing public to
17 our Wednesday, March 22nd Special Public
18 Meeting.

19 The State Board typically holds its
20 regularly-scheduled meeting on the third
21 Wednesday of every month, here in the Old
22 Council Chambers at 441 Fourth Street,

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1 Northwest.

2 Tonight, the State Board, will consider
3 an approval of a new accountability framework
4 for the District of Columbia public and charter
5 schools. This plan was drafted by the Office
6 of the State Superintendent of Education and is
7 a result of many late nights and much
8 thoughtful consideration of research and public
9 stakeholder input. And most importantly, an
10 overwhelming desire to provide a plan that will
11 have meaningful benefit for our students.

12 In a few minutes, I will join my
13 colleagues in providing my position on this
14 important vote. But first, I want to thank
15 everyone who has been involved in drafting this
16 plan. Your input has made this plan better and
17 I am grateful.

18 I must also note that the discords on
19 this plan has been at times, discouraging. We
20 owe it to our students to do better. There is
21 no time for personal disagreements over policy
22 to become attacks. We have too much to do.

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1 The State Board's work on Every Student
2 Succeeds Act does not and cannot end tonight.
3 We will be working with OSSE on additional
4 metrics and a well-rounded education and school
5 climate and high school growth. These are not
6 available to us right now, but the State Board
7 is committed to assuring these are part of the
8 accountability plan as soon as practical.

9 This plan is a strong foundation that
10 will continue to evolve through open,
11 transparent and inclusive public engagement
12 process as it is implemented in all our
13 schools. The State Board does not have the
14 authority to ask alone.

15 In the past, we have been obligated to
16 follow the lead of other agencies due to a
17 number of factors, including budget and
18 staffing. But more fundamentally because the
19 statute that created this body -- of the
20 statute that created this body.

21 We heard last week from many members of
22 the public that they wanted the State Board to

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1 be more active. In order to do so, we need you
2 to work with us and the Council to change our
3 statute. Our budget hearing before the
4 Committee on education is on May 4th, in Room
5 412 of the John A. Wilson Building. Please
6 sign up to testify at the hearing and let the
7 Council know that the State Board is a vital
8 part of education policy development in the
9 District.

10 A final housekeeping matter, our
11 colleague, Ashley Carter is unable to join us
12 in person today. I would ask unanimous consent
13 that she be allowed to participate by phone.

14 Is there an objection?

15 MS. WATTENBERG: Is there a what?

16 MR. HAYWORTH: Objection.

17 MS. WATTENBERG: Oh.

18 (No response.)

19 PRESIDENT WILLIAMS: Seeing none, the
20 motion is approved.

21 (Motion passed.)

22 PRESIDENT WILLIAMS: Before we move to

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1 our Resolution, I would like to invite our
2 State Superintendent Hanseul Kang to provide
3 opening remarks.

4 Hanseul.

5 **COMMENTS FROM THE PRESIDENT OF DC SBOE**

6 SUPERINTENDENT KANG: Thank you,
7 President Williams. Tonight, the State Board
8 of Education will vote on a Resolution to
9 approve the District of Columbia's State
10 Accountability Plan, as required by the Every
11 Student Succeeds Act.

12 I appreciate the Board's engagement and
13 leadership on this important issue over the
14 past year. I also appreciate the thoughtful
15 consideration of this proposal, and I urge the
16 Board to approve the Resolution that will be
17 before you tonight.

18 Throughout this process, we have heard
19 consistently from parents and community members
20 about the value of having a robust set of
21 comment information about all of our schools in
22 D.C. so that they can meaningfully engage in

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1 their school communities and make thoughtful
2 decisions about school choices.

3 In addition, having a common system
4 across all of our schools will provide the
5 basis for stronger collaboration and learning
6 across our city so that we can highlight areas
7 of strength to learn from and build meaningful
8 partnerships between schools, regardless of
9 sector.

10 We know that we still have a long way
11 to go to ensure all D.C. students are learning
12 and succeeding at high levels and are prepared
13 for college, careers, and life opportunities.
14 And this plan is a critically important step
15 forward in that work.

16 I want to thank all of the stakeholders
17 and members of the public who engaged in this
18 process through the more than 70 meetings we
19 held or participated in over the past year or
20 via the more than 250 written comments we
21 received.

22 I also want to recognize and thank the
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1 State Board of Education for your deep and
2 thoughtful engagement on this issue and careful
3 consideration of many perspectives. The
4 feedback we received over the past year and
5 during the public comment period and the views
6 and recommendations of the State Board of
7 Education were key to the changes we have made
8 since the draft plan was posted on January
9 30th, and helped us arrive at a stronger plan.

10 As we developed the original draft plan
11 and reflected on potential changes before the
12 updated version that is before you today, we
13 were very cognizant of the important voices of
14 civil rights organizations during the ESEA
15 reauthorization process and in their ongoing
16 advocacy on the implementation of the Every
17 Student Succeeds Act.

18 Civil rights organizations have
19 continued to express support for strong, clear,
20 accountability systems that affirm the need to
21 focus on academic outcomes and high
22 expectations for all students.

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1 For example, the leadership conference
2 on civil and human rights has spoken about the
3 importance of accountability for the
4 achievement of all students and noted in an
5 advocacy guide on accountability systems that
6 while it is important to have multiple pieces
7 of information about how well a school is
8 serving its students, it is critical to know
9 that we know whether the core purpose of
10 schools providing students the academic skills
11 they need to succeed in the 21st century is
12 being met.

13 We have sought to hold true to these
14 important principles, while also addressing the
15 significant community interest we heard and
16 reducing the total weight on assessment-based
17 measures and prioritizing the weight of
18 academic progress or growth over that of
19 academic achievement. We think our updated
20 plan strikes the right balance in making
21 substantial changes in response to feedback
22 while also remaining focused on academic

1 outcomes.

2 The Council of Chief State School
3 Officers, which works with all state education
4 agencies, recently noted that our updated plans
5 weight for non-assessment measures is among the
6 highest of any state's plan they have seen to
7 date.

8 We also acknowledge the significant
9 community interest and continuing to explore
10 our school climate instruments and measures of
11 well-rounded education. We agree that rich and
12 engaging experiences for all students across a
13 range of content areas and warm and welcoming
14 environments in schools are deeply important.
15 And in our full plan, we have not only included
16 a new measure of access and opportunities to be
17 piloted in 2018/19, and fully implemented in
18 2019/20, but have also committed to reporting
19 out publicly and to the Board on this work.

20 As we noted in our updated plan, OSSE
21 is committed to continuing our work with the
22 State Board of Education and with the public.

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1 OSSE will provide updates to the public and to
2 the State Board of Education on progress of
3 what's reviewing and amending the
4 accountability system three times a year, and
5 will co-host one public roundtable with the
6 State Board before December 2018. Substantive
7 changes to the framework will be brought to the
8 State Board for approval.

9 Examples of substantive changes to the
10 framework include components of the access to
11 opportunities metric and the inclusion of
12 additional assessments like science. OSSE will
13 also bring a proposal by the end of the 2018/19
14 school year to the State Board about the
15 incorporation of high school growth.

16 I recognize that many parents and
17 community members have strongly expressed their
18 interest in and belief in the need for ongoing
19 communications and engagement. At OSSE, we are
20 committed to continuing to improve our outreach
21 and engagement efforts through the steps
22 describe above, as well as in the development

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1 of our new school report cards. We look
2 forward to continuing our partnership with the
3 State Board in these efforts.

4 I strongly believe that the plan before
5 you today represents a major step forward for
6 D.C., and lays a critically important
7 foundation in order to sustain, accelerate, and
8 deepen the progress we are making for our
9 students. The updated plan before you today is
10 stronger as a result of your engagement and
11 that of the public. I urge you to lead our
12 city and our schools forward by voting "yes" on
13 the Resolution.

14 **ESSA ACCOUNTABILITY PLAN (VOTE)**

15 PRESIDENT WILLIAMS: Thank you. For
16 over a year, the State Board of Education and
17 OSSE have been soliciting input from the
18 public, national and local experts, students,
19 parents, teachers, and other stakeholders
20 related to the new statewide consolidated plan
21 required by the federal Every Student Succeeds
22 Act. Tonight, the State Board will be voting

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1 on approval of the District's State
2 Accountability Plan as proposed by the State
3 Superintendent.

4 I would ask our ESSA Committee Chair,
5 Ruth Wattenberg of Ward 3 to move the
6 Resolution.

7 MS. WATTENBERG: I think it would be
8 more appropriate for someone else to move it.
9 But thank you for offering.

10 PRESIDENT WILLIAMS: May I have a
11 motion?

12 MS. WILSON-PHELAN: So moved.

13 PRESIDENT WILLIAMS: Second?

14 MR. JACOBSON: Second.

15 PRESIDENT WILLIAMS: Now that the
16 motion has been properly moved and seconded, I
17 would ask Mr. Hayworth to read the Resolution.

18 MR. HAYWORTH: State Board of Education
19 Resolution to Approve the State District of
20 Columbia State Accountability Plan, SR17-6:

21 **WHEREAS**, in December 2015, Congress
22 enacted the Every Student Succeeds Act (ESSA),

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1 which amended the Elementary and Secondary
2 Education Act of 1965 (ESEA) and built on key
3 areas of educational progress achieved in
4 recent years with the intention of ensuring
5 that all students have equitable access to a
6 high- quality education

7 **WHEREAS**, the Office of the State
8 Superintendent (OSSE) must submit a State
9 Education Plan to the US Department of
10 Education that outlines statewide plans for
11 education, including how DC will support
12 specific groups of students and the State's
13 system of annual meaningful differentiation of
14 all public schools;

15 **WHEREAS**, District of Columbia law
16 requires State Board of Education approve the
17 state accountability plan for the District, as
18 developed by OSSE, pursuant to ESEA, ensuring
19 that:

20 (A) The plan includes a single
21 statewide accountability system that
22 establishes ambitious long-term student

1 achievement goals, which include measurements
2 of interim progress toward meeting those goals;
3 and

4 (B) The statewide accountability system
5 included in the plan is based on, but is not
6 limited to, challenging state academic
7 standards, academic assessments, and a
8 standardized system of accountability across
9 all local education agencies that will be used
10 to hold local education agencies accountable
11 for student achievement;

12 **WHEREAS**, in creating the draft State
13 Plan, OSSE held or participated in 50 meetings
14 with individuals from more than 100
15 organizations represented;

16 **WHEREAS**, OSSE released the draft State
17 Plan on January 30, 2017 outlines how the
18 District will put into action ESSA's
19 requirements about areas including funding,
20 supporting all students and a school
21 accountability framework, the School
22 Transparency and Reporting (STAR) framework,

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1 that includes a number of metrics aimed at
2 capturing multiple measures of school
3 performance, including academic progress/school
4 growth measures, the quality of teacher/student
5 interactions in pre-K programs, access to and
6 outcomes in Advanced Placement coursework, and
7 others;

8 **WHEREAS**, OSSE solicited feedback on the
9 draft State Plan during the public comment
10 period open from January 30, 2017 through March
11 3, 2017, including receiving more than 250
12 written comments from various education
13 stakeholders across the District and comments
14 from the public during a series of community
15 engagement sessions in all eight wards
16 throughout February 2017;

17 **WHEREAS**, on March 10, 2017, the State
18 Board of Education provided OSSE with ten
19 recommendations for changes to the ESSA draft
20 state plan which reflected the views of SBOE
21 members after receiving input through its
22 community meeting series, presentations and

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1 discussions with PTA and Ward Education groups,
2 experts, teachers, parents, school leaders and
3 numerous direct conversations with residents;

4 **WHEREAS**, OSSE thoroughly considered all
5 of the comments received throughout the public
6 comment period, amended the state plan, and
7 released a revised version of the state plan on
8 March 15, 2017 that was responsive to feedback
9 that included the following:

- 10 • A lower weight on academic
11 achievement in the elementary and
12 middle school frameworks;
- 13 • An increased weight on school
14 environment in the elementary and
15 middle school frameworks;
- 16 • A new measure for access and
17 opportunities in all frameworks
18 for the school environment domain
19 that is designed to promote well-
20 rounded experiences for students
21 in engaging learning environments;

- 1 • A measure of growth in student
- 2 attendance to give credit to
- 3 schools who are improving
- 4 students' rates of attendance and
- 5 addressing chronic absenteeism;
- 6 • Other responsive clarifications

7 **WHEREAS**, OSSE did not include a growth

8 measure in the high school framework because

9 the District does not currently have enough

10 years of testing data available, and because

11 students' course-taking patterns, particularly

12 in math, can vary considerably, but OSSE has

13 committed to exploring all options for

14 developing and implementing academic progress

15 or growth measures for high schools in the near

16 future and reporting publicly on progress

17 towards this goal by the 2018-19 school year;

18 **WHEREAS**, OSSE has made assurances in

19 their plan for further reporting to the public

20 and the Board, and approval of substantive

21 changes to the accountability system to the

1 Board;

2 **WHEREAS**, the US Department of Education
3 requires that states are ready to release
4 results in the fall of 2018 using its
5 accountability system and data collected in the
6 2017-18 school year;

7 **WHEREAS**, OSSE plans to submit the State
8 plan to the US Department of Education in April
9 2017 for approval in order to provide LEAs,
10 schools, and stakeholders with clarity on how
11 school quality will be measured at the start of
12 the 2017-18 school year and provide for
13 effective implementation of the new system;

14 **WHEREAS**, the State Superintendent and
15 members of the State Board of Education have
16 engaged in an extensive period of public
17 engagement, including receiving testimony from
18 the public and experts at public meetings held
19 on March 16, June 15, July 20, September 21,
20 October 26, November 21, December 21, 2016,
21 January 18, February 15, 2017, as well as at
22 working sessions held on May 4, June 1, July 13

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1 and 27, September 7, October 5, November 2,
2 December 7, 2016, January 4, 13 and 24,
3 February 1, and March 1 and 14, 2017;

4 **WHEREAS**, the State Board of Education
5 has reviewed the revised state accountability
6 plan and finds that the plan's accountability
7 system establishes ambitious long-term student
8 achievement goals, using measurements of
9 interim progress toward meeting those goals,
10 and is based on

11 challenging state academic standards,
12 achievement and growth in academic assessments,
13 school environment and a standardized system of
14 accountability across all local education
15 agencies that will be used to hold local
16 education agencies accountable for student
17 achievement.

18 **NOW THEREFORE BE IT RESOLVED THAT** the
19 State Board approves the District's State
20 Accountability Plan as proposed by the State
21 Superintendent.

22 PRESIDENT WILLIAMS: Thank you, Mr.
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1 Hayworth. Members, you will each have five
2 minutes to speak on the Resolution and plan. I
3 would like to begin with the Chair of the ESSA
4 Accountability Plan Committee, Ruth Wattenberg
5 of Ward 3.

6 Members, I will hold each member to
7 five minutes for your input.

8 Ms. Wattenberg.

9 MS. WATTENBERG: Okay. Thank you so
10 much. First, let me say, I have loved the
11 outpouring of public comment and debate that we
12 have had on this issue. Hundreds of people
13 have attended meetings in every ward. Hundreds
14 have filed comments and completed surveys.

15 One night last November we stayed here
16 until 9:30 p.m. to hear testimony. Last
17 Wednesday, having had only 24 hours to see the
18 final plan, more than 30 people from every ward
19 braved the cold and snow to testify. Parents,
20 charter leaders, education advocates all have
21 filed letters with their views. The Post and
22 bloggers have weighed in. Some of us have put

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1 forth our views in the Washington Post op-ed,
2 and there have been numerous tweets and I have
3 gained many followers. And today we received a
4 letter signed by the leaders of every ward
5 education -- every one of the seven ward
6 education councils with the most students
7 encouraging us to turn down the plan before us.

8 This outpouring and engagement has been
9 a great success of our Board process and it
10 should hearten us all. Worthwhile policies are
11 not weakened by strong debate, and unanimity
12 doesn't improve policy. It just says there's
13 no more to discuss. I appreciate so much the
14 time and thought that my colleagues invested in
15 the work of our Board ESSA Committee. We
16 produced 10 thoughtful, hard-fought consensus
17 recommendations. The process pushed us to
18 think more about what matters most and to hear
19 from each other and learn from each other. I
20 wish that process could be replicated across
21 the many people that testified before us and
22 commented so overwhelmingly in opposition to

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1 the plan and those who have signed letters and
2 met with OSSE in favor of the plan. We need a
3 conversation across these groups, not confined
4 within each group.

5 Thanks to the debate and the engagement
6 and changes made by OSSE, the policy has become
7 better. For K-8 schools, the proposal credits
8 how much students have learned slightly more
9 than it credits their absolute test scores,
10 which mostly reflect what they knew when they
11 entered the school year, not what they learned
12 while in it.

13 It's not the weight for growth that I
14 prefer, but it's a genuine shift and a
15 compromise that I appreciate. Other smaller
16 changes, including a pilot on climate surveys
17 and a commitment to add five point in Year 3 to
18 Access and Opportunities were made as well.
19 These are important. I don't dismiss them. I
20 hope they lead to good changes. But for now,
21 one is a research pilot and the other is for a
22 small number of points.

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1 In contrast, our State Board of
2 Education recommendations urge new indicators
3 of climate and well-rounded education,
4 ultimately count for at least 10 percent each.
5 The changes in this proposal are not enough.
6 An accountability system should steer schools
7 towards good practices and measure whether a
8 school provides a quality education and gross
9 student achievement.

10 The federal law gives us the
11 flexibility to create such a system, and this
12 proposal doesn't envision it enough. Test
13 scores are a very important part of rating a
14 school, but the entire school rating should not
15 be based only or only 95 percent on just test
16 scores, attendance, and reenrollment or high
17 school graduation rates, which is what this
18 does.

19 As for promoting a well-rounded
20 education, this proposal has no science, no
21 social studies, no art, no physical education,
22 no citizenship, no foreign language. As for a

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1 school climate, a school environment that is
2 welcoming, challenging, stimulating, and safe,
3 it is unmeasured, except by the rough proxies
4 of attendance and reenrollment. This is way
5 too narrow.

6 As for growth, as noted earlier, the
7 final revisions give growth a slight priority
8 in the K-8 ratings, but there's no growth
9 measured in high school at all. There's a
10 promise to explore it and bring it back to us
11 in the spring of 20189. The timeline and
12 process doesn't suggest adequate urgency or for
13 the public in making important choices about
14 high school tests.

15 Finally, this process, revisions last
16 Tuesday, final public testimony last Wednesday,
17 a final proposal last Friday, a vote today with
18 new comments from major institutions flying in
19 hours ago, along with new clarifications of the
20 latest changes, it's been too rushed for an
21 issue that matters so much. And we as a Board,
22 despite many requests, have never seen, except

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1 for a couple of examples, models of how this
2 rating system works. We don't know, given the
3 rates of proficiency and growth, whether
4 improving schools will be recognized or not.
5 And last week the rates changed. We don't know
6 what affect that will have.

7 I can accept, though reluctantly, that
8 the measuring sticks we want don't exist in the
9 form that OSSE wants and that we can't put
10 these better measurements into place today.
11 What I can't accept is that we don't commit to
12 clear goals for rough weights, for including
13 climate, well-rounded education and high school
14 growth, timelines that suggest a sense of
15 urgency, a public engagement process that will
16 promote and enable a real cross-sector, multi-
17 stakeholder discussion that negotiates these
18 issues and a process that assures the State
19 Board a continued ability to provide input on
20 and approve new components and weights.

21 Thank you very, very much for all of
22 your participation in this.

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1 PRESIDENT WILLIAMS: Thank you, Ms.
2 Wattenberg.

3 Ms. Wilson-Phelan.

4 MS. WILSON-PHELAN: Thank you. I would
5 like to share my thinking earlier to my "yes"
6 vote in support of today's plan by highlighting
7 three key messages.

8 First, the purpose of the
9 accountability plan is to understand whether
10 our school system is helping students prepare
11 to live a fulfilling life with 21st century
12 skills and knowledge.

13 Second, the plan we will vote on today
14 represents one moment in the process of trying
15 to get this right. And third, public input on
16 educational approaches in this city cannot end
17 here and must further than we did through this
18 process. I'll share my thinking on each of
19 these three points.

20 First, on purpose. The point of this
21 plan, as I understand it, is to provide a
22 litmus test, a snapshot, in terms of how well

1 our schools are preparing students to succeed
2 in the 21st century. We know that success
3 requires a range of skills, knowledge, and
4 dispositions. And that our measures of these
5 elements are imperfect. Recognizing this
6 imperfection, we want to get as close as we can
7 to understanding whether our students are
8 learning and whether our schools are
9 positioning them to succeed in the longer term.
10 We know that the PARC test is a decent measure
11 of what students are learning. It goes well
12 beyond historical standardized tests in
13 assessing whether students are on the path to
14 college or career because it measures a
15 student's critical thinking skills.

16 This is not the test I took when I was
17 a student that largely measured growth
18 learning. This is a test I want my children to
19 take because I want to know what they
20 understand and how they will make connections
21 with that understanding. The PARC, at least in
22 elementary and middle schools, is the closest

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1 thing we have to a measure of the outcome of
2 what our schools are teaching. It is a
3 difficult test to teach, too, without actually
4 teaching critical thinking skills.

5 All of this said, tests will always be
6 imperfect measures of learning. They correlate
7 closely with socioeconomic status. Coming from
8 a low-income background myself, I personally
9 never did well on standardized tests. I would
10 much prefer a competency-based approach to
11 learning that will rely more heavily on things
12 like student portfolios to demonstrate
13 learning. But the fact of the matter is, we
14 are very far away as a city and in education,
15 nationally, from introducing portfolio
16 assessments consistently across all schools,
17 such that we could use it as a universal
18 measure of school performance. And as a city,
19 the majority of our schools are not yet
20 engaging students and learning incentive
21 personalized education, which would likely need
22 to precede portfolio assessments.

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1 So at this moment, the accountability
2 plan is an unlikely way to influence those
3 practices. Demand for parents, educators, non-
4 profits, and experts in the field to shift how
5 schools are approaching learning would likely
6 yield more influence. The PARC at least gets
7 us talking about how to best teach critical
8 thinking skills. And I think that's a very
9 important start.

10 Second, on reporting the process. As
11 this has been said many times by OSSE and the
12 State Board, today's vote represents only one
13 point in the process of this plan. It
14 introduces new areas of accountability, like
15 reenrollment and attendance that are strong
16 predictors of school environment and student
17 success, and it allows us to pilot new
18 instruments, like school climate and exposure
19 to science and social studies in ways our
20 current instruments do not.

21 In my 20-year career, part of which was
22 spent in government, trying to change systems,

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1 and part of which was spent in the classroom as
2 a teacher, it has taught me that piloting new
3 ideas before they are launched and building
4 buy-in for those ideas from those who must
5 implement them like our school years, is the
6 most responsible, effective approach to new
7 tools.

8 The current plan allows for this
9 outlining a timeline for doing so that is
10 ambitious but feasible. We'll revisit this
11 plan in December of 2018. This might seem far
12 off, but it's actually only three months from
13 the first publication of that data that we're
14 talking about today.

15 Similarly, the most critical step in
16 this process will be the design of a state
17 report card that reflects the information that
18 parents want, need, and should know in order to
19 make an informed decision about choosing a
20 school for their child. Something that's
21 especially important in a city with so much
22 choice.

1 The report cards are a valuable way to
2 communicate not only the state's accountability
3 system, but other information that rounds out
4 the picture of student and school success. I
5 know OSSE is already thinking about how to do
6 this well and I look forward to partnering with
7 them in this effort.

8 Finally, I want to comment on public
9 input, now and ongoing. And I'm going to be
10 really direct about this. Our city must get
11 beyond the point of top down reform. By "top
12 down," I mean that the majority of our public
13 engagement comes from those who are part of
14 organizations in upper income households.
15 We've got to find a way for the people most
16 impacted by educational inequity to weigh in on
17 the decisions that impact their children with
18 the highest stakes.

19 This isn't at the exclusion of upper
20 income families but in addition to them. By in
21 large, we did not do this in this engagement
22 process. As examples of where we dropped the

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1 ball, and I share responsibility in this, most
2 public engagement meetings were held at night,
3 which makes it difficult for those who work
4 evenings on hourly-wage jobs to participate.
5 Our materials were wonky and were not
6 universally translated. They were difficult to
7 understand, leaving many of us to do the
8 difficult work of correcting misconceptions,
9 which is avoidable if you break things down
10 into ways people can grasp quickly.

11 Finally, our materials were largely
12 distributed electronically, leaving out many
13 people who don't access material this way. We
14 must do better. Over the past few months I've
15 met with hundreds of residents and I've tried
16 to reach families traditionally marginalized by
17 the system. This is including conducting
18 meetings in Spanish and meeting with families
19 at times available to them. At one such
20 meeting, one mother, in reflecting on the
21 initial plan that weighted 80 percent on
22 academics, said, "We support this plan. My

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1 children do not get a second chance to try to
2 get to this college."

3 PRESIDENT WILLIAMS: Ms. Wilson-Phelan

4 --

5 MS. WILSON-PHELAN: I hear you. "I
6 need to know now whether they are on the right
7 pathway and I need to know if my school is
8 helping them." Her voice rings in my head
9 tonight with this voice. The stakes are way
10 too high for the majority of families served by
11 our public system. We need to know with
12 measures that have been tested, whether our
13 system is meeting the needs our children and
14 putting them on a pathway to have the
15 opportunity and choice in their future.

16 Thank you.

17 PRESIDENT WILLIAMS: Thank you, Ms.

18 Wilson-Phelan.

19 Mr. Jack Jacobson.

20 MR. JACOBSON: Thank you, Madam
21 President. I want to start by wishing a very
22 happy birthday to our Executive Director, John

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1 Paul Hayworth. You have our congratulations
2 and our thanks for your tireless work on behalf
3 of D.C. students.

4 (Applause.)

5 MR. JACOBSON: And I want to thank my
6 constituents for the thoughtful and
7 constructive engagement throughout this year-
8 long discussion on the Superintendent's
9 proposed state accountability plan, which is
10 required under the Every Student Succeeds Act.
11 I've received telephone calls, emails, tweets,
12 and have had conversations at the supermarkets,
13 ANC meetings, PTA meetings and the like. And
14 I've participated in numerous public
15 roundtables, community meetings, and State
16 Board meetings.

17 I've heard arguments on all sides and I
18 appreciate your activism and your passion to do
19 what is best for our children. The dialogue
20 we've engaged in has been critical in informing
21 the Board as to what is working and what is not
22 working in our schools. I think many of us

1 have also been frustrated at what is achievable
2 within the State Accountability Plan and what
3 is not achievable through this plan, but which
4 the Board still needs to address to improve
5 school quality and close the achievement gap
6 that has persisted in our city for far too
7 long.

8 The plan before us tonight is not a
9 panacea, nor is it perfect, but this is a
10 better plan because of the Board's thoughtful
11 engagement with our families, teachers,
12 students, school leaders, business leaders, and
13 the Superintendent's Office. This is an
14 incredibly strong creative plan that makes
15 enormous advances in multiple areas and ensures
16 that the District of Columbia remains a
17 national leader in improving student
18 achievement. The plans significantly reduces
19 the weight of assessments from current levels
20 while still ensuring academic rigor and
21 achievement remain the cornerstone of our
22 schools.

1 The Board's work has been instrumental
2 in achieving this reduction and assessment
3 focus and directly addresses the over-testing
4 refrain heard frequently in our discussions.
5 The plan takes on chronic absenteeism directly
6 by making student attendance a measure of a
7 school's success.

8 Additionally, schools with chronic high
9 absenteeism will be rewarded for reducing
10 overall absenteeism. The plan emphasizes a
11 student's growth over proficiency. This
12 improvement was the direct result of the
13 Board's advocacy. This plan ensures that
14 schools are safe and welcoming and that schools
15 provide all students with a well-rounded
16 education. For our disabled LGBTQ, immigrant,
17 and other disadvantaged students, this plan
18 commits to piloting and instituting a common
19 school climate survey.

20 And finally, this plan brings together
21 our traditional public school system and our
22 network of public charter schools under a

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1 common accountability system for the very first
2 time. We cannot continue to have two separate
3 education systems and pretend that they are
4 equal. This plan will bring more clarity and
5 access of information to parents and families
6 who are in desperate need and want of
7 information on where their children will
8 thrive.

9 Washingtonians incremental progress is
10 certainly progress. This is a strong,
11 thoughtful foundation for school accountability
12 that we will build on in the coming years. To
13 that end, working with my colleagues, I intend
14 to offer a resolution at our April meeting that
15 establishes an ongoing ESSA taskforce that is
16 led by the Board that will include students,
17 parents, teachers, school leaders, education
18 advocates, and other stakeholders, including, I
19 hope, OSSE, that will monitor this plan's
20 implementation, conduct community roundtables
21 to continue this rich grassroots engagement and
22 review the results of the pilot projects

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1 created by this plan.

2 OSSE has committed in this plan to
3 bringing improvements back to the Board for
4 consideration and approval. And this ESSA
5 taskforce will hold OSSE and the Board
6 accountable to following through with ongoing
7 improvements to this plan. Taking a step back
8 from a historical standpoint, the U.S.
9 Department of Education was created because all
10 students were not receiving the high quality
11 education they deserve. Many times based on
12 race or socioeconomic status.

13 Former Los Angeles mayor, Antonio
14 Villaraigosa says, "Education is the civil
15 rights issue of our time." I cannot agree
16 more. The civil rights community in Washington
17 has recognized the enormous positive impact
18 this plan will have and over 50 of them have
19 signed a strong letter praising the plan and
20 urging its approval by the Board. I encourage
21 everyone to read this letter and to truly
22 understand the transformational nature of this

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1 plan for our students in a strive that this
2 will make in helping close the achievement gap.

3 Thank you, Madam President. I yield
4 back.

5 PRESIDENT WILLIAMS: Thank you, Mr.
6 Jacobson.

7 Dr. Woodruff.

8 DR. WOODRUFF: Thank you, Madam
9 President. Good evening, Superintendent Kang,
10 State Board colleagues, District of Columbia
11 local education agencies, building leaders,
12 teachers, school staff, Ward 4 community
13 members, and D.C. students and families.

14 I would like to read into the public
15 record why I have chosen to support the D.C.
16 Every Student Succeeds Act Accountability Plan,
17 and also discuss why I believe ESSA will help
18 us to bring about improved academic outcomes
19 for all students.

20 In a perfect world, the highest levels
21 of teaching would be present in all of our
22 schools and we would not be struggling with

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1 issues like ongoing achievement gaps across
2 different school populations and with the need
3 of greater equity in how we provide services,
4 resources, support and recognition to our
5 schools and educators.

6 In a perfect world, all across the
7 city, we would have high academic achievement
8 and supportive student learner-centered schools
9 and there would not be a need for a federally-
10 mandated accountability rubric. But we know,
11 this is not the case. In states all across
12 America, schools and local districts are
13 struggling with the same challenges we are.
14 Working with students, many of whom come to us
15 far below where they should be in terms of
16 grade level knowledge and skills.

17 Building on skills and potentials of
18 students who are already learning at or beyond
19 their current grade level. Finding the means
20 of preparing all of our youth for the world of
21 non-high school. And importantly, recognizing
22 and rewarding schools that are doing great work

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1 with our students and not penalizing but
2 helping those schools that are struggling.
3 This is the work of our Board: improving
4 student outcomes.

5 In so ordered -- so in order to meet
6 our student's needs in an equitable way, we
7 must identify schools where they are achieving
8 and progress gaps and learn more about
9 strategies that are effective and that
10 contribute to increasing school quality and
11 improve student outcomes. I strongly believe
12 that this cannot be done without the
13 accountability measures that have been included
14 in this ESSA plan.

15 The measures that have been included in
16 this rubric are grounded in sound research,
17 have or will be piloted within our district and
18 will serve as comprehensive indicators of
19 student academic growth progress and
20 achievement of a strong, supportive school
21 environment, as indicated by high levels of
22 student attendance and reenrollment.

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1 Implementation of well-rounded instructional
2 programs and curricula. And transparent
3 reporting of information on every school to
4 families, educators, policymakers across the
5 diversity of our student population.

6 Having an accountability plan that does
7 these things will help us to recognize schools
8 that have strong levels of achievement, as well
9 as schools that are able to successfully grow
10 their students from struggling to successful,
11 and most importantly, to scale up the most
12 effective practices across every ward in the
13 city.

14 This is how we will end the achievement
15 gaps that are limiting opportunities for too
16 many of our children. This next step of
17 identifying best practices and providing
18 additional resources for teachers and learning
19 that lead to improved student outcomes in all
20 of our schools is what I am most looking
21 forward to as a result of this vote.

22 I look forward to working with OSSE,
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1 the deputy mayor of education, and with the
2 school leaders, with the teachers and the
3 families across the District on improving
4 outcomes for all our children.

5 In my view, we do not have any time to
6 waste as we transition into the next critical
7 stage of our work to ensure accountability and
8 greater support for all of our students. I
9 would like to thank each of my State Board
10 colleagues for their interest, engagement and
11 contribution to the ESSA plan. And I hope that
12 they will support its approval, which will
13 enable us to move into a new chapter of
14 increased school quality and academic success
15 for all of our children.

16 Thank you very much to all of our
17 stakeholders.

18 PRESIDENT WILLIAMS: Thank you, Dr.
19 Woodruff.

20 Mr. Jones.

21 MR. JONES: Thank you, Madam President.

22 Good evening, our viewing public and our

1 constituents in the chambers this evening. I
2 didn't come with prepared remarks, but I want
3 to say I am the longest-serving Board member.
4 And I didn't lobby on this issue more than on
5 any issue that we've encountered since I've
6 been on the Board.

7 Our Board members -- our new Board
8 members, I want to commend them because they
9 came in the midst of this decision. But
10 they've done a yeoman's job of digging into the
11 very difficult and challenging data to arrive
12 at a decision. And as far as the lobbying
13 effort, it's been equal on both sides. Some
14 more and some against. And as I say, it's
15 pretty much equal. But there are a couple of
16 areas that I do have some concerns about. And
17 one is the areas is not necessarily in
18 reference to the plan, but I believe it's a
19 failure not only on this Board's part, but the
20 all participants in this city, city leaders, as
21 far as the outreach is concerned.

22 It has always been my philosophy that
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1 people who are affluent, people who are well-
2 adhered, financially, and well-informed will
3 educate their children. But this effort has
4 convinced me even more that the families that
5 don't fall in those categories are the ones who
6 are left behind.

7 And in my lobbying effort from many
8 groups and individuals, I began to dig back and
9 pushback on different efforts. And of course,
10 the ones who have a stake, and as my Ward 1
11 colleague suggested earlier, the ones who are
12 well-informed and well-invested, understand it
13 and they're prepared to lobby, no matter what
14 side of the fence they fall down upon. But the
15 families who need it the most, we left behind
16 because they don't understand it at all. And
17 that is a fact.

18 I work with the homeless families every
19 week and they don't understand what this means
20 to them. This is intangible for them. And I
21 think we failed them. Not just them but the
22 families who are uninformed. This system has

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1 failed them. We can't expect families to
2 believe there is value in education when our
3 system has failed them previously. You can't
4 find value in something that hasn't been
5 successful for you.

6 So I think we've got to make a better
7 effort at informing the families of what this
8 accountability is about. And in reference to
9 the accountability, I am in support of a common
10 accountability. We need it in this city. And
11 I'm supportive of high school growth. High
12 school growth measure.

13 I appreciate OSSE making an effort.
14 It's not where I want it to be; however, I'm
15 wise enough to know that there is no
16 predictable, reliable way we can measure high
17 school growth the way it should be. So it
18 would be somewhat irresponsible for me to be
19 too demanding on that effort.

20 I came to this meeting -- well, not
21 today, but earlier, I was pushing back and
22 thinking maybe we should delay the vote. Table

1 it. But I going to tell you, I think I would
2 be irresponsible to suggest that we should
3 table it. We need to move forward. And no
4 matter what side the vote falls upon, it's
5 incumbent upon all of us to work together to
6 help the families that need it most.

7 Thank you, Madam President.

8 PRESIDENT WILLIAMS: Thank you, Mr.
9 Jones.

10 Mr. Weedon.

11 MR. WEEDON: Thank you, Madam Chair.

12 First, let me say that I agree with the
13 majority of the comments that we've heard here
14 tonight, especially those made by Mr. Jones
15 just a moment ago. And I will own up to with
16 the shared responsibility of everyone in this
17 room and everyone that's a part of this debate
18 about the need to do more to those who are not
19 engaged.

20 And I want to thank the entire team at
21 OSSE and the superintendent as well as my
22 colleagues for their work here. We all want

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1 one system to rate our schools. The PARC is a
2 strong measure, the closest we have to an
3 outcome. We all want to see high school growth
4 incorporated. We all want to see students
5 engaged in learner-centered education, ensure a
6 strong and safe school culture, and much, much
7 more.

8 I also wanted to specifically note that
9 we do our parents, communities a disservice
10 when we drive wedges between public DCPS, and
11 public charter parents. All of our schools are
12 public. And all parents -- and I'm one of them
13 with two students in my neighborhood schools --
14 want a high-quality education for our students
15 that is well-rounded. That teaches them to
16 prepare -- prepares them to succeed in college,
17 in career and beyond. Unfortunately, that's
18 not a reality here in our city. Three out of
19 four students are not performing at grade
20 level. Our graduation rate is 70 percent. I'm
21 being generous there. We can do better.

22 And we know that many of our students

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1 who do not do well are those most at risk and I
2 don't feel that this plan adequately captures
3 that. As the plan currently stands, two of the
4 major components, over 75 percent of how we're
5 going to rate our schools are often seen as
6 proxies for poverty. Attendance and test
7 scores.

8 In a city where so many of our students
9 are subjected to the traumatic effects of
10 poverty, we need to take a long, hard look in
11 the mirror. As policymakers, I agree, we need
12 to set broad goals for our ways and we cannot
13 dictate to practice, but we've heard time and
14 time again that what is measured is taught.
15 It's been made clear in public testimony in my
16 conversations with LEA leaders, teachers,
17 parents.

18 In fact, one of the major arguments put
19 forth by the LEA leaders for moving forward now
20 is so that they can align resources with what
21 the plan measures. In conversations with
22 outside leaders from across Ward 6, as the DCPS

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1 budgets were prepared over the last few weeks,
2 I was not asked once what will help our
3 students learn best. In fact, I was asked to
4 echo the comments when Ms. Wilson-Phelan, the
5 voice that rings with me, the question is
6 what's the plan going to measure and how do we
7 get more resources for that?

8 We're moving away from No Child Left
9 Behind because taught to the test. Why are we
10 allowing this to continue? I largely agree
11 with my colleagues from Ward 3 and Ward 8, as
12 was in the Post, as well as many others have
13 indicated here tonight about the need for a
14 well-rounded curriculum climate high school
15 growth. And I know that OSSE has made a pledge
16 to move forward.

17 I also harbor a deep belief that our
18 reenrollment measure will unfairly penalize
19 schools that continue the fifth grade when many
20 of our public charters begin middle school in
21 sixth grade. We need to look at that. The
22 reasons like this, I think we need to have a

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1 clear process, moving forward that ensures LEA
2 feedback, public feedback, Board feedback. We
3 don't have that.

4 I must oppose the proposal because we
5 don't have a clear public process for
6 incorporating these changes and adjusting the
7 plan as we move forward. Under the plan, we
8 will have only one more public roundtable
9 before December of 2018. After that point,
10 there will be no other opportunities for input
11 on a plan that could last decades outside of
12 the gracious nature of OSSE. The Board of
13 Education does not have the ability to initiate
14 policy.

15 So while I support my colleague, Mr.
16 Jacobson's plea for a committee that will
17 oversee implementation and I strongly support
18 that, and believe the Board needs to do that,
19 the results are at the womb of OSSE. And I
20 trust the superintendent and the team at OSSE
21 to listen, but under a different
22 administration, there is no guarantee.

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1 We've heard from many of my colleagues
2 tonight about the need to weigh in and in the
3 future to develop high school growth, to
4 develop a weigh a climate survey and other
5 measures. I understand the need to move
6 quickly, but I don't find it a persuasive
7 argument. While I support my colleague from
8 Ward 5's sentiments about moving forward now, I
9 must respectfully ask that we move to table
10 this Resolution now and incorporate those
11 measures and then move forward with something
12 that best serves the community.

13 PRESIDENT WILLIAMS: Thank you, Mr.
14 Weedon. There has been a motion to table. Is
15 there a second?

16 MS. WATTENBERG: Second.

17 PRESIDENT WILLIAMS: The motion to
18 table has been moved and seconded. I will ask
19 you all for a roll call vote.

20 Mr. Hayworth, read the roll.

21 MR. HAYWORTH: The vote is on tabling
22 the Resolution. Ms. Williams?

1 PRESIDENT WILLIAMS: Nay.

2 MR. HAYWORTH: Mr. Jacobson?

3 MR. JACOBSON: Nay.

4 MR. HAYWORTH: Ms. Carter? Ms. Carter?

5 (No response.)

6 MR. HAYWORTH: Ms. Wilson-Phelan?

7 MS. WILSON-PHELAN: Nay.

8 MR. HAYWORTH: Ms. Wattenberg?

9 MS. WATTENBERG: Yes.

10 MR. HAYWORTH: Dr. Woodruff?

11 DR. WOODRUFF: Nay.

12 MR. HAYWORTH: Mr. Jones?

13 MR. JONES: Nay.

14 MR. HAYWORTH: Mr. Weedon?

15 MR. WEEDON: Yes.

16 MR. HAYWORTH: Mr. Batchelor?

17 MR. BATCHELOR: Yes.

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

19 (No response.)

20 MR. HAYWORTH: Mr. Dorosin? Mr.

21 Dorosin?

22 (No response.)

1 MR. HAYWORTH: Madam President, the
2 motion fails.

3 (Motion failed.)

4 PRESIDENT WILLIAMS: Thank you, Mr.
5 Hayworth.

6 Mr. Batchelor.

7 MR. BATCHELOR: Thank you, Madam
8 President. When I was sworn into this office
9 just a few short months ago, I said that if we
10 believed that the type of support that allowed
11 a kid from Congress Heights to make an
12 improbable journey to this office was necessary
13 to win the future for all our kids, we needed
14 to demonstrate that commitment, not just in
15 words but in actions.

16 We now find ourselves at one of those
17 crucial moments where our actions will mean so
18 much more than our often-well-intentioned
19 words. The Every Student Succeeds Act gives us
20 a great opportunity to invest in the long-term
21 success of the District Students and their
22 families.

1 Ladies and gentlemen, we are the change
2 that we seek and new law could move us just one
3 step farther in ensuring that all of the
4 District students attend safe, welcoming,
5 thrive on public schools, whether public or
6 public charter.

7 For far too long, we had blamed all
8 problems on the overreach of the U.S.
9 Department of Education, but thanks to Former
10 President Obama, we finally have a chance of
11 rewriting the failures of No Child Left Behind.

12 ESSA offers a bold new opportunity for
13 the District to move beyond top down, testing
14 sanction-based reforms that have failed to help
15 the students of my generation. But for those
16 opportunities to take route, this government
17 must think big and add bold accountability
18 standards that empower educators, hold school
19 leaders accountable and solve the needs of all
20 of our District students, including some of our
21 most vulnerable populations.

22 So while I'm encouraged by the progress

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1 that has been made by this body to enhance the
2 framework, my belief is that we can and must do
3 more to bring about the shift in priority and
4 practice necessary to achieve our common goals.
5 Our students simply can't afford a half-step.
6 As the only member of this body that represents
7 more charters than traditional public schools,
8 a common accountability system that ensures
9 both halves of my student population get the
10 high-quality education they deserve is my top
11 priority. But if we are to commit to a common
12 accountability system, let us commit to
13 accountability in the things that matter.

14 I've often said that Ward 8 children
15 and families had the most to gain from an
16 accountability system that strikes the right
17 balance and prioritizes the right things. I
18 also said that we have the most to lose if we
19 miss the mark and leave out those things that
20 are hard, but necessary to do.

21 For far too long, students and families
22 in my ward have bore the brunt of bad policies

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1 and failed promises. And now it is time for
2 that to change. When I ran, I promised Ward 8
3 residents that I would stand up for them. I
4 promised to fight against symbols of quality
5 and fight for substance of quality. And that
6 is why we must have an adequately-weighted
7 metric that hold every school accountable for
8 providing a safe, welcoming, and supportive
9 learning environment for students and families.

10 We must have an adequate-weighted
11 metric that holds every school accountable for
12 ensuring access to a well-rounded curriculum
13 with robust and diverse course offerings and
14 enrichment activities. We must have the
15 urgency it takes to do the research and work
16 necessary to include a high school growth
17 metric. Not next decade, but as soon as
18 possible, that gives schools credit for the
19 progress they make with their students, not
20 just for how adept students are when they
21 walked through the door.

22 And as the plan evolves, we must commit

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1 to meaningful engagement but not just those
2 with the responsibility of executing it, but
3 real meaningful and sustained engagement with
4 those who are directly affected: parents and
5 students, and their elected representatives
6 here on the Board.

7 We've come a long way with this plan,
8 but in the interest of all our students in
9 every part of our city, we must go farther.
10 The door is wide open for us to not just do
11 what's easy, but to do what's right. When
12 you're faced with a plan that falls short of
13 our expectations, I've promised the residents
14 of Ward 8 that I would challenge us to do
15 better. And where we failed to simply say no
16 or at least not yet.

17 So today I am saying no, not yet, on
18 behalf of the children and families at Hart,
19 and King, Ketcham, and Anacostia, at Somerset
20 and Excel, Kipp and Thurgood Marshall, who
21 deserve bold investment in improving their
22 learning and their lives.

1 Tomorrow, I'll be ready to get to work
2 once again to challenge all of us in this
3 government and in our schools to not just
4 expect more, but to do more as well. No matter
5 the outcome of tonight's vote, the work
6 continues and I look forward to being fully
7 engaged in achieving the balance that our
8 children and families desperately need and
9 deserve.

10 Thank you, Madam President.

11 PRESIDENT WILLIAMS: Thank you, Mr.
12 Batchelor. Mr. Hayworth, would you read Ms.
13 Carter's remarks?

14 MR. HAYWORTH: The remarks of Board
15 member Ashley Carter on March 22, 2017. Today
16 I vote to approve the proposed D.C. State Plan
17 for the Every Student Succeeds Act put forth by
18 the D.C. Office of the State Superintendent of
19 Education.

20 The Every Student Succeeds Act, which
21 was passed with bipartisan support in 2015,
22 ended in getting accountability right,

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1 especially in the areas where NCRB failed. I
2 have spent the first three months of my term on
3 the Board working tirelessly, learning the
4 plan, engaging in public discussion around the
5 city and submitting questions regarding
6 specific areas of the plan related to ratings,
7 testing weight and climate.

8 After listening to public school and
9 expert testimony -- excuse me, input and
10 testimony over the past several months, the
11 original plan was revised in several areas.
12 This revised plan put forth today effectively
13 combines the views of the entire city. Our
14 city is diverse and so are our schools and
15 collaboration is essential to move forward with
16 one plan for the various schools in our city.
17 I believe this plan does that.

18 Revisions to this plan may and will be
19 made in the future as we work toward
20 implementing it and collecting more data.
21 However, I believe careful consideration was
22 applied to the crafting of this plan and the

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1 current weight to our testing scores is
2 appropriate at this time.

3 D.C. is on the forefront of this new
4 Act in submitting a plan for the first review
5 period; allows our urban district to
6 effectively prepare in goal-setting and
7 strategic planning for its first implementation
8 year. I support the plan being forwarded along
9 to the U.S. Department of Education and look
10 forward to its approval.

11 PRESIDENT WILLIAMS: Thank you, Mr.
12 Hayworth. Last but not least, I'd like to
13 start by thanking our stakeholders, parents,
14 teachers, and education advocates for their
15 insightful, thoughtful, and helpful input
16 during this process. My inbox has been stuffed
17 with emails, text messages, and letters full of
18 information on what we should do and how we
19 should do it.

20 I assure you, me and my colleagues I
21 have looked at and listened to them all. And
22 also, the Committee chairperson, Ruth

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1 Wattenberg, has held at least one meeting every
2 week since we started this process. She has
3 demanded the full participation of all the
4 members of the Board. She has fought hard to
5 have all our ideas incorporated into the new
6 ESSA plan. That because before ESSA
7 proficiency was the only measure of success we
8 have, the other metrics we're looking to
9 achieve and count do not exist. So we cannot
10 build the ideal accountability system today.

11 Saying this, I feel compelled to vote
12 for the proposed State ESSA Accountability
13 Plan. On Monday and Tuesday, many State Board
14 members had the honor of attending the
15 conference hosted by the National Association
16 of State Boards of Education. Of course, the
17 topic of this conference was ESSA.

18 The focus -- because every state in the
19 Union has to submit a plan. And every state in
20 the Union is wrestling with what type of plan
21 to initiate. What we learned at this
22 conference were great ideas, but with the

1 implementation of these great ideas, most
2 states have not yet developed any plan to
3 implement them. Neither has the District of
4 Columbia. But Washington, D.C.'s plans was
5 introduced as an innovative model.

6 So while we are not there, the SBO and
7 OSSE has learned a great deal from the first
8 round of public engagement and we vow to do
9 better the next time around. And I hear you
10 say, "right." I hear you. But we vow to be
11 more involved and have more stakeholders from
12 across the city involved in our next process.

13 The plan we are voting for tonight is
14 not ideal by any means. There is still much
15 work to be done. We would like to have school
16 environmental surveys, more weight on high
17 school growth and other untested measures of
18 achievement. But that's the problem.

19 These criteria, in many cases, have not
20 been developed across our educational system
21 and therefore, cannot be used in this iteration
22 of the ESSA plan. And looking down the road,

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1 even if we delayed the vote to September, they
2 could still not be implemented in this
3 iteration.

4 OSSE has removed 20 points from the
5 profoundly rated -- the proficiency rating.
6 Excuse me. Reducing it from 50 to 40. No,
7 from 40 to 30. I'm sorry. These 10 points
8 have been set aside for the inclusion in the
9 school matrix climate.

10 Most of our schools, both DCPS and
11 charters have weighed in, in favor of this ESSA
12 plan. I am a product of DCPS, so were my
13 parents and my grandparents. We are all
14 educators. Therefore, my reason for serving as
15 a Ward 7 State Board of Education
16 representative was to ensure the same high-
17 quality education that prepared me and my
18 parents and our graduates for college, career
19 and beyond.

20 As an elected official, if you don't
21 trust me to fight for you and for your right to
22 participate in this process, I will not be

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1 voting for in my next election. But if you
2 trust us today, by the next election cycle, you
3 will be able to measure how much the plan has
4 grown and how much better all of our students
5 are progressing and we will be able to continue
6 our work knowing we have accomplished something
7 that has not existed before in this city.
8 Educational equality across the sectors for the
9 entire city is my goal.

10 Thank you. Thank you all for your
11 comments and your insight. The motion is on
12 the Resolution to approve the District of
13 Columbia Accountability Plan. I will ask for a
14 roll call vote.

15 Mr. Hayworth, please call the roll.

16 MR. HAYWORTH: The vote is on SR-17-6,
17 the Approval of the State Accountability Plan.

18 Ms. Williams?

19 PRESIDENT WILLIAMS: Yes.

20 MR. HAYWORTH: Mr. Jacobson?

21 MR. JACOBSON: Yes.

22 MR. HAYWORTH: Ms. Carter?

1 MS. CARTER: Aye.

2 MR. HAYWORTH: Ms. Wilson-Phelan?

3 MS. WILSON-PHELAN: Yes.

4 MR. HAYWORTH: Ms. Wattenberg?

5 MS. WATTENBERG: Nay.

6 MR. HAYWORTH: Dr. Woodruff?

7 DR. WOODRUFF: Yes.

8 MR. HAYWORTH: Mr. Jones?

9 MR. JONES: Yes.

10 MR. HAYWORTH: Mr. Weedon?

11 MR. WEEDON: No.

12 MR. HAYWORTH: Mr. Batchelor?

13 MR. BATCHELOR: No.

14 MR. HAYWORTH: Ms. Hall? Ms. Hall?

15 (No response.)

16 MR. HAYWORTH: Mr. Dorosin? Mr.

17 Dorosin?

18 (No response.)

19 MR. HAYWORTH: Madam President, the

20 motion is approved.

21 (Motion passes.)

22 (Applause.)

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ADJOURNMENT

PRESIDENT WILLIAMS: The Resolution
Accountability Plan is approved. Thank you.

With no further business before the
Board, I would like to entertain a motion to
adjourn.

MR. JACOBSON: So moved.

PRESIDENT WILLIAMS: Is there a second?

MS. WATTENBERG: Second. And thanks,
Karen, for your nice words.

PRESIDENT WILLIAMS: Thank you. The
ayes have it. The public meeting of the
District of Columbia State Board of Education
is adjourned at 6:34 p.m.

(Whereupon, at 6:34 p.m., the State Board
of Education Special Meeting was adjourned.)

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CERTIFICATE OF TRANSCRIPTION

I, GERVEL A. WATTS, the officer before whom the foregoing hearing was taken, do hereby certify that the testimony that appears in the foregoing pages was recorded by me and thereafter reduced to typewriting under my direction; that said proceedings is a true record of the proceedings; that I am neither counsel for, related to, nor employed by any of the parties to the action in which this deposition was taken; and further, that I am not a relative or employee of any counsel or attorney employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.

GERVEL A. WATTS

Notary Public in and for the
District of Columbia

My Commission expires: February 14, 2019

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