GOVERNMENT OF THE DISTRICT OF COLUMBIA

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STATE BOARD OF EDUCATION

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WEDNESDAY,
JUNE 15, 2016

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The Regular Meeting of the District of Columbia State Board of Education convened at 1350 Pennsylvania Ave, N.W., Washington, DC, 20004, at 5:30 p.m., Jack Jacobson, President, presiding.

BOARD MEMBERS PRESENT:

JACK JACOBSON, President
KAREN WILLIAMS, Vice-President
KAMILI ANDERSON, Member
TIERRA JOLLY, Member
MARK JONES, Member
MARY LORD, Member
LAURA WILSON PHELAN, Member
RUTH WATTENBERG, Member
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:

HANSEUL KANG, State Superintendent  
JOHN PAUL HAYWORTH, Executive Director

STUDENT REPRESENTATIVES:

BRIAN CONTRERAS

APPEARANCES:

MICHAEL HANSEN  
MERILYN HOLMES  
MICHAEL KATZ  
CHARMAINE MERCER  
ESTHER QUINTERO
C-O-N-T-E-N-T-S

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THE time is 5:34 p.m. on Wednesday, June 15, 2016, and this public meeting of the District of Columbia State Board of Education is now called to order. Board members, it's opposite day for our microphones, so red is on and green is off, unfortunately.

PARTICIPANT: Red is on, and green is off.

PRESIDENT JACOBSON: It doesn't make sense to me either.

PARTICIPANT: Processing.

PRESIDENT JACOBSON: The roll will now be called to determine the presence of a quorum.

Mr. Hayworth, please call the roll.

EXECUTIVE DIRECTOR HAYWORTH: Mr. Jacobson?

PRESIDENT JACOBSON: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Williams? Ms. Williams? Ms. Lord?
MEMBER LORD: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wilson Phelan?

MEMBER WILSON PHELAN: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wattenberg?

MEMBER WATTENBERG: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Anderson?

MEMBER ANDERSON: Present.


REPRESENTATIVE CONTRERAS: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Whittington? Ms. Whittington? Mr. President, you have a quorum.

PRESIDENT JACOBSON: Thank you, Mr. Hayworth. For the record, Mr. Weedon and Ms. Whittington will not be joining us this evening. A quorum has been determined and the State Board will now proceed with the business portion of our
members, we have a draft agenda before us. Are there corrections or additions to the agenda as presented? Hearing none, I would entertain a motion to approve the agenda.

MEMBER LORD: So moved.

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

MEMBER WILSON PHELAN: Second.

PRESIDENT JACOBSON: Second by Ms. Wilson Phelan. The motion being properly moved and seconded, I'll ask for the yeas and nays.

All in favor, please say aye.

PARTICIPANTS: Aye.

PRESIDENT JACOBSON: Any opposed? The motion is approved. Next on our agenda is approval of the minutes from the June 1, 2016 working session. Are there corrections or additions to the minutes? Ms. Lord?

MEMBER LORD: I just would like to state for the record that I believe there was a rather more robust conversation about the
Constitution that is reflected. The minutes are fine, but I just think there was -- there were more board members with concerns than was reflected.

PRESIDENT JACOBSON: I think we can call that a technical correction and staff will address that for the formal minutes. Hearing no further amendments, I would entertain a motion to approve the minutes.

MEMBER WATTENBERG: So moved.

PRESIDENT JACOBSON: Moved by Ms. Wattenberg. Is there a second?

MEMBER LORD: Second.

PRESIDENT JACOBSON: Second by Ms. Lord. The motion being properly moved and seconded, I'll ask for the yeas and nays. All in favor, please say aye.

PARTICIPANTS: Aye.

PRESIDENT JACOBSON: Any opposed? The motion is approved. Good evening, my name is Jack Jacobson, and I am President and Ward 2 member of the State Board of Education. On
behalf of the members of the District of Columbia State Board of Education, I want to welcome our guests and our viewing public to our Wednesday, June 15, 2016 public meeting.

Typically, the State Board holds its regularly scheduled meetings on the third Wednesday of every month in the old council chambers at 441 4th Street, NW. Today, however, we are in room 412 of the historic John A. Wilson building at 1350 Pennsylvania Avenue, NW.

Regardless of where we are, and more importantly where you are, the members of the State Board of Education welcome your participation and your support in our efforts to improve education in the nation's capital.

I'm going to take a minute here to reflect that we are not at our regular meeting spot because yesterday was election day here in the District of Columbia, and given the tragic events in Orlando over the weekend, it's more important than ever that everyone in D.C. and around the country go out and exercise your right
to vote.

    We do not hold moments of silence in this body. We have not historically.

Unfortunately, mass shootings like the one in Orlando are frankly too prevalent for us to do that every time it happens anymore. So with that, I will allow board members at the end of our meeting to make any additional statements they'd like to regarding the incident, actually the massacre. It's more than an incident. It was a massacre.

So, the State Board of Education has been working closely with our friends at the Office of the State Superintendent of Education this year to ensure that the District takes a holistic and comprehensive approach to adjusting our statewide accountability plan to comply with the new federal Every Student Succeeds Act.

The State Board is taking the lead on making sure that the community's voice is heard in the development of the plan, and we have held meetings in six of the District's eight wards so
These meetings are designed to hear directly from parents, students, teachers, business leaders, and community members about their vision for student success.

Tomorrow, Board Member Tierra Jolly will host our Ward 8 meeting at the Anacostia Library from 6:30 to 7:30 p.m., and on June 21, a Tuesday, we will be meeting in conjunction with the Capitol Hill Public School Parents Association at the Capitol Hill Montessori at Logan. Is that the same time? From 6:30 to 7:30 p.m.

If you are unable to make it to one of these meetings, you may share your thoughts with us online at sboe.dc.gov/essa. There, you will find an online survey in English, Spanish, and Amharic to offer your thoughts on what makes a student successful.

I also want to thank Superintendent Kang and her team for their commitment to community involvement in this process. They were very helpful in assisting the SBOE staff in
finding expert witnesses for tonight's panel on possible measures of school and student success under the new law.

Tonight's agenda begins with a report from our student advisory committee. The committee was established in 2015 to bring additional student voices into policy -- our policy development.

Co-chaired by our outstanding representatives Brian Contreras and Destinee Whittington, the student advisory committee focused this year on providing recommendations to the State Board on teacher accountability.

If you are a student in the District of Columbia, please consider applying to join us for the school year 2016-17 student advisory committee or join the State Board as one of our two student representatives.

The State Board is accepting applications for both positions now. The applications can be found on our website at sboe.dc.gov/studentvoices. You'll have some
pretty big shoes to fill. We've had excellent
student representatives on this body over the
three-and-a-half years that I've been a member,
and even longer I think Ms. Lord could concur
with.

At this time, I would like to invite
our Superintendent to make an opening statement.
Superintendent Kang?

SUPERINTENDENT KANG: Thank you,
President Jacobson. We are excited about
tonight's agenda, and in particular, as we
prepare for the implementation of the Every
Student Succeeds Act, or ESSA, OSSE has been
working closely with the State Board of Education
and other stakeholders, and we are excited to
discuss.

We know that the Board has been
leading engagement sessions with the public
across the District around the development of a
new statewide accountability system. We're
grateful for this process and partnership, and
look forward to hearing more about the input the
Board has received to date.

One of ESSA's requirements is that states include an indicator of school quality or student success in their accountability systems such as measures related to student engagement, school climate and safety, attendance and truancy, or other indicators. This new component allows states to consider meaningful measures that differentiate school performance on factors beyond standardized test academic indicators.

This evening, we'll be hearing from several experts on school and student success indicators, and we are looking forward to that presentation and discussion as we continue our deliberations about what makes sense in the D.C. context.

I'm also looking forward to hearing more about the recommendations of the student advisory group. I know that at OSSE, we have several student groups, and we always find that direct feedback to be incredibly helpful, so we look forward to hearing those recommendations.
Thank you very much.

PRESIDENT JACOBSON: Thank you, Superintendent Kang. And may the record reflect that Mr. Jones from Ward 5 has joined us. We will continue our meeting with public witnesses. The State Board welcomes public participation in 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 our staff at sboe@dc.gov or by calling 202-741-0888 at least 24 hours in advance of our meetings.

Is anyone here from Total Sunshine?

Oh, Ms. Holmes, I didn't see you. Please, come up. You've got three minutes.

MS. HOLMES: Can you hear me? Oh, wonderful. Good evening, I am glad to be able to make it here one more time to testify in front of this esteemed body about the work that Total Sunshine does for the young people in our city,
more specifically, our valedictorians and salutatorians. Please forgive me if I'm a little slow. I'm on medication. I hurt my back at work, and it's been quite a while, quite a day actually.

But either way, I'm the president and founder of Total Sunshine, Incorporated. We have supported 454 D.C. valedictorians and salutatorians over the last eight years, and it has been a tremendous effort, and we've been really successful supporting them.

And next week, we're going to have our eighth annual school grade rewards ceremony Thursday, June 23, 2016. We're going to be at the Rise Center in Ward 8. We're going to bring all of the valedictorians and salutatorians of the city to Ward 8, and we're going to support them with laptops or tablets.

We're still not sure what we're going to be able to give them yet because it's been really difficult getting support. It's been quite a road. Tomorrow is basically our D-day.
We have to place an order somehow. I was thinking perhaps I need to work some overtime on the ambulance to purchase the stuff myself, and I will if I have to, but I'm hopeful that it doesn't come to that.

Now, I'll tell you, with our school grade incentive program, this is a program that we use to facilitate this event. We have supported many students over the city over the last -- all over the city over the last 16 years, and it's been really effective and I love doing it. It's my passion.

As a paramedic in the city, I have seen too many times young people on the wrong path. I wanted to quote a little bit of Frederick Douglass. I'll summarize just a little bit. He said that it's easier to raise a good child than to fix a broken man.

Now, when we talk about our city-wide kids that have done the right thing, they're not broken. They're diligent. They're determined. They are doing the right thing. They're probably
doing college work even today looking forward to
going to Harvard, and Yale, and place to enrich
them even further.

And I'll tell you, when we talk about
just doing the right thing by the students that
have done everything that we've required them to
do, even more, straight As for four years. I
mean, that's an undertaking that even I couldn't
do when I was in school. I was an honor student,
but I was not a valedictorian or salutatorian.

So when I tell you these young people,
they deserve support, I'm sure that everyone in
here knows that they do. If I were to ask for a
show of hands of how many people think that these
young people deserve support and want to see them
with a great outcome, I'm sure that I'd see every
hand in the room go up. But I tell you, thinking
that they deserve support and actually showing by
doing, that's two whole different things.

I'll quote Martin Luther King and say,
"The time is always right to do the right thing."

Total Sunshine, we need help. I need help to
make sure that our valedictorians and
salutatorians have what they need to go to
college.

I have a young lady by the name of
Patrice Haney. She was in our 2011 class. She's
going to come to the ceremony this year. We gave
her a laptop years ago, years ago, and she just
graduated from college out of Texas, no,
Tennessee, and she's going to tell her story
about how the tech tool given her helped her.

If someone would like to have more
information on our school grade attendant program
or to get in touch with us, feel free, 202-575-
0462, or go to totalsunshine.org. And I'm hoping
for the best, but either way, come hook or crook,
we're going to be there in Ward 8 next Thursday
at 4:00 p.m. and we're going to support these
young people. Thank you so much for this time
today.

PRESIDENT JACOBSION: Thank you so
much, Ms. Holmes, and thank you for your
advocacy. We greatly appreciate it, and the
students do as well. If you have any written testimony, you can supply it to Mr. Hayworth for our official record. Thank you.

Now, moving onto the student advisory committee report, tonight, the State Board of Education will receive the first report from its student advisory committee. The SAC was established last year by the State Board to provide a direct avenue for high school students to participate in the development of education policies that affect them.

Co-Chaired by the State Board student representatives, the SAC met multiple times over the course of the school year. I want to thank the members of the committee for their participation and their service. It is important, and it is appreciated.

Mr. Contreras, would you brief the State Board on the report?

REPRESENTATIVE CONTRERAS: I'd like that, thank you. So our final product after a year of work was a five-page written report that
summarizes everything the members of the board did over the year, so I'll just go section by section and summarize each element.

So the first section discusses the committee itself which was created by the Board. It's co-chaired, as Jack said, by the two student representatives, and then made up of members from a variety of public and charter schools.

And then the ultimate goal was to choose a topic to spend a year focusing on, and ultimately create a set of policy proposals that we think would help students better engage with their school communities and get more out of their educations.

The next section discusses the members of it. So myself and Destinee, the two student representatives on the Board, were the co-chairs, and then I'd also like to name each member because they did a lot of work and I really appreciate everything they put in, so that was Joseph Adams from Friendship PCS Tech Prep Academy, Jack Nugent from School Without Walls,
Nate Green from KIPP DC College Preparatory,
Natalie Seablom from Woodrow Wilson, Mikaela
Loftin from Basis DC, Deronda Roberts from
Friendship Collegiate Academy, and Alex Dorrison
from Woodrow Wilson. So they all put in a lot of
effort, and I hope some of them who are not
seniors currently will continue to work with it
next year, as well as new members hopefully.

The next section discusses the
process. So we had four meetings over the course
of the 2015-16 school year. The first one, we
discussed a number of issues we felt that
students were facing in DC that could be solved
to some degree through policy change. We
ultimately settled on teacher accountability as
the most prevalent one, and tried to spend the
rest of the year focused on what we can do to
solve that issue.

The second meeting went further into
depth on that chosen topic. People brought in
testimony from their peers and their classmates,
as well as scholarly articles that discussed
teacher accountability and proposed solutions.

The third meeting involved the members bringing in ideas for specific policy change that could improve teacher accountability, provide new mechanisms for holding teachers accountable to the students.

And finally, the fourth meeting involved discussing the written report that we have here today, what needed to be included in it, what format it should take, and who it should be sent out to.

The next section discusses how we chose the topic of teacher accountability. There were a lot of issues that we found that needed to be solved through policy change. Some of those are discussed in the report such as absence policies, start and dismissal times, school food, security and student safety issues, physical and mental health, gender parity in dress codes, gender neutral bathrooms, equality in school holidays, and class credit policies. Ultimately however, through a unanimous vote, we chose
teacher accountability as the most important issue to be addressed.

Some of the elements of teacher accountability that we noted in particular were students not knowing their grades early enough to improve them before a quarter ended, students not having input in the teacher's certification and evaluation processes, insufficient or nonexistent systems of online grading, inadequacies in the current master educator evaluation system, and skewed weighting of grades across different classes and disciplines.

Ultimately, we came up with a list of nine final proposals for policy change that both the Board and other stakeholders in the D.C. education system could take in order to resolve some of these issues we identified, so I'll read those now.

The first is implement city-wide usage of online grading systems with time requirements on how often teachers are required to update them. The second is add questions to the yearly
student climate survey that address social issues like sexism in dress codes, racism, homophobia, and transphobia by teachers and substitutes, feedback on the PARCC testing and other school climate issues.

The third is have master educators go to classes halfway through a particular period rather than at the beginning of the class so that teachers don't teach a different lesson than they would otherwise, which is a prevalent issue, and ensure that teachers do not know on what days the master educators are coming to observe them, or otherwise reform the master educator system to better represent what actually goes on in classrooms.

The fourth is require teachers to provide office hours outside of class time, as well as make available some sort of contact information so students can communicate with them.

The fifth is put more information on school report cards regarding available classes,
extracurriculars, facilities, the student/teacher ratio and school climate. The sixth is implement end of semester, twice a year student reviews of teachers as part of the accountability framework. The seventh is recommend that schools or LEAs make available a counselor for teachers to help them deal with the stress of their jobs. Eight is recommend the implementation of teacher mentorship programs between newer and older faculty members or other teacher centric support groups.

And nine is implement an education and/or media program to educate students and families about what the PARCC testing is, what it is used for, and who it affects, and what rights students have with regards to opting out.

So we worked together in our fourth and final meeting a few weeks ago to develop this report, and we ultimately came up with a list of members of the D.C. community we'd like to send it to in addition to presenting it to the Board of Education.
So these include the Chairman of the District of Columbia Council Committee on Education, the Deputy Mayor for Education, the State Superintendent of Education, the Chancellor of the District of Columbia Public Schools, and the Chairman of the District of Columbia Public Charter School Board, so I'll be working with John-Paul and Jack to make sure that all of those stakeholders get everything embodied in here.

I think we came up with a lot of really viable and valuable solutions to some of the very real problems that are degrading the ability of our students to get the most out of their schools and out of the D.C. education system, and I hope the Board moves forward with adopting this onto the record. Thank you.

PRESIDENT JACOBSON: Thank you. Now I would entertain a motion to accept the report from the student advisory committee. After the motion is made and seconded, we can have some discussion. Is there a motion to accept the report?
MEMBER WILSON PHELAN: So moved.

PRESIDENT JACOBSON: Moved by Ms. Wilson Phelan. Is there a second?

MEMBER LORD: Second.

PRESIDENT JACOBSON: Second by Ms. Lord. Is there discussion? Ms. Wilson Phelan?

MEMBER WILSON PHELAN: I just want to thank the students who participated, and Brian especially for his leadership, both in the creation of this group and your co-facilitation of it during the course of this year together with Destinee.

I think the inputs that you are providing are incredibly valuable to me personally, and I know to this Board, and I'm looking out at our audience and I think I see a student who is nodding at everything that you say, and I think that voice is so important in the decisions that we make, so thank you.

PRESIDENT JACOBSON: Thank you, Ms. Wilson Phelan. Let the record reflect that Ms. Jolly from Ward 8 has joined us. Ms. Wattenberg
from Ward 3?

MEMBER WATTENBERG: Again, let me reiterate that. Thank you so much, Brian, and thanks to all of the people who did this. It's terrific to have a report like this. I have a set of questions.

So one, some of these are general and some are specific, but going to the city-wide usage of the -- actually, let me back up. So these are recommendations to us that we may or may not then use in policy, and then recommendations to other people who may or may not use them in policy, is that right?

All right, so I have a question on the online grading system where you call for implementing city-wide usage of it with time requirements. Now, it's my understanding that DCPS has that. Is this an issue more among the charters or is it also a DCPS issue? It's a question to Brian, yes.

REPRESENTATIVE CONTRERAS: Thank you.

So I think the people on the committee who said
they didn't have any online grading systems were
charter students, but the component of that
suggestion that talks about time requirements I
think is relevant to DCPS.

I know at my school and many other
schools that members came from, grades are not
put in until the week or so before report cards
go out which is useless because you don't have
any time to know what your grades are, know if
you're failing a class and make changes
accordingly, so I think the time requirement
talked about in that first suggestion applies to
both DCPS and charter schools.

MEMBER WATTENBERG: Thanks, that's
useful information because I was under the
impression that actually that already happened in
all of the DCPS schools, so that's good to know.
Let me -- I want to go to number five. I want to
think about -- I want to put some questions to
you about things that we could do on the new
school report cards and that we can do as we
approach ESSA.
So one is number five, put more information on the school report cards regarding available classes, extracurriculars, facilities, student/teacher ratio, which I think would be a great thing to add, school climate, which I'll come back to. What about, do you think students are interested in sort of knowing how many counselors there are, class size, which is a little different from the student/teacher ratio, anything else you'd add to that list?

REPRESENTATIVE CONTRERAS: Yeah, I think both of those are good suggestions, maybe school nurses, other resources that are available. I think those are definitely important.

MEMBER WATTENBERG: And going down to nine, implement a media program to educate students and families about what the PARCC is, and actually earlier you had a comment that you wanted to add questions to the climate survey on feedback on PARCC testing. What is -- what are both of those about? What are those issues?
REPRESENTATIVE CONTRERAS: Right, so we spent a lot of time in the committee talking about how students felt about how PARCC was administered, as well as the value that it had to students overall, and obviously there is a much wider conversation in our nation as a whole about what role standardized testing has in education.

But I think in general, there is a lack of understanding amongst students about why PARCC matters and why standardized testing is a viable method of holding schools and holding teachers accountable, and whether that's an accurate measure of whether students are learning, whether they are improving, because those are two different things.

I think it would be useful to have a wider body of knowledge and a wider body of data about how students feel about PARCC or whatever standardized testing is being used. And then also there was a lot of confusion about what rights students have with regards to opting out.

A lot of conflicting messages were
going out even among different members of the
student advisory committee, so I think it is
important that students know what rights they
have with regards to that. So I think in
general, there is just a lot of confusion on the
part of the students and probably on the part of
parents too, and I think both suggestions two and
nine would help deal with that.

MEMBER WATTENBERG: Do I have time for
one more follow-up on this? So during the PARCC
testing that just happened, I know there was an
issue at Wilson and at Walls where students who
had taken the PARCC, who had taken the PARCC
geometry test in 8th grade were asked to go back
and take that geometry test again in 11th or 12th
grade.

Are you familiar with that? So my
understanding is that, in fact, that was not what
should have happened, and neither OSSE or DCPS
believes that that was the right thing to happen.
It never got cleared up.

It never got clarified, and the
superintendent may want to comment on it, and the
result is, as I understand it, kids and parents
who knew enough to ask for exemptions, which is
different than an opt-out, because we don't have
an opt-out for better or worse, but students who
asked for an exemption because that was improper
were able to get the exemption, but most people
didn't know they could get an exemption, so most
kids had to take it, and I understand it
interrupted, interfered with AP review classes
and so on. So is that part of what came up?

REPRESENTATIVE CONTRERAS: Yeah,
that's definitely part of it. I also think you
talked about how some students knew about what
rights they had with regards to opting out and
others didn't, and I think there are probably
systemic differences in which demographics of
students knew what rights they have which would
probably have skewed the data.

If, say, students with parents who are
more involved in that sort of thing told them
they didn't have to do it, whereas students with
parents who are not as focused on that sort of thing and weren't going to tell them that they could have an exemption didn't bring that up.

So I think there are probably problems with the data that is sent for that, and I think having more effort put into educating students and educating families about what PARCC is and how it works would alleviate some of that.

MEMBER WAT TEN BERG: Well, I just want to sort of concur with this idea that there needs to be a lot more clarity about that, and maybe there could even be a hotline so when we have these kind of issues, there's a way to straighten it out immediately, so I put that also to the superintendent, as well as for us to look at as we go down the road. Thank you. Thanks, Brian. Thanks very much for raising these issues.

REPRESENTATIVE CONTRERAS: You're welcome.

PRESIDENT JACOBSON: Thank you, Ms. Wattenberg. Ms. Lord, our at-large member? And let the record reflect I missed our Vice
President, Karen Williams, from Ward 7 has joined us.

MEMBER LORD: Thank you, Mr. President. I would like to echo my colleague's appreciation for the students' work. Not only did you cover a lot of ground, but you distilled it down into nine really succinct bullet points, and I wish I had half your ability to do that sometimes when I'm trying to distill policy down to simple things.

I'd like to follow up a little bit on the climate survey. As a body, we are in charge of state level policy, and it's my understanding that D.C. Public Schools and the individual charter schools administer their own climate surveys.

Did your group discuss whether we should add, for example, questions to the PARCC exam which would be universal across the District, and what kinds of questions did your group decide might be interesting or useful to have?
REPRESENTATIVE CONTRERAS: I think that's a good point. I don't think any of us have enough of a policy background to know like that much about how it would work on a mechanical level like that.

I think the main thing that we were trying to get across is that it's important that those questions exist, and I guess I would leave it up to the Board in terms of whether those are gotten out to the student body through the PARCC or through individual school climate surveys, but that's a fair point. I didn't know that.

MEMBER LORD: And what sort of issues were you sort of weighing? Is it, you know -- right now we keep, I think, suspensions, absences, but they're very crude measures, and the new federal law requires us to do at least one non-academic measure, so this has got a lot of juice right now.

REPRESENTATIVE CONTRERAS: Right, yeah, the current survey focuses a lot on drug and alcohol use, and sexual activity, and things
like that, but it doesn't address racism, and homophobia, and transphobia, which we pointed out in the report, as well as larger endemic issues about how our institutions deal with different elements of our student body, so I think that would be the biggest thing we'd like to see covered in more depth.

MEMBER LORD: There was some really interesting research done, I think funded by the Gates Foundation, a few years ago in and around teacher evaluation and accountability that suggested that a few simple questions about whether a student felt challenged academically, nurtured socially, or cared for in the presence of caring adults were as good if not better a measure of whether that was an effective teacher or educator than almost anything else. So I was wondering if you had sort of any discussions about challenge academically, whether your teachers -- whether you felt like your teachers liked you or cared about you?

And then that brings me to the second
point which is the online grading system. Might it be more useful to have an online alert system so that if you really wanted to be a physician when you grew up and your chemistry or math grades weren't so good, rather than waiting until your midterm and finding whoops, you know, a lot of ground to cover, that there was some way of frequently checking in?

REPRESENTATIVE CONTRERAS: I think the alert system sounds like a good idea. That would be a useful mechanism I think for a lot of students. You talked about different measures used for evaluating schools, and I definitely know myself, and I think most, if not all of the members of the board would feel a lot more comfortable evaluating their schools based on the relationships they have with their counselors and their teachers as opposed to their SAT score or something like that.

I think that's a much more -- I think you need both, and you can't discount more standardized measures, but I think that's very
valuable and probably isn't being taken into account right now to the degree that it should be.

PRESIDENT JACOBSON: Thank you, Ms. Lord. Are there any other questions from Board members? Ms. Williams, Vice President Williams from Ward 7?

VICE-PRESIDENT WILLIAMS: I really don't have a question, but having sat in on many of your meetings, Brian, I just want to commend you and your partner for your wonderful work and for even the idea of putting together the student advisory committee which was yours, so good luck. We'll miss you. See you soon.

PRESIDENT JACOBSON: And rather than do another round, we have a very esteemed panel that is waiting to testify, so I'd like to move forward if possible. Tierra? Ms. Jolly, I'm sorry, from Ward 8?

MEMBER JOLLY: Yes, I had a question regarding number six, suggestion number six, implementing end of semester student reviews of
teachers as part of the accountability framework.
Were this to go forward, I was wondering if Mr.
Contreras or any of the conversations from the
student advisory council gave ideas about how to
prevent any kind of student mischief, or student
dissatisfaction with teachers' discipline styles,
or perhaps strict adherence to rules as factors
that could negatively impact teacher evaluations?

REPRESENTATIVE CONTRERAS: Right, I
think that's definitely a very real problem you
would have with that, and I definitely wouldn't
suggest implementing that as the only method of
teacher accountability, but I do think if you
have it in concert with other things like the
master educator system, like standardized
testing, you would reduce the threat of having
that bias.

I think that would still be there
obviously, but I also think you need to put some
level of trust in students that if you're going
to give them that responsibility, I think the
majority of them would use it legitimately.
PRESIDENT JACOBSON: Thank you, Ms. Jolly. Any Board members who have not already spoken? With that, I would entertain now that the motion has actually been moved and seconded, I'd like to call the yeas and nays on accepting the student advisory committee's report. All in favor, please say aye.

PARTICIPANTS: Aye.

PRESIDENT JACOBSON: Any opposed? Any abstentions? The report is adopted. Thank you, Mr. Contreras, for all of your diligent work on this. And at this moment, we kind of wanted to do a surprise for our student representatives, so I would like to amend our agenda right now to honor our student representatives with ceremonial resolutions of thanks. Is there a second to my motion?

MEMBER WILSON PHELAN: Second.

PRESIDENT JACOBSON: Second by Ms. Wilson Phelan. Mr. Hayworth, would you read the resolutions into the record? Oh, all in favor of amending the agenda, please say aye.
PARTICIPANTS: Aye.

PRESIDENT JACOBSON: Any opposed? The agenda is amended. Mr. Hayworth, now would you read the resolutions into the record?

EXECUTIVE DIRECTOR HAYWORTH: D.C. State Board of Education ceremonial resolution honoring Destinee Whittington, 2015-16 student representative. Whereas Ms. Whittington served as one of the D.C. State Board of Education's student representatives for the 2015-2016 school year, whereas Ms. Whittington has recently graduated from Richard Wright Public Charter School, whereas Ms. Whittington has been a leader in her school and community through her participation in Richard Wright Public Charter School's student government and ambassador's club, as well as the Office of the State Superintendent Scholar's Program, and served D.C., whereas Ms. Whittington will attend Alabama State University in the fall, whereas in her position as a student representative, Ms. Whittington also served as a co-chair of the
student advisory committee, whereas Ms. Whittington has contributed valuable ideas and insights that will help shape the future of education for students in the District of Columbia, now therefore be it resolved that the District of Columbia State Board of Education honors Destinee Whittington for her outstanding contributions to the Board and to students across the District.

The D.C. State Board of Education's ceremonial resolution honoring Brian Contreras, 2015-2016 student representative. Whereas Mr. Contreras served as one of the D.C. State Board of Education's student representatives for both the 2014-15 and 2015-16 school years, whereas Mr. Contreras has recently graduated from School Without Walls, whereas Mr. Contreras has been a leader in his school and community through his participation in School Without Walls' student government, school newspaper, model United Nations team, as well as World Affair's Council of Young Ambassador's Program, and the Boy Scouts
of America, whereas Mr. Contreras will attend Stanford University in the fall, whereas in his first year as student representative, Mr. Contreras worked to create a student advisory committee, whereas Mr. Contreras co-chaired the student advisory committee during the 2015-2016 school year, whereas Mr. Contreras has contributed valuable ideas and insight to the State Board and enabled the student voice to be heard in District education policy, now therefore be it resolved that the District of Columbia State Board of Education honors Brian Contreras for his outstanding contributions to the Board and to students across the District.

PRESIDENT JACOBSON: Thank you, Mr. Hayworth. Is there a motion to move the ceremonial resolutions in block?

VICE PRESIDENT WILLIAMS: So moved.

PARTICIPANTS: Second.

PRESIDENT JACOBSON: Moved by Vice President Williams. Second by, I think, everyone. Is there discussion? Ms. Lord?
MEMBER LORD: I would just like to say that we have had some extraordinary student representatives on the Board of Education, but I daresay that Brian and Destinee have really upped the game, delivered reports, asked the kind of tough questions that would never have occurred to us, and it was my distinct honor to celebrate his graduation yesterday.

And had I known he was such a master at getting all of the students in the graduating class to do the wave, I would have added that to the ceremonial resolution. So he is a man of many talents, and you have left a lasting legacy, and I just want to say thank you so, so much for bringing the students' voice not only to the table, but into the policy recommendations.

PRESIDENT JACOBSON: Hear, hear. Thank you, Ms. Lord. Any other brief comments? If not, the vote is on the ceremonial resolutions in block. All in favor, please say aye.

PARTICIPANTS: Aye.

PRESIDENT JACOBSON: Any opposed? Any
abstentions? The motions carry unanimously. Mr. Contreras, at the end of our meeting, we'd love to get a photo with you in the well with the resolutions. Thank you so much.

Now, we are fortunate to be joined tonight by four outstanding education researchers. As I tell the public a little bit about each of you, please make your way to the witness table.

We'll start on my right, your left, with Dr. Charmaine Mercer who is director of the D.C. Office and senior researcher at the Learning Policy Institute. The Institute provides high quality research to shape evidence-based policies that support equitable and empowering learning for every child.

Dr. Michael Hansen is senior fellow and deputy director at the Brown Center on Education Policy at the Brookings Institution. Brookings is focused on in-depth research that leads to new ideas for solving problems facing a society at the local, national, and global level.
Dr. Esther Quintero is a senior fellow at the Albert Shanker Institute. Shanker brings influential leaders and thinkers from business, labor, government, and education together to promote discussion and workable approaches to issues that will shape the future.

And finally, Mr. Michael Katz is a research associate at the Center on Labor, Human Services, and Population at the Urban Institute which provides solutions through economic and social policy research. Thank you all for joining us tonight for this discussion.

The State Board is committed like you to making the best decisions possible based on solid research and best information available. Your testimony here will help inform not only the State Board, but also the superintendent and her team at OSSE as we develop our statewide accountability measures.

Each of you will have five minutes to present your testimony, and then we'll take five-minute questions from members. Dr. Mercer, would
you like to begin and then we can go down from
your left to right?

DR. MERCER: Thank you. Good evening,
and thank you, President Jacobson, and Vice
President Williams, and members of the Board for
inviting me to testify on this important topic.

My name is Charmaine Mercer, and as
mentioned, I'm the Director of the Washington, DC
Office at the Learning Policy Institute. The
Learning Policy Institute is a national
nonpartisan research and policy organization that
uses high quality research to shape policies that
improve learning for each and every child. My
background is in federal education policy as both
a researcher and policy advisor.

Prior to joining LPI, I worked for the
Alliance for Excellent Education. It's an
organization based in D.C. that focuses on
secondary schools, and I have also worked for the
Congressional Research Service as a senior policy
advisor, as well as on the Authorizing and
Appropriations Committees for the U.S. House of
Representatives. So it's kind of through those lenses that I bring this background and the knowledge to you this afternoon.

In my testimony this evening, I will share my perspective about the requirements, allowances, and considerations for accountability systems and multiple measures under the Every Student Succeeds Act. ESSA is viewed by many, including the Senate Health Committee Chairman Lamar Alexander, as a, "fix to No Child Left Behind." It represents what was politically possible at the time.

It is not a blueprint for the 21st century education that is needed today. ESSA largely maintains NCLB's basic architecture in that it focuses on English, language arts, and math, graduation rates, and measures of proficiency.

However, one of the biggest shifts from NCLB to ESSA is that it does return a lot of the decision making around the building of accountability systems to the states, and this
shift provides a real opportunity for states to
begin to build accountability systems that
contain measures of student learning and
achievement, and preparing students for life
after graduation.

Accountability systems should provide
teachers and leaders with information to improve
practice, as well as support school capacity
building and continuous improvement, and this
more expansive view of accountability systems is
based on a perspective that accountability should
be designed to help leverage improvement, not
just to label and sanction schools.

Given that there are multiple outcomes
of schooling that we care about and that outcomes
can only be understood in relation to inputs and
processes, a helpful accountability system will
consider inputs, processes, and outcomes.

A system that focuses on the whole
child and the whole school requires a more
comprehensive set of indicators that measure the
range of skills and competencies students need to
be successful upon graduating from high school.

The resources and conditions that support students' opportunities to learn must also be included. When systems include information about school resources and supports, the staff can readily identify inequities and respond appropriately with supports to aide and improvement.

As state boards begin designing and building their accountability systems, it's important that there is clarity about the theory of action in the role of standards, assessments, and accountability. There should be a shared understanding of how each will be used to drive and support the college and career readiness goals that have been set for students. When designing these systems, consideration should be given to selecting the constellation of measures and indicators that best support 21st century learning, teaching and learning.

We also suggest that states evaluate their current accountability systems and
determine which measures or indicators are most effective at measuring college and career readiness. If the measures are operating effectively, they should be included in the new system. However, if the measures are operating — if the measures are ineffective or otherwise unaligned with the new vision, they should be discarded.

Finally, new accountability systems should be accompanied by a process and a system that regularly evaluates the effectiveness of indicators in the accountability system and makes changes as necessary. This is essential to continuous improvement.

ESSA specifies that states must use multiple measures of student and school performance in their accountability systems. It allows states considerable latitude in selecting which measures beyond the test scores and graduation rates that will be included in the systems, and so states have a real opportunity to consider the indicators that could best leverage
improvements and supports in teaching and learning.

Chosen measures must meet requirements of ESSA. The measures must be valid, reliable, and comparable across all schools and districts, and they must be calculated the same for all schools. They further must allow for subgroup disaggregation and meaningful differentiation between schools.

ESSA requires five separate measures which may consist of multiple indicators. The first is a measure of academic achievement using annual assessments in English, language arts, and math. For elementary and second schools, there must also be a second academic measure, and that can be a growth measure.

The third measure must be the four-year graduation rate. The fourth is a measure of progress in language proficiency for English language learners. And last, but not least, the fifth is a measure of school quality or student success. The state must annually measure and
report these data for all students and separately for each identified group of students.

It is this final fifth category, also commonly known as the fifth indicator, that I will now focus on. We describe this indicator as representing opportunities to learn, as well as engagement and support. By looking at students' opportunity to learn, state accountability systems can provide information about the resources and conditions that influence student learning outcomes.

In addition, opportunity to learn outcomes can be used to hold districts and the state accountable for providing the resources necessary for schools to meet ambitious goals for student learning. Examples of possible indicators include access to rigorous and engaging curriculum, access to resources, as well as access to qualified teachers.

In Monroe County, Georgia, the district adopted a comprehensive set of indicators on looking at school conditions that
influence students' opportunity to learn such as the quality of the school facilities, internet access, new teacher retention, staff attendance, and professional learning.

This information can be used by educators at the school, district, and state level to ensure all students have access to equitable and adequate opportunities to learn, and that educators are supported in working with students.

The second group of indicators of engagement are defined as engagement and support, and they can provide information about the culture and climate of schools including data on parent and community involvement, safe and supportive school conditions, student participation and engagement in schooling, and measures of social and emotional learning. States can choose to include indicators of engagement to meet or exceed the requirements of ESSA which requires only one indicator of school progress or student success.
California's core districts developed a system that's comparable, and as part of their process, they identified four factors that they consider to be important for students' academic performance that were also measurable and actionable predictors of student success. The four factors were growth mindset, self efficacy, self management, and social awareness. These are just a few options that could be used in this category.

There are two ways to think about including these types of measures in an accountability system. One, using social and emotional indicators as part of a multiple measure system of accountability encourages a broader definition of student success, and two, it incentivizes schools to create opportunities for meaningful learning that will foster students' growth as self directed learners.

The biggest consideration when selecting measures for the fifth indicators are identifying those that are most actionable,
selecting measures that allow for meaningful
differentiation, as well as discouraging negative
incentives.

For example, attendance rates are
generally viewed as an indicator of engagement
because it's assumed that students who are
engaged attend class, and those who are not
don't. This assumption is supported by high
attendance patterns nationwide.

Most schools have 80 percent and
higher attendance rates which does not allow for
meaningful differentiation between schools.
However, combining attendance with chronic
absenteeism will allow for differentiation and
allow a more targeted solution for a specific
challenge that a school or district is
encountering.

Finally, it is worth noting that ESSA
does not require that all indicators be included
when the state submits its plan to the U.S.
Department of Education. If more time is needed
to think through the right mixture of indicators
or to develop or purchase an appropriate tool, the law and the proposed regulations would allow time to do so. In other words, there is no rush. Thank you for the opportunity to speak with you this evening, and I'm happy to answer any questions that you might have.

PRESIDENT JACOBSON: Thank you, Dr. Mercer. Dr. Hansen?

DR. HANSEN: Well, thank you for inviting me to comment on the topic of school accountability measures around school quality and student success for the District of Columbia. As an expert in education policy research, I feel compelled to offer some comments that I feel will help guide good policy decisions, and as a resident of the District of Columbia, and a parent of children who go to public schools here, I feel personally invested in this decision as well.

I intend to focus my comments on what I see as two main drawbacks with current school -- student -- school accountability measures, both
here in D.C., and in other states, and then offer
considerations on how the state board may avoid
some of these drawbacks as you, along with OSSE
and other stakeholders, undertake the task of
redesigning the accountability system in light of
the passage of the Every Student Succeeds Act.

The first drawback of current
accountability systems I argue is the use of
measures that are intended to provide indicators
of academic or school performance, but end up
being a more direct reflection of student
background characteristics.

We know from research that schools are
one of several measure inputs into cognitive
student outcomes, and accountability measures
that focus primarily on achievement levels from
test scores are inherently capturing not only the
contributors of schools and children, but also
family, peer, and cultural influences.

Thus, factors like food or wage
insecurity, parental education, health of
students and parents will all be correlated with
the proficiency levels that we are all very
familiar with from the No Child Left Behind era
of accountability.

Hence, accountability measures that
heavily weight these proficiency levels alone are
implicitly labeling schools, and the educators,
and the students in them as failing when
attribution may truly lie with these other
factors.

I acknowledge that proficiency
measures are not only important considerations to
comply with the requirements of the Every Student
Succeeds Act, but also it helps the state
prioritize for targeting interventions in schools
where help is needed most. However, I hope that
the new era -- the new accountability system
takes proficiency measures as a starting point,
not the end point for evaluating school quality.

And what else might this new system
include? To the extent that we want
accountability measures to reflect mostly what
the school is contributing to its students, not
what the students' backgrounds bring to the
school, we need more direct measures of those
school contributions. Allow me to offer some
recommendations on how this might be
accomplished.

First, student growth measures are
those based on gains on standardized test scores
over time. There are various methodological
considerations one can make in creating this
measures, for instance, whether to use scale
scores or proficiency levels, whether to make
adjustments for student demographics, and others,
but the commonality across these models is that
the student growth measures attempt to remove
non-school inputs to isolate what the school is
contributing to student outcomes over time.

I recommend the use of these measures,
and would place a fairly heavy weight on them.
In fact, I argue that it is these types of growth
measures that are more aligned with parents' and
educators' notions of real school quality.

And second, the Every Student Succeeds
Act requires the adoption of other non-test measures in state accountability systems. In making a determination about what measures to use, I recommend that you think carefully about whether these other measures are actually capturing what the school is doing, or whether these are better reflections of student actions or their backgrounds.

For example, some have proposed using measures of student absenteeism or suspension rates for school accountability. I feel caution is warranted on these types of measures for several reasons, but my primary reservation is that we already know these types of measures are very well correlated with student poverty.

Consequently, using student absences or suspensions is another way to label a school as failing when it may be more attributable to the students that are being served, not the school itself.

One way to get around this problem may be to statistically adjust these new non-test
measures based on school poverty levels and
demographics, implicitly allowing the state to
identify which schools have higher absences or
suspensions than we'd otherwise expect based on
its students. This strategy could help to ensure
that any new measures become a closer
approximation of the information related to
schools and not students' backgrounds.

The second drawback of the current
accountability system in my view is what I have
referred to in my writing as the one system
multiple user problem. That is policy makers
have designed systems that meet their purposes
well, though they have generally failed to take
account of other user groups and how they may
react to this information in their design.

This is problematic because different
user groups, that is parents, teachers,
residents, and the community, they all have an
interest in holding schools accountable though
they may not be directly aligned with the
government's primary use of accountability system
as a measure signaling where to intervene in schools.

Multiple types of users all using the same public accountability information have the potential to mix the intended signals of the system, and therefore react in adverse ways that are unintended by policy.

For example, this may happen when high quality teachers choose to exit a failing school because they don't want the negative stigma attached to them. Residents in neighborhoods where there are failing schools feel they need to move or turn to a charter school for a viable alternative.

While some adverse reactions may be unavoidable, I believe acknowledging and targeting accountability information to different user groups will go a long way to mitigating these unintended consequences as my belief is that these responses from these different user groups are based on the states, but not their own evaluation of a school's quality.
I encourage the State Board to consider ways to design the new accountability system that enables these users to gain value from the system as well. In the interest of time, I recommend three things.

First, recognize that your priorities are not their priorities. Where the state may wish to prioritize scarce resources for interventions, other users typically want to understand how well their children are learning. They want to understand school safety and contributions to the community.

I encourage the State Board to even consider conducting surveys or holding public hearings to document how the public's views overlap or diverge with the state's interest in maintaining an accountability system.

Second, I encourage the State Board to consider collecting and reporting information in the accountability system that is valuable to these other user groups, but does not actually factor this information into the decision to
grade or intervene in a school. Thus, no direct stakes from the state are being attached to this information.

I argue that student absences and suspension measures would really have a place in this category of measures. This information enables parents, educators, and the community at large to use this information to informally hold their schools accountable even when the state is not doing so directly.

And third, I encourage the State Board to consider it a priority to explain to different user groups how to access and use the information in the accountability system with instructions tailored to these different user groups.

Educating these different user groups on how to use the information for their own purposes will be a more productive strategy than simply having them take a single grade on a school report card as a definitive and ultimately uninformative measure of school quality.

Thank you once again for the
opportunity to testify here this evening, and I look forward to any follow up questions and discussion afterwards.

PRESIDENT JACOBSON: Thank you, Dr. Hansen. Mr. Katz -- Dr. Quintero, please?

DR. QUINTERO: Good evening, President Jack Jacobson and distinguished members of the board, and thank you for the opportunity to testify before you.

My name is Esther Quintero. I'm a senior fellow at the Albert Shanker Institute, a nonprofit educational organization affiliated with the American Federation of Teachers. I understand the purpose of this meeting is to learn about research that might inform the selection of a school quality and/or student success indicator as defined by ESSA.

I'd like to start by reading a fragment from a recent article by Harvard professor, Susan Moore Johnson. She said, "Whatever level of teacher human capital schools acquire through hiring can subsequently be
developed by interactions among teachers, principals, and others within the school organization through activities such as grade level or subject-based teams of teachers, faculty committees, professional development, coaching, evaluation, and informal interactions."

"In the process, the school organization becomes greater than the sum of its parts, and in this way, the social capital that transforms human capital through collegial activities in schools increases the school's overall instructional capacity and arguably, its success."

So no research that I'm aware of suggests that teachers' human capital, that is their individual skills and their knowledge, isn't central to student learning, but this is the only -- this isn't the only tool at our disposal to increase students' academic success.

Research suggests that teachers continue to improve throughout their career, and that the schools can be more or less conducive to
their learning and their improvement.

For example, researchers Matthew Craft and John Papay tracked teachers in a North Carolina district for a period of ten years, and they looked at how their individual effectiveness, measured by the contributions to student achievement, changed over time. Over the course of ten years, teachers working in schools with strong professional environments improved 38 percent more than teachers in schools with weak professional environments.

And the researchers defined a professional environment as an environment -- strong professional environments as those having consistent order and discipline, opportunities for peer collaboration, supportive principal leadership, and a school culture characterized by trust.

This suggests that as we continue to focus on improving the recruitment, the preparation, and the retention of effective teachers, we must also ensure that the schools
where these teachers end up support their continuous improvement.

But what are these aspects of the school context that are most central to teacher effectiveness and to student achievement? As said earlier, one critical element is teachers' professional relationships with their peers or social capital.

In one of the most comprehensive studies to date on this subject by researchers Frits and Leana, they looked at the relative contributions of human and social capital to student achievement. They found that students of high ability teachers out perform those of low ability teachers, but that the gains were the highest among students whose teachers were both high in human capital and had strong relationships with their peers. They also had strong social capital.

They also found that even lower ability teachers could perform as well as teachers of average ability if they were in a
context where they had strong relationships with their colleagues. These and other studies support these findings. In fact, some recent research supports the idea that this connection between social capital and student achievement is indeed a causal relationship.

And attached to my testimony, there is a series of studies that I recommend you take a look at, particularly those by John Papay in Tennessee. He did a randomized controlled trial that I can tell you a little bit more about later, and Matthew Fronville (phonetic) who also looked at collaboration among teachers and the effect of that on student learning.

So ESSA requires states to routinely collect important information about student academic performance, but these measures, as important as they are, tell us very little about the context of teaching and learning. They give us no actionable information about how to leverage aspects of this environment for the benefit of students and teachers.
Among these aspects, based on the existing evidence, teachers' social capital and teacher collaboration seem to be central to the success of students and of our teachers. Thank you.

PRESIDENT JACOBSON: Thank you so much, Dr. Quintero. Mr. Katz?

MR. KATZ: Good evening, and thank you for the opportunity to testify before the Board tonight. My name is Michael Katz, and I'm a research associate at the Urban Institute. The nonprofit Urban Institute is dedicated to elevating the debate on social and economic policy research. The views I present today are my own, and should not be attributed to the Urban Institute, its trustees, or its funders.

The passage of ESSA provides an exciting opportunity to focus on school quality and student success. A key component of this act is the state's flexibility to develop and use at least one non-academic indicator to measure school quality or student success.
To develop an effective accountability framework that remains flexible and focuses on transparency in performance, it is important to address context in audience, measurement and reporting, and continuous improvement. D.C. is a model of a choice rich public school system.

However, having so many options also has its challenges, one of which is collecting, analyzing, and reporting standardized measures across public schools and public charter schools. The differences in measures and reporting mechanisms can make it difficult for policy makers, parents, researchers, and others to compare schools across sectors and assess school progress and improvement.

The D.C. equity reports are an excellent example of how collecting and reporting standardized measures across all schools can be powerful for many different audiences. These school level reports provide subgroup data on attendance, enrollment, student mobility, and discipline.
These reports provide essential information to parents as they compare schools and go through the lottery process. They also help policy makers and school leaders assess progress on these key measures over time, highlighting areas for improvement and progress toward a more equitable school system.

Looking toward the equity reports as a model brings up three important considerations for developing and assessing measures in the new system that can meet the needs of multiple different actors.

One, it is important to think through the purpose, audiences, and challenges of the measures. Other researchers focused on this area have underscored the need to develop improvement-based accountability systems compared with punitive accountability systems. This is often a difficult balance.

We need to use measures for quality classifications and even consequences, but we also need them to provide valuable information
for many actors about areas for school
improvement. Given this balance, a few crucial
questions are worth considering when developing a
measure.

How does this measure address the
goals of key D.C. education partners, including
the State Board of Education and OSSE, around
equity in student growth? How does it fit with
school quality as defined by different
stakeholders?

What do we know about the associations
between this measure and other academic
indicators based on research and experience of
other districts? How can we use this information
to inform and target interventions at the school
and child level? How can we mitigate the risk of
measures having unintended consequences?

How we do plan on reporting this
measure, and how will it likely be used by
different stakeholders, for example, schools,
district administrators, and families? How do we
plan on using the outcomes from this measure to
assess school quality and inform improvement in intervention plans?

An important place to start answering many of these questions is with other districts that have already successfully implemented such indicators. For example, many districts across the country have started measuring school climate, an indicator that has been linked to higher achievement.

Since this indicator is well documented, districts including New York City and Los Angeles have begun using school climate measures, and school quality report cards, and to inform parent decision making. These districts use an index of selected questions on a given topic, for example, supportive environment and strong family and community ties, and targeted questions for students, teachers, and parents to measure accurately and mitigate biases. Districts have also elicited feedback on these measures in an effort to improve the reliability and validity of survey instruments and
administration.

Two, room for adaptation and continuous quality improvements should be built into the development of measures and an accountability system more broadly. New measures should be researched quantitatively and qualitatively, especially as they are first being implemented.

Though it is important to record similar information from year to year in order to assess progress and growth, measures need to be evaluated for effectiveness and adjusted accordingly to meet the ongoing needs of students, schools, and LEAs.

Three, the development of additional school quality measures should take into account the potential burden placed on schools and LEAs. For example, student surveys could take away from learning time, and the collection of new data could increase the time spent on school administration. This concern could be mitigated by aligning accountability measures with
federally reported measures such as information provided to the Department of Education's Office of Civil Rights.

To further important work already done on standardizing measures and reporting, it is important to ground the development of new measures in broader education goals. Consider key questions around the collection or reporting of such data, and develop ways to constantly assess, evaluate, and improve such measures.

Thank you for your time.

PRESIDENT JACOBSON: Thank you, Mr. Katz. We're now going to do a five-minute round of questions in order of arrival, so we'll start with Ms. Wattenberg from Ward 3 and then go to Mr. Contreras. Ms. Jolly? Oh, we'll just go in order of arrival, so we'll start with Ms. Wattenberg from Ward 3 and then Mr. Contreras.

MEMBER WATTENBERG: Okay --

PRESIDENT JACOBSON: And evidently because of the air conditioning, we need to speak loudly into the microphones.
MEMBER WATTENBERG: We also need jackets, okay.

PARTICIPANT: Or shawls.

MEMBER WATTENBERG: Shawls. Let me start with I think Mr. Hansen. So you talked about how the current indicators in so far as their test scores are often just, they correlate so closely with socioeconomic status that they're really telling us more about the population of a school than the academic achievement that's going on. I think we can all agree that's not a good measure, not a good measure of the quality of the school.

So my question is under the new law where I believe 51 percent has to be an academic, has to be based on the test scores, and correct me if I'm wrong, to what extent can we use some growth measure, something like what you described? I mean, to what extent is that an option to us based on the law?

DR. HANSEN: So my understanding is that there is no percentage requirement in the
law, at least not as of yet, at least in the regulations. The law does require a significant weight to be placed on academic measures, and academic measures presumably could include both achievement levels or proficiency levels and they could include measures like student growth.

And so to that extent, presumably, and I don't know that -- based on my understanding of the new proposed regulations, and they are proposed, not official yet, there still is a heavy weight on academic, on levels, on proficiency levels, but there is -- there should still be room for growth measures to be in there as well as non-test measures as well. Non-test measures just need to have a significantly lower weight than the academic level, the academic measures.

MEMBER WATTENBERG: And another question related to that is under the current law, under the current system, we measure percent of students who are at risk which means for -- well, actually let me go back.
Under the new law, we have to
disaggregate scores, and I understand it, based
on foster status and homeless status, which
didn't used to be the case. But with the change
in the free and reduced lunch statistics -- and
tell me if I'm asking the wrong person this
question.

But my question is I think if we want
to have a really good indicator of the poverty of
the student, we need to ask questions that go
beyond homeless status and foster status and get
to income, whether that's being on government
assistance or something, and I wondered actually
if any of you had any ideas about that?

DR. HANSEN: I agree that we don't
have great measures of poverty right now. The
best measures we have are free and reduced price
lunch eligibility, but that's admittedly a very
crude measure.

MEMBER WATTENBERG: In D.C., we
actually collect -- because we provide extra
funding for students on that risk status, we
actually have information that goes to family
status in terms of assistance, so we actually
could include that which would give us a very
different indicator.

DR. HANSEN: And that would be great
to include as part of -- as a way to help adjust
for what students are bringing to the school.

MEMBER WATTENBERG: Anybody else want
to comment on either of those two questions?

DR. MERCER: I guess the only thing
that I would add is to the extent that it allow
for differentiation, and that's probably where it
gets a little bit tricky because I imagine it
could be clustering within schools.

You might have huge clusters, even by
income, if you tried to do some sort of brackets
because you'd probably have to do some type of
grouping in order to include an indicator that
would then satisfy the requirement to be able to
disagg and be able to compare schools, so that
would just be a consideration. You'd have to see
if your data lent itself to being able to meet
MEMBER WATTENBERG: I have another set of questions. Should I wait until my next round?

PRESIDENT JACOBSON: That would be great.

MEMBER WATTENBERG: Okay.

PRESIDENT JACOBSON: Let's go with Mr. Contreras and then Ms. Lord.

REPRESENTATIVE CONTRERAS: Thank you. My question is for Mr. Katz. So you talked a lot about school climate measures and school climate surveys, which is something we were talking about earlier because that's one of the recommendations the student advisory committee made. So I was wondering if you could over what are some of the specific school climate things, I guess, that you would think would be valuable measures of school climate and of teacher and administration accountability, and then what are some of the things you've seen in the past use to good effect?

MR. KATZ: So that's a great question,
and I think one of the important things is to look to other models to create these sort of questions for a potential school climate survey. There's a lot out there that has been tested and has proven to be valid and reliable in other districts, so I think that that's kind of the key place to start.

In terms of a few different areas, and folks have different ways that they approach this, but school environment is one important question or area of questions, parent and school relationship, the school culture, bullying and some of the ideas that you brought up about racism and, you know, gender as well, just the learning environment, just measures of the learning environment, the teacher and student relationship I think is a really important aspect of it, and then also measures of academic rigor, so those are just a few. I think that there's so many to explore.

One of the important things that New York City and L.A. have done is they administer
the survey to parents, students, and teachers, and I think it's important to be able to triangulate your results to use those three groups that all have an impact on education that use index questions, so some questions cut across, and others are specifically for those groups.

PRESIDENT JACOBSON: Thank you, Mr. Contreras. Ms. Lord and then Ms. Wilson Phelan?

MEMBER LORD: Thank you very much, and thank you for asking about the school climate. To follow up on -- well, first I think I'd like to just make a comment and ask Dr. Hansen. If we're taking into account the students' contribution, and it's true, test scores tend to reflect socioeconomic status, whether the child has an educated mother, whether there are, you know, summer vacations filled with rich opportunities or not.

But if we start taking into account weight factors like, "Oh, this is a poor child." "This is a wealthy child," and sort of then we
miss the opportunity to say this is what it
really takes to succeed in college, and I'm
worried that we inadvertently sort of give a pass
or let students feel they're playing football,
but they've started on the 50-yard line and no
one's told them.

So how do we factor in that very real
disparity that students are bringing to the
classroom with the learning which is what we're
really trying to measure?

DR. HANSEN: I agree that these
objectives are at times at odds, and this is a
perfect example where they are. To that end,
where the state has an interest in -- in my
testimony, I phrased this as prioritizing scarce
resources for intervention.

So your -- you really want to have it
make a difference where the most help is needed,
and this is analogous to the -- to trying to help
them to realize that it takes a lot to succeed in
college, and they're going to -- they have a much
larger gap than perhaps more advantaged peers.
And so I acknowledge that's an
important consideration of the state, and I'm not
saying that we should down weight this entirely.
What I am saying is that the state has this
consideration, but actually many educators and
parents may not have that consideration.

Parents, they don't think, "Well, I
wonder if my -- I had a different set of
students, you know, if I'd have had a different
set of students, how well they'd do." They
think, "How is my kid doing? How is my kid going
to do in this school?"

And so what I argue for is having
these proficiency level measures, having them a
part of the accountability system, and I think
that's a fair use, but also having separately
these growth measures which parents generally
want to focus on more, educators want to focus on
more, and have both of those be there and
reported.

And when reporting this information to
these different user groups, inform them that
relatively speaking, you know, your school is
doing quite well, but in terms of absolute
measures, these students really have a lot of
room to gain or room to catch up.

MEMBER LORD: So really what you're
talking about seems to be some -- a goal that
many board members also share which is to somehow
reward teachers who make great progress, even if
that progress is below the bar.

They may not make proficiency, but the
students have made two years worth of gains in a
year, and finding a way of trending that, and I
think our state report card does that to some
extent. We show progress, but it's -- I was just
a little worried about even unintentionally
setting a double standard.

The teacher professional development
and the -- Dr. Quintero, that you mentioned, the
Organization for Economic Cooperation and
Development does an annual PISA -- or not annual,
but a PISA assessment, and U.S. teachers are
among the top in the world for having the most,
if any, the littlest, or if any time collaborating.

And so it seems to me that's not necessarily a state report card ESSA thing, but maybe there are some measures that would get at whether a school is fostering collaboration among teachers with common planning time or teacher leaders, because right now basically, our -- it would be like going up for a defense and having your counsel never talking to the other lawyers on the team. Everybody is in his or her own classroom and never meeting.

So if there is any innovations that you've seen out there where we might sort of hold it up as a model and school would aspire to get that notch in an ESSA accountability plan, I'd like to know it.

DR. QUINTERO: So yes, internationally this is -- the way teachers use time in other countries, in other systems is very different as you pointed out. When you look at, you know, the ways that the teacher day is distributed in, say,
instruction, or meetings with other teachers, planning, the U.S. is pretty far apart from other high performing systems in how time is used. Most of the time teachers use is in instruction. They have very little time for collaborating with colleagues on average.

I don't -- the examples that I have are mostly outside the U.S. in terms of, you know, more collaborative cultures and more collaborative models. I'm not aware of sort of states or districts in the U.S. that have, you know, this sort of more comprehensive approach, you know, this social capital approach that I tried to describe.

I think individual networks of schools do a very good job, and there is some schools in New York that have a completely different approach to organizing time. They teach in teams. These teams meet an hour-and-a-half every day for planning. They teach the same cohort of students, you know, throughout the elementary grades.
Basically, they are set up in a way that the instruction is coordinated, and there are -- so there are small networks of schools that I'm aware of that have this conception of working together, but not at the -- at a level like a state or -- but, you know, there may be models that I don't know.

I think for example, Iowa is doing interesting things in this regard at the state level, but it's still kind of far away from the kinds of models that you pointed out earlier, the international models, yeah.

PRESIDENT JACOBSON: Thank you, Ms. Lord. Ms. Wilson Phelan, then Ms. Anderson from Ward 4?

MEMBER WILSON PHELAN: Thank you, all, for your time this evening. I appreciate you being here. My question is about social and emotional measures, and you spoke about this, Dr. Mercer, but I'd be curious also for the take of anyone else on the panel.

I have looked at the work of the core,
and that is such new work, I'm very hesitant to think that that should be something that we would take up in a report card mechanism at this time.

I'm also aware that Dr. Angela Duckworth has warned against measuring social and emotional outcomes, and even Paul Tuft's new book has indicated that these are things that are taught more implicitly than explicitly, and therefore, by making them an explicit measure in a report card, are we creating the kinds of perverse incentives to teach these sorts of skills or dispositions in ways that No Child Left Behind has created perverse incentives?

And I'd just be curious from the collective experience of those of you who have studied this or looked at it in depth, do you really think that any type of social and emotional learning measure is appropriate at this time for inclusion in a state report card?

DR. MERCER: Yes, so I would agree. I think it depends on the tool and how one is assessing social and emotional. So the core
districts, and I always like to point out with
the core districts, their application was in
response to an NCLB waiver, so it's technically
not compliant in following the rules the way ESSA
is specifying.

Performance assessments are a great
way of demonstrating what students actually know,
and that's part of one of the things. So Angela
Duckworth was with a group called the Grove
Mindset Scholars, and that entire network,
including Tuft in his book, are making assertions
about the process.

You go through something. It's not --
like teaching social and emotional is not like
teaching Algebra 2. You don't stand in front of
the classroom and do it in the same way. So
performance assessments, which are one of the
things we are really richly advocating for, is
the inclusion of those in which ESSA specifically
requires or allows.

I won't say required. It allows for
the inclusion of performance assessments as a
part of your assessment system. And if you use
that as the mechanism by which you're trying to
track or show persistence, or grit, or a growth
mindset, there are different ways.

Utilizing surveys, which are generally
cheaper, which is why people rely upon them or
use them, that's where it gets to be a little bit
tricky. I would say if there are richer options
available, I would lean more toward the use of a
performance assessment as a measure by which you
would want to peg that to an indicator, and less
so on surveys.

DR. HANSEN: If I can hop in and add
my input, in regards to social and emotional
measures, I do agree that caution is warranted.
And I think my reservations here are based on the
fact that we don't actually know how well schools
or teachers are actually responsible into
changing those outcomes for kids, and we don't
necessarily even know if changing these measures
are going to be important predictors of lifetime
learning outcomes. And so I think there's a lot
of research questions that we don't know the answers to, and so I agree with Angela Duckworth that we shouldn't be going headlong into this right now.

However, in terms of other measures, and I'm putting this in quotes, that could also be considered as part -- these are the non-academic measures that were referred to, I think perhaps better measures that could be included there would be things like -- so we've talked about student absences and suspensions.

Potentially those would be a valuable thing. As I had mentioned in my testimony, I think these -- if we include those, those should be adjusted for student demographics, I argue, because we don't want to use the same measures to just be reinforcing the same thing across these measures.

And we could also be including things like measures of curriculum as were mentioned, also school surveys, climate measures. I would argue that any of these other measures would be
better choices for measuring school -- what's actually happening in the school than these social and emotional measures.

MEMBER WILSON PHELAN: Thanks, and just one final question with the time I have left. For any of the four of you, if you could create your ideal state report card potentially using the measures from multiple states, what would be the states we should go to first, and what pieces, I guess, of those?

DR. MERCER: Well, in part, I would say look at New Hampshire. One of the things New Hampshire has done exceptionally well is figure out the compatibility of its assessment, and its accountability system, and its school improvement system, and they're all intertwined, and have figured out how to support each other in a vision for learning.

New Hampshire also is doing an incredibly good job at figuring out how to incorporate performance assessments, again, which requires students to demonstrate what it is they
can do, gives them multiple opportunities to improve and revise their work, again, which gets at the grit and persistence, so that would be the one state if you really think a little bit more comprehensively, although they are probably about the same size, similar place to look for -- look to.

DR. HANSEN: In terms of looking strictly at academic performance measures, I feel like what California did with their academic performance index, I feel like that was -- just looking at those measures alone, of course that does not include any of these new non-test measures, but I feel like that was a useful way of combining both the achievement levels, the proficiency levels that we do hear about, as well as gains in test scores.

MR. KATZ: I would make another plug for California on some of the non-academic indicators. They do a really good job with school discipline, and as I said, the school climate survey, and, you know, producing reports
on that and including that into report cards.

MEMBER WILSON PHELAN: Thank you.

DR. QUINTERO: And I would talk about the work that New York is doing in terms of measuring things like teacher collaboration in their report card, the relationship between school and community. I think those are also very important pieces of information to include, important for parents and important for schools.

MEMBER WILSON PHELAN: Thank you all.

PRESIDENT JACOBSON: Thank you, Ms. Wilson Phelan. Ms. Anderson, and then Ms. Jolly?

MEMBER ANDERSON: Okay, thank you for presenting today. I just want to start, I really want ESSA to be this grand opportunity for states and for the District of Columbia to be able to look at some new measures and assessments of students in schools, and I would really -- I mean, on one level, you know, we're here. This is a grand opportunity. We can really kind of flip the script or even change some really basic ideas of what we, you know, are
putting into assessments of our students in school, what we value. And -- but I'm just wondering, and again, I'm just trying to get my head around this, if this opportunity is so grand after all.

And I'm wondering would it mean, for example, that in the District of Columbia, we might assess and rank our students and schools based on, say, their contributions or proficiencies in areas that might benefit the District specifically like their competence in critical analysis of non-representative governmental systems, or their entrepreneurial skills, or sports ability even in the types of programs that schools have and offer in the sports area, on social and emotional factors, musical acumen, or problem solving skills, how well students transition to work, or even their moral turpitude, you know.

So even stretching a bit, I mean, would we even want to have some way, including some measure of not just school climate, but on
school engagement of students' ability to dance, and to do dance and musical performance in schools?

And while, you know, while that might sound trite to some extent, but, I mean, that's sometimes used, you know, those kinetic skills are sometimes used for measures of giftedness amongst students.

So, you know, it concerns me that at, you know, much of what we may wish, you know, in our wildest dreams to assess students on qualitative aspects or factors for which there is no widely regarded or applied qualitative assessments.

So can you confirm or convince me otherwise that ESSE actually does open up a window for this, for these different measures to be considered, or are we going to be looking again at some pretty standards kind of measures, in my view, like absenteeism, you know, maybe some other kinds of assessment, standardized assessments that may not be perhaps as rigidly
used in the past or present? So that's my question.

I'm still trying to get my head around where and how much ESSA will allow us to do and if it really does represent some bold new territory. Is that what your opinion is of it or do you think that we're going to have to move very slowly and cautiously in order to get a different look at a student at school?

DR. MERCER: So I'll try to answer. So ESSA does allow for a bit more of expansive response or creation of indicators that challenge being the requirements. So to the extent that dance, for example, was being offered in all schools, or we had to make sure that all students had access to it, one of the issues kind of connecting with indicators or making it actionable in that the District or someone is going to respond to, then what? Like so if we say all kids need to have access to some type of physical activity, say we classified it as that, what then is the district or the state going to
do when it doesn't happen?

So one of the things I like to say to states and districts that are having these conversations, there's lots of things we want to know about that are very interesting, but if we're not in a position to respond or otherwise change it, it's -- you can put yourself in a very precarious position by collecting that information and then not being able to do anything about it.

So I think kind of there is some combined around the collection of data and how it ultimately gets used. That said, we're talking about accountability. I figure like what I call Big A in that it's what goes back to the federal government and then how you do action.

There's also the report card which we talked about again as Little A which doesn't have kind of all of the sanctions and the pieces that then kick in on the federal and state requirements, that these types of information can be included.
I strongly urge people to talk to stakeholders, and lots of families, and communities who are involved, and figure out what it is that they have an interest in. I think to Dr. Hansen's point, we can find out a lot from community members about what it is they're interested in, and perhaps there's lots who are interested in wanting to know more about kinesiology or wanting to know about arts and music, so that might be a place where you could start.

DR. HANSEN: And to follow on that point, I like the delineation between Big A accountability to the state and Little A accountability to communities and parents. I think there would be, there would absolutely be space for having these other kind of rich measures, dance, access to AP classes, or anything -- any kind of measure that we want to think of.

I don't think it's wise necessarily to attach stakes to them right away, but I feel like
so it's not part of the accountability system
Big A, but it could be part of the accountability
system Little A to enable parents and community
members to take action based on whether they want
to hold their schools accountable for that or
not.

PRESIDENT JACOBSON: Thank you, Ms.
Anderson. Ms. Jolly, then Vice President
Williams?

MEMBER JOLLY: Thank you. This is a
compound question, so anybody or all of you are
somehow implicated in the question. So in the
closing the opportunity gap's deep dive into
teacher turnover, what we've discovered is that
when we look at teacher turnover rates, a
school's teacher turnover rate is directly caused
by principal quality, by the collegial
relationship between faculty members, and by
school climate generally, specifically looking at
school discipline and parent and family
engagement.

But, we know that teacher turnover
rates are also -- they also demonstrate a
correlation to at-risk factors. Students who
have at-risk markers tend to go to schools that
have higher teacher turnover rates.

With all of those things in mind,
because teacher turnover rates do encompass so
many factors of school climate that in and of
themselves have a direct impact on student
achievement, do you think that teacher retention
would be a viable measurement to include in a
state accountability system?

DR. MERCER: Well, I will respond that
at least that's been done in Georgia. That was
one of the measures. I mean, it was teacher
retention, so they kind of flipped it on the
other side, but you're right.

So all of the research shows us that
schools that have higher minority concentrations
and higher poverty concentrations tend to have
higher teacher turnover because they also tend to
be the schools where teachers are less prepared,
and overwhelmed, and new, and for all of those
reasons, they end up having turnover. So if you focus on teacher retention, then it generally positions our schools and districts to figure out how best to support teachers, and oftentimes they start focusing on the usage of time. We start focusing on discipline. So even though you may not also be adding those other indicators, those other issues are addressed in an effort to make sure that you're addressing the teacher retention issues.

DR. HANSEN: I want to agree with her statements, with Dr. Mercer. I want to agree with Dr. Mercer's statements and just add one small caveat. I would argue that turnover is not necessarily a bad thing if we are getting rid of relatively low performing teachers. I'm not implying that most of the teachers are going to be low performing. Rather, I think they would be a small minority.

But if you could marry teacher turnover with the evaluation system in some way, and so whether the retention of your excellent
teachers and/or highly performing teachers, I think that would -- I would argue that that would probably be an even better measure of school productivity and school quality.

DR. QUINTERO: On the issue of turnover, you know, there's very interesting research also showing that teachers tend to leave schools with working conditions that don't, you know, promote their growth and their development. So there's this -- there's two sort of lines of thought, you know.

Are teachers sort of leaving or fleeing, you know, students in poverty, or, you know, minority students, yes or no? There is new research to suggest that it's not so much the students, but the context of the work, and when those things are controlled for, it's the context that has the biggest impact in their turnover.

MEMBER JOLLY: Yeah, and I've looked at some of that that indicates that it's not people in that first camp. It's not like, "Oh, no, teachers are running away from poor kids, and
black kids, and brown kids." They're running away from the working conditions. And I guess the reason that I'm curious about using teacher turnover as a measurement for accountability is because teachers work in the same conditions that students learn in.

So if we could have something, have some measurement that included principal quality, collegial relationships among faculty, and student climate all in one, it seems to me that we might be able to hold schools accountable for quite a bit with one non-academic factor that also directly impacts student learning conditions. I didn't know, Mr. Katz, if you had anything that you wanted to add?

MR. KATZ: I think that some of that is definitely built into -- I mean, they're called school climate surveys, but in reality, they encompass a lot, and some of it, I think, is the culture that you're working in, and the environment you're working in in terms of teaching.
And as I said, if you're asking the teachers, school administrators, parents, and students, but you have some you know, set of questions that you're only asking one of those groups, I think that would be, at least to start, a good way to capture some of that information.

MEMBER JOLLY: Thank you. That's all.

That's it. Thank you.

PRESIDENT JACOBSON: Thank you, Ms. Jolly. Vice President Williams?

VICE PRESIDENT WILLIAMS: We've had some very interesting and in-depth questions, so being last, mine probably won't be as in-depth as the other ones. But in accountability, graduation rates now play a part. It's been proven statistically that a lot of our students graduate from high school, but are not prepared for college and/or career, and hopefully what we're doing now will turn that picture around.

But how do we really -- what can we put in place to know that, to really know that they are ready? I mean, what measures would tell
us that they can go to college successfully
without having a year of remediation, without
having to go over the things that they've learned
because they're not prepared?

I know that sounds simple, but that's
my biggest problem because so many of our
students leave high school with a great diploma,
but not the skills they need. And I know this
whole process is about establishing those skills
and measuring those skills, but at the very end,
how do we know that they're ready? And what last
check, or grade, or system can we put in place to
make sure that they're ready to leave high
school, to leave the nest?

DR. MERCER: So at the Learning Policy
Institute, assessments are the other big thing
that we do, so it's accountability and
assessments, and we think those things are very
closely related, and also instruction because
those are the two things that drive what goes on
in classrooms and as you move across the scale.

So PARCC and Smarter Balanced are a
great place. They're better than where we were before largely as a country, but we really need to continue to move across the continuum of assessments to demonstrations of what students can do. So I find that student portfolios, students' defenses of their work which require them to probably encompass multiple years, multiple subjects, again, that are demonstrating what is required.

One of the reasons we're big proponents of performance assessments versus kind of the bubble or the simple tests that do that -- because I always tell people when you wake up every morning, school is preparing you for life, right?

So when you wake up every morning, no one gives you five prescriptive choices on how to get from your house to work every day and then how to perform. So that's not preparing students for life by giving them multiple choice bubble choice tests. You need to actually require them to demonstrate what it is they know.
That's the highest kind of evidence of knowledge that students can possess, and that's what the real world requires. They want students who can collaborate. Performance assessments allow for that. You build into the project that you have to communicate using multiple medians, that you need to have chances to do over.

We all get a chance to do over. None of us turns in one thing one time and that's the last time we're judged, but schools still continue to function that way. So some of this is that you have to change the way you assess students in order to change what occurs in classrooms and then how that gets treated in an accountability system.

The one piece that I wanted to add that hasn't really been put on the table, another big shift from NCLB to ESSA is how we respond to school and district performance, to student performance. NCLB was very prescriptive in terms of what had to happen.

If schools didn't demonstrate X amount
of growth or X kind of proficiency levels, the federal government was then telling us how to respond. It's now put that authority back here and it said, "You can tell me, what does that look like?"

So for schools that are having really high poverty rates, and we know that that's what's going on, maybe you become a community school, or maybe we put additional supports. So it's not that we're requiring you to close, and hire a new principal, and convert yourself to a charter, we're saying let's ask the community what's going on, and what would be helpful, and how this could respond to the challenges of that community, so you can't divorce accountability from assessments from instruction. Those things all have to live conjunctively.

VICE PRESIDENT WILLIAMS: Thank you.

DR. QUINTERO: I would just like to add that one of the networks of schools that I'm aware of that have really wonderful collaborative structures are actually networks of schools using
performance assessments.

And when you talk to teachers in those schools, basically they say, "Well, it wouldn't be possible for me to do my job if I couldn't coordinate with the other teachers," you know. "It would be impossible to teach students these skills, these deep level skills if we're not working with our grade level colleagues, with everybody in the school." So in a way, you know, teacher collaboration is sort of connected to this issue of performance assessment.

VICE PRESIDENT WILLIAMS: Thank you, because I do believe that demonstrating that you know it is better than just filling in tests.

PRESIDENT JACOBSON: Thank you, Vice President Williams. Unless Board members would like to have another round, I will simply -- do other Board members prefer a second round? All right, we will do one more round. If we could keep our questions short, that would be great.

I'm just going to ask really briefly then, the U.S. Department of Education has a free
school climate survey platform. I think you're probably all familiar with that. Is that a useful -- would that be a useful tool for us moving forward and something that should be included perhaps on a school report card? Mr. Katz?

MR. KATZ: Yeah, absolutely, and on that school climate site, so they have a tested school climate survey, but they also pulled together the different instruments that are shared from other districts. So yeah, I think that it would be a really useful measure to have.

And this really gets at the multiple audiences as well because I think it can be useful for policy makers and district administrators to be able to see, you know, what's going on in the school, and we already know that this is associated with student performance, school discipline, and other factors.

But I also think D.C. with, you know, the choice rich system and the D.C. My School
lottery, it's really important for parents to be able to access information on what's going on in schools and to be able to compare schools across the two systems, across charter schools and District DCPS schools, to see what's going on.

And we've done some research at the Urban Institute of what do parents look for when they make these school choice decisions, especially low-income parents? And school climate is one of the aspects that there's kind of this need for because looking at just a discipline rate of 50 percent, what does that mean for a parent when they're comparing schools? Are they supposed to assume that their child -- that means their child is more likely to get suspended, or that the school has harsh discipline?

Whereas if you have a school climate survey with different measures about the school environment, bullying, drug and alcohol abuse like we talked about, that really gives a deeper, you know, image, and a picture of what's going on
at the school level.

PRESIDENT JACOBSON: Thank you. Any others? If not, in the interest of time, I will call on Ms. Wattenberg, and then we'll go to Mr. Contreras, and down the line again.

MEMBER WATTENBERG: I'm going to try to be very quick. One factual question, in terms of the school climate survey that's available through the Department of Ed, is that for students, and teachers, and parents?

MR. KATZ: Yes, as far as I believe, they have one.

MEMBER WATTENBERG: You believe, and then they're supposed to all get triangulated? That's sort of the idea?

MR. KATZ: Yeah, exactly, and they do. I mean, like New York City and Los Angeles at least I know have an index of questions, of testing questions every year, but that allows them the opportunity to try other questions that they think might be important for that.

An important aspect of, I think, the
Department of Education's push, but also in other districts, is that these are being studied as they're going, so researchers are looking at the implementation of these surveys and the validity of these surveys, and also their associations with other academic factors, and I think that's really important because they're able to improve them as they go and figure out different uses for the surveys.

MEMBER WATTENBERG: But the ones that are up on the Department of Ed website now, they are regarded as well validated for what they're --

MR. KATZ: Correct.

MEMBER WATTENBERG: Second, this is to Dr. Quintero, you mentioned that the -- you talked about how the existence of social capital. Research shows how it can lift what would be poor teachers to sort of a medium level teacher, and what about from if you have medium level teachers or average level teachers to higher levels? Is that sort of part of what happens as well?
DR. QUINTERO: Yes, basically the couple of studies that I mentioned that could answer your question in terms of both. All teachers benefit from collaboration and from social capital.

To my recollection, higher, sort of higher quality teachers or teachers who are higher in human capital benefit more from basically stronger ties with their peers, whereas teachers with lower levels of human capital benefit more from frequent ties with their peers. So it's slightly different, but human social capital raises the level of all teachers.

There's another interesting study, a randomized control trial that was conducted in Tennessee where pairs of teachers were asked to sort of work together on instruction for a year. And the way that they paired them, they basically paired a teacher that was weak in one area with a teacher that was strong in that area, and after a year, both teachers actually improved.

It's interesting because the weaker
teacher benefitted the most, but even the strong teacher benefitted from that collaboration. So yes, I think, you know, social capital and collaboration can benefit both stronger, and average, and weaker teachers.

MEMBER WATTENBERG: So if we had a turnover indicator, to go back to this previous question, it could lead school administrators to promote more collaboration, which in turn could both hold people there, and to your point, help raise the quality of the people who are there who maybe are being pushed out, so it might have a multiple pronged effect.

In schools where we've looked at it, the turnover rates can be 30 and 40 percent a year -

DR. QUINTERO: Yes.

MEMBER WATTENBERG: -- over multiple years.

DR. QUINTERO: Many of the researchers who have looked at the influence of collaboration and social capital on student outcomes have
actually looked at that same -- those same variables on turnover, and basically the argument is the same. You know, if we have strong context, strong collaborative cultures, it's good for students and it's good for teachers.

MEMBER WATTENBERG: And then my last question to Ms. Mercer has to do with the opportunity to learn. And the call, I guess, or supposing under the new ESSA, have some information on resources at the school level. So how do --

One concern I have is if we put in things like, "Oh, how many counselors do you have, or how many social workers do you have, or how many people do you have that do one on one tutoring for your kids," you know, depending on how many kids in your school have challenges, it's either a lot or a little, right?

So how do you sort of make the -- how do you report on this? How do you measure the opportunity that's there in a way that's relevant to the challenges of the students who are in the
school?

DR. MERCER: Yes, so we try to think
of opportunities to learn, for example, as giving
students access to like more rigorous and
engaging course work and then how they perform,
for example. So you always want to usually have
a measure and then having something in tandem
because you want to control for incentivizing
negative behavior.

So we don't want to put people in
positions where we're just trying to simply
increase the number of counselors, but nothing is
really actually changing in the school, like
that's not the goal. It's really trying to
figure out which measures are closely connected
to improving teaching and learning, or the
conditions that are occurring in a school.

So when you think about opportunities
to learn and connecting it with what's actionable
and what we can do, I think you probably define
that. Think about how you would define or create
a constellation of indicators a little bit
differently.

So I don't -- I haven't seen -- I guess some people probably are considering doing kind of access to counselors, but I don't think that's probably truly getting at it, and it would probably create a lot of perverse incentives, and that's one of the warnings that we're really trying to caution people.

So thinking about which conditions are changing, or are most influencing and changing the outcomes at school are probably a better way of viewing that measure.

MEMBER WATTENBERG: And how do you propose that we do -- I mean, is that -- are you posing therefore specific indicators that do that?

DR. MERCER: Yes, and I think -

MEMBER WATTENBERG: And the ones that you were talking about.

DR. MERCER: Yeah.

MEMBER WATTENBERG: Okay.

DR. MERCER: And I included some in
the report that we have. We classified them under opportunities to learn, and there's a couple of them that are listed in there. The one that always comes off the top of mine is giving access to AP and IB.

People oftentimes will say, "Well, that's a measure they use," but we always recommend combining it with how students perform, because just giving them access doesn't --

MEMBER WATTENBERG: I know my time is up, so I'm only going to -- I'm going to end with just one comment which is people constantly talk about the access to the high level courses in high school which is so important. How do we do this at the elementary level, right? The kids are entering middle school and high school not having had that access, and I'm not aware of good measures that are out there to let us do it. So if you hear of some, I'm very interested in them, and I think others are as well.

PRESIDENT JACOBSON: Thank you, Ms. Wattenberg. Mr. Contreras and then Ms. Lord?
REPRESENTATIVE CONTRERAS: I don't have any other questions.

PRESIDENT JACOBSON: Terrific, Ms. Lord and then Ms. Wilson Phelan?

MEMBER LORD: Thank you, just a couple of quick questions. The Public Charter School Board has a performance management framework which is different from the state report card. Have you looked at it, and would that be a model for a potential statewide accountability system?

And then the second, could you -- I'm very keenly aware that our curricula have been narrowed, arts gone, term papers. How do we avoid getting back into that trap, and is more frequent assessment the way to go, or by contrast, should we just leave the one standard end of year assessment and get rid of some of these interim and pacing things that are displacing a lot of the teaching and learning?

DR. MERCER: I have not seen -- to answer your first question, I can't speak to that because I haven't seen it, but I would definitely
look at it and can follow up with you at a later time.

To get at the second one, you certainly -- again, it's changing what gets counted. That's always the thing. That's what drives behavior. You can use different types of assessments, but all of the data doesn't have to roll up to the accountability system.

I think that's one of the -- another one of the differences that we're experiencing. You can assess students, but it doesn't require that every single assessment you conduct then has to roll up to your accountability system. And I would consider changing how students are being assessed and how those things are being combined.

That's another thing that ESSA does encourage is combining interim assessments. I don't think solely relying on something at end of year is probably the best way to go because you don't have any indication all throughout the year what needs to change. The beauty of the interim assessment is that allows you kind of on the fly
to figure out what needs to be changed and how
you can alter instruction to better support
students.

So I would probably more so lean in
the direction of more interim assessments, but
finding the right balance because you don't -- to
combine because you still have to have the annual
summit. We can't take that off of the table.
That's there intended to help kind of verify and
check the other indicators, but finding out what
is the right mix of interim performance measures
that need to be combined is the answer.

MEMBER LORD: Sort of leaning to the
sports model where you practice, and you play,
and that's -- you learn from the game, but I
haven't found the classroom equivalent.

DR. MERCER: Okay, I'll think about
that for you.

DR. HANSEN: I'll add just a little
bit here to the notion of -- so about the
performance management framework, I don't have
any comments on that. But to the notion of the
school accountability and -- I'm sorry, what were we talking about?

PARTICIPANT: It's okay.

DR. HANSEN: This is a little embarrassing, but I'll let somebody else take the --

MR. KATZ: I'll jump in briefly. So I don't know the school performance management framework intimately, but I have looked at it before, and I think that there are definitely elements of it that would be useful to look towards.

To my knowledge, and when I've worked with it before, I think it is very focused on those academic indicators and not so much on some of the non-academic indicators including discipline, you know, absenteeism, and school climate per se.

But -- and obviously the other factor here is that it's a different system that's used in the public schools. And moving forward, it would be helpful obviously to have, which we plan
on, is, you know, report cards that can be looked
at to compare schools in different systems, so --

Because when you have two different
definitions of quality, for example, that makes
it more difficult. But I definitely think that,
you know, again, there's no need to reinvent the
wheel when you don't have to, and I think that
the school performance management framework is
good to look at.

MEMBER LORD: Just a quick --
something you just said reminded me. Would we do
well as a board to figure out what is our shared
vision of success? Because we're talking about
school measurement, but it's really students and
learning. That can be done outside of school.

Mr. Contreras, my colleague, Model UN,
there are all of these outside very valid
judgments made on our students and how well
they've learned. I don't see why we can't pull
in some of those, but perhaps that utopia exists
somewhere and I just don't know about it.

DR. HANSEN: Can I hopefully try to
redeem myself here? What I was trying to articulate, but failed to in the moment, was that we can have -- I think it's valuable to have all of these different measures, whether it's, you know, access to the arts, access to PE. We can have measures of curriculum and the richness of the curriculum included in the accountability system.

I would actually recommend perhaps not having them to be a very strong weight if weighted at all because I would argue that not -- it's not necessarily true that all of the public would necessarily agree on what would be valued, and perhaps what is valued in the more affluent schools may not be the same as what's valued in the more disadvantaged schools.

And so in the more disadvantaged schools, they probably have a very high value on literacy and numeracy, and they may not have -- they may not necessarily bemoan the fact that maybe they've cut out a little bit out of their arts or other subjects perhaps, and perhaps
different people may have different opinions about that, but these are -- but I think this is something where I feel like Little A accountability is useful.

PRESIDENT JACOBSON: Thank you, Ms. Lord. Ms. Wilson Phelan and then Ms. Anderson?

MEMBER WILSON PHELAN: Thank you. I wanted to talk about the topic of teacher effectiveness versus teacher collaboration, and maybe Dr. Quintero, I'd love to hear your thoughts about this.

So I don't believe in collaboration for collaboration's sake, and an input or a process measure, I think, could go -- could incentivize the wrong behaviors, versus we want collaboration that leads to better learning for children, of course, and all of the things associated with that. So I'm curious about whether any of you have insight into measures of teacher effectiveness.

So we have our own system here in D.C., right, that at least the traditional system
uses, versus something like the number of highly qualified teachers, which you know is something the Department of Education tracks, and whether accountability systems associated with teacher effectiveness end up being a better predictor of the learning that happens with children than the label of highly qualified.

Is that a clear enough question?

Essentially, what matters more based on what you've seen in the research? Anybody? I'm looking at you in particular because of your comments on collaboration.

DR. QUINTERO: Well, I think both are important. I mean, one of the things -- I guess I didn't have time to sort of elaborate in my testimony, but it's very hard to separate human capital from social capital. I mean, they both have to be present in a school system in order to create, you know, high quality instruction, right?

The thing is collaboration, as you pointed out, it's kind of like a term that could
mean many things, and so you know, if it's not authentic, if it's just viewed as an activity that happens on a Friday, it can be very contrived. It can really not be productive. I agree with all of that, but --

And that's why instead of talking about collaboration, I like to refer to the broader sort of idea of social capital which refers to, you know, teachers' work being interdependent, teachers' work working with each other, you know, not just collaborating, but really kind of giving feedback to each other, evaluating each other, going to each other's classrooms to observe each other.

All of that is social capital that is broader than just collaboration. And social capital requires human capital to work because if you have a system where a lot of people are sort of talking to each other, but they don't know very much, the exchange of information is not going to really lead to their growth.

But if you have both in the system, as
some of the research that I quoted shows, then
you have really much, much learning of the
students, you know, when you have both at the
same time. And I think the reason why I like to
emphasize social capital is because I don't see,
either in policy, or in public conversations,
very much attention to it, and it's a little bit
of a missed opportunity because you can do both
at the same time.

I don't see them as, you know,
either/or. You know, do we do teacher quality or
do we do collaboration? But really, I mean, how
can we augment teacher quality by having
teachers, you know, working with each other?
That's the whole rationale.

MEMBER WILSON PHELAN: If anyone else
wants to comment? Yeah?

DR. MERCER: So I would say that the
Department under ESSA, that's the term, high
quality, and they're continuing to use that, but
the Department can't define it, so now each state
has to figure out how they would ultimately
define high quality.

Generally, we rely upon kind of inputs such as credentials. Do you have the right credential, right certification? Which we know from the research that, and that alone, isn't what changes -- doesn't change what happens in classrooms, whereas if you look at effectiveness, then you tie that to some type of teacher evaluation that's also assessing the right things.

So kind of to Dr. Quintero, are we talking about collaboration? Are we talking about feedback? Are we talking about mentoring? Are we talking about opportunities to demonstrate leadership? Those are the things that we know that change what happens in classrooms.

And so if your evaluation system is actually trying to evaluate and assess for the presence or absence of those things, then I would say pegging that as a part of your accountability system would make sense, and so that's a question that would then have to be answered in terms of
looking at your evaluation system to see if
that's the right tool. It might need to be a
different tool, but that's assessing for the
skills and competency that we know change the
outcomes in classrooms.

DR. HANSEN: And I will add to your
question about the D.C. Impact System. There is
strong evidence that does support that it's a
strong predictor of student outcomes and future
student learning. There have been several
studies by -- conducted by Jim Wycoff and Tom
Dee, and, you know, they've had some co-authors
on various different studies, but they do show
that there's strong evidence of the D.C. Impact
System and student outcomes.

So in general, I do think it's a great
system, and that's one that I would not add a lot
of caveats to. The one caveat I will add though
is that the Impact scores have been correlated
with the student bodies in which the teachers are
serving.

And so I think this is, in general,
this a problem with any kind of subjective
measure is that part of the subjectivity of that
measurement, and this is also going to go to
school climate measures. This is also going to
go to a portfolio performance assessment for high
school graduation, etcetera. All of these
measures are going to be somewhere correlated
with the student bodies that they're serving.

I don't think we're going to be able
to entirely get rid of it, but this is an area
where I feel like caution is warranted, and that
we need to seriously consider making adjustments
for the student bodies that they're serving in
order to get the information out of it because we
already know that these teachers are going to be
serving in disadvantaged student populations, and
so we don't want necessarily that to also drag
their score down.

MEMBER WILSON PHELAN: Thank you.

PRESIDENT JACOBSON: Thank you, Ms.

Wilson Phelan. Ms. Anderson and then Ms. Jolly?

MEMBER ANDERSON: I don't have any
questions.

PRESIDENT JACOBSON: None? Ms. Jolly and then Vice President Williams.

MEMBER JOLLY: I just have one final question for Dr. Quintero, and it's pretty straightforward. Even though this is outside of ESSA's bounds, but as state policy makers, do you have any recommendations for us and how we can support administrators who want to do a better job of fostering teacher cooperation and collaboration?

DR. QUINTERO: That is difficult. It's straightforward, but it's also a difficult question because I don't see often in typical policy instruments room for this kind of approach. It's kind of perceived as, you know, soft, so you don't know how to sort of reflect it in the law.

I think at the level of schools, you know, principals are instrumental to this kind of approach. I think recent research shows that if the principal is not really convinced of his
vision and the value of his staff, you know, working interdependently, then it's really not going to happen, you know.

He sort of sets the tone. He or she sets the tone of the school. So I think it's more about maybe more than policy sort of at a high level. It's more about, you know, sort of routines and sort of behaviors that can be emphasized at the school level, at the organizational level, so I think those are where I would put my efforts.

MEMBER JOLLY: Thank you.

PRESIDENT JACOBSON: Thank you, Ms. Jolly. Vice President Williams?

VICE PRESIDENT WILLIAMS: I just have a quick question and I don't know if you can answer this because you know the D.C. school system and you know that we're working with two separate entities. Do you have any suggestions of how we could use policy to help those entities work more closely together?

MR. KATZ: I mean, I don't have the
golden ticket for that. I don't think anyone does, but I will say I would look to the equity reports because the equity reports are really -- have been extremely impressive of showing how the two systems can work together and produce, you know, meaningful data collection and reporting on key measures including student discipline, mobility, attendance, and for subgroups of students.

And I think that this is helpful, as I spoke about, in comparing schools across the different systems, but also giving information to parents as well. And, you know, our report recently looked at the equity reports, and school discipline across the board, discipline rates have gone down over the last three years.

And there's many factors that could have contributed to that, but one of them that we posit is that the transparency of having this information out there perhaps had some sort of downward pressure on school discipline rates.

And I think the value of transparency is really
important in all measures really.

DR. HANSEN: I don't have anything to add specifically to that question except I would refer you to the work of the Center for Reinventing Public Education and also Education Research Alliance. Both of these are research institutions that have done a lot of work in charter schools, and I know that one of the research questions that they have begun focusing on is charter district interplay and how that can be more productive over time.

VICE PRESIDENT WILLIAMS: Thank you, because this is an issue we're working with in our city, so any information we can get to help us would be great, and thank all of you for coming.

PRESIDENT JACOBSON: Thank you, Vice President Williams. I also want to repeat that thanks on behalf of the entire board for your time here tonight. If you haven't already provided your testimony to Mr. Hayworth, your written testimony, please do so, so that we have
a record of it, and any presentation materials.
I think we've gotten some presentation materials
from you all.

And anything else you think would be
helpful for us to have, send along, and Mr.
Hayworth will make sure that it's made available
to the full board for consideration during this
process, and we'll share that information with
OSSE. So with that, you have our thanks. You're
dismissed.

We are coming to the end of our
meeting. Before we adjourn, do board members
have special announcements, or upcoming events,
or statements that they'd like to make? We'll go
with Ms. Wattenberg and then Ms. Anderson.

MEMBER WATTENBERG: I just want to say
over the weekend on Sunday night, I attended the
Cappie awards which are the Tony awards for the
D.C. area high school performers, and I want to
say that Virginia sent maybe 10 or 12 teams,
which is great, and Maryland sent about maybe
two five, or six, or seven teams, which is good, and
DC sent two teams.

So the first thing I want to say is DC should send way more teams! And if you're watching this, please talk to your faculty and talk to your principal. See if we guys can get some -- get involved in this. But we had two teams, and one got best musical, Woodrow Wilson High School, and one got best play, Duke Ellington, so congratulations to our two teams!

PRESIDENT JACOBSON: Ms. Anderson, then Ms. Lord? We'll just go down the line.

MEMBER ANDERSON: I wish I had such great news to share. I'm sure that there's a lot that can be shared from our various sectors of the city that could contribute to those good wishes for our students and best wishes for our students.

But I just want to add to Mr. Jacobson's comments about the tragedy in Orlando, and first note my deep sympathies for all of the victims and the wounded, but what we do in those sadly teachable moments I think is very telling.
And I also want to note that we had among our public witnesses today, one of our repeat public witnesses, Ms. Merilyn Holmes, who is a member of the medical transport first responder community. So many members of the Orlando community, most notably the LGBTQ community, relied so heavily for urgent emergency care in those violent moments and days following the terrible shootings there.

But I just want to commend Ms. Holmes and others like her for their heroic efforts during their day jobs, and even more, I wanted to recognize her specifically for her tremendous contributions and generosity she demonstrates year after year through her nonprofit organization's efforts.

And I think the work that Total Sunshine does, which is a homegrown charitable organization, it clearly shows the heart and soul, and the caring, and the compassion that those people who run into those burning buildings, and those people who run into those
bloody scenes exhibit as a matter of course.

And I want to say that it's their job, you know. I know it's their job, but it's apparently something more as well, and it's their hearts, their souls, their lives, and their sanity, their willingness to lay it on the line when the going gets tough. And I think that Ms. Holmes exemplifies that in her steadfastness in coming before our board month after month with her no-fuss program, and in her dedication to our students.

So I challenge each of you, my colleagues, to support her in that program, and I just want to recognize that she gives unselfishly without much recognition, plugging away in ways that she knows best even when it may seem that she's seen people at their worst, and I think we should all do the same, and I support her.

And I gave a contribution as well, but I think that I would encourage folks throughout the city, people listening to this message to try and contribute to Total Sunshine and their
efforts to provide technical tools, tech tools, technology tools for our students, our valedictorians and our salutatorians throughout the city. It's a very deserving cause, and she's a very deserving person.

And we've seen that same spirit of deservedness in the last few days, unfortunately, but it does bring out, I think, the best in some folks, and we want to continue to support that, so those are my thoughts.

PRESIDENT JACOBSON: Thank you so much, Ms. Anderson. Ms. Lord?

MEMBER LORD: Thank you. Well, Ms. Wattenberg sort of alluded to the Cappies, but this was indeed a triumph because our two schools, Duke Ellington and Wilson High School, have year after year performed their hearts out only to see the suburban high school juggernauts walk away with the top prizes.

So -- but it also reminded me that we have some extraordinary talents. They aren't recognized. They aren't necessarily at the
Kennedy Center on stage. And the more we can foster partnerships with our arts institutions, with our science organizations, research institutions, higher ed, the more our students will be equipped for college, career, and life.

And that brings me to the very sad news from Orlando. My neighborhood was a staging ground for a pride parade. It's an annual event that I have looked forward to, and taken my kids to, and marched in every year, and that could have been us. And there is violence that troubles our communities, that harms our children, that leaves a lasting impact.

And one of the things that I worry about as we move forward with accountability is how do we equip our young people to deal with the root causes of violence? How do we help them help themselves? How do we, as communities, come together and help our young people escape that sort of violence? And so, I don't have anything very happy to say on that point, but it's something that I've got in my heart just about
every time I approach this work.

And I'd also like to give a shout out
to all of the graduates who are about to walk the
stage or who have already walked the stage.
Enjoy the summer. But everybody else, don't
forget this a great time for learning, and to
read, and to interact with your community, and to
celebrate all of the magical milestones that you
accomplish every year. You don't know how far
you've come until you look back to where you came
from, and I think if you look back, you'll see
we've all done a lot of learning. Thank you.

PRESIDENT JACOBSON: Thank you, Ms.

Lord. Vice President Williams, anything?

VICE PRESIDENT WILLIAMS: I really
didn't have much to say, but my esteemed
colleagues on my right made such wonderful
points. And it seems to me as they're saying
goodbye for the summer, I just wanted to remind
them that this is not the last meeting of the
year, and that we expect to see you next month as
we move forward, okay?
And I'd like to thank and congratulate all of the students who have graduated from D.C. Public Schools and from D.C. Charter Schools, and especially for those from east of the river. We are very proud of our students and want to watch them go forward. Thank you.

PRESIDENT JACOBSON: Thank you, Vice President Williams. Ms. Jolly?

MEMBER JOLLY: I echo my colleagues congratulations of our high school graduates across the city. Ballou High School, the alma mater of both of my parents, is actually happening right now, so I'm wearing blue and yellow in support of the Mighty Knights. You said you too? Okay, and also our Ward 7 -- yeah, our Ward 7 colleague.

But I also wanted to call out another high school graduation for Ward 8 students that took place in the last two weeks. Not this past weekend, but the weekend before, Academy of Hope graduated its first recipients of the state diploma that we approved in January.
I had the pleasure of being the keynote speaker at their graduation, and it was really fantastic, not just as a teacher and as a concerned citizen, but as someone that actually got to play a role in making that policy, to see that the same students who sat at the microphones in front of us and advocating on behalf of themselves, to see that their work paid off because they weren't only the recipients of that state diploma, they were also advocates, so I wanted to call attention to that.

And then this is a direct appeal to the folks, I think this is the camera, who are out there watching on television. You heard a lot of really wonky stuff, a lot of really policy heavy conversation about ESSA and about how we'll hold schools accountable for doing right by our students.

We want to have a real people conversation with you. So if you live in Ward 7, Ward 8, or anywhere else in the city, I'd love it if you could come out tomorrow night at 6:30,
from 6:30 to 7:30, at the Anacostia Library.

We'll be holding a roundtable because we want to hear directly from you, whether you're a student, a parent, a teacher, an administrator, just a concerned community member, about what you think it is that makes schools successful and how we should measure that.

We'd love to hear from you. Again, that's tomorrow, Thursday, from 6:30 to 7:30 at the Anacostia Public Library. Thank you.

PRESIDENT JACOBSON: Thank you, Ms. Jolly. Ms. Wilson Phelan?

MEMBER WILSON PHELAN: Well, my heart and soul goes out to the families of those in Orlando and for our broader community in light of yet another tragic event that shows how deeply our country needs someone to help unite us, and how much work we have to do at the community level to engage in conversation across lines of difference that build understanding, and not just between one another, but frankly understanding of self, and create a society where we really
embrace one another for our unique identities and
individuality.

        On a happier note, I just want to say
thanks to Brian again. Destinee isn't here. I
would say the same to her. But I just think
you're going to do incredible things for this
world, and it's really been a pleasure to serve
with you.

        PRESIDENT JACOBSON: Mr. Contreras,
you have the last word, and can finish your
thoughts with a motion to adjourn.

        REPRESENTATIVE CONTRERAS: Thank you.
I'd first like to reiterate my past calls for
people to apply to be student representatives and
members of the student advisory committee next
year. Both of those roles are really important
and we need good people to fill them now that
Destinee and I are leaving.

        Beyond that, I'd just like to thank
all of the members of the board for creating such
a welcoming environment for me to work in in the
past two years. You gave me a lot of freedom
that you didn't have to give me. But the ability
to create the student advisory committee, and to
be involved in things like the health standards
and all of that, I think that was really
important and it meant a lot to me, and I hope
other students find the same value in those
opportunities that I did going forward, so I just
really appreciate that. Thank you. Motion to
adjourn.

(Whereupon, the above-entitled matter
went off the record at 7:55 p.m.)
CERTIFICATE

This is to certify that the foregoing transcript

In the matter of: Board Meeting

Before: DC State Board of Education

Date: 06-15-16

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.

[Signature]
Court Reporter