

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

2 5:34 p.m.

3 PRESIDENT JACOBSON: Good afternoon.

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

10 PARTICIPANT: Red is on, and green is
11 off.

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

14 PARTICIPANT: Processing.

15 PRESIDENT JACOBSON: The roll will now
16 be called to determine the presence of a quorum.
17 Mr. Hayworth, please call the roll.

18 EXECUTIVE DIRECTOR HAYWORTH: Mr.
19 Jacobson?

20 PRESIDENT JACOBSON: Present.

21 EXECUTIVE DIRECTOR HAYWORTH: Ms.
22 Williams? Ms. Williams? Ms. Lord?

1 MEMBER LORD: Present.

2 EXECUTIVE DIRECTOR HAYWORTH: Ms.

3 Wilson Phelan?

4 MEMBER WILSON PHELAN: Present.

5 EXECUTIVE DIRECTOR HAYWORTH: Ms.

6 Wattenberg?

7 MEMBER WATTENBERG: Present.

8 EXECUTIVE DIRECTOR HAYWORTH: Ms.

9 Anderson?

10 MEMBER ANDERSON: Present.

11 EXECUTIVE DIRECTOR HAYWORTH: Mr.

12 Jones? Mr. Jones? Mr. Weedon? Mr. Weedon? Ms.

13 Jolly? Ms. Jolly? Mr. Contreras?

14 REPRESENTATIVE CONTRERAS: Present.

15 EXECUTIVE DIRECTOR HAYWORTH: Ms.

16 Whittington? Ms. Whittington? Mr. President,

17 you have a quorum.

18 PRESIDENT JACOBSON: Thank you, Mr.

19 Hayworth. For the record, Mr. Weedon and Ms.

20 Whittington will not be joining us this evening.

21 A quorum has been determined and the State Board

22 will now proceed with the business portion of our

1 meeting.

2 Members, we have a draft agenda before
3 us. Are there corrections or additions to the
4 agenda as presented? Hearing none, I would
5 entertain a motion to approve the agenda.

6 MEMBER LORD: So moved.

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

9 MEMBER WILSON PHELAN: Second.

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

14 PARTICIPANTS: Aye.

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

20 MEMBER LORD: I just would like to
21 state for the record that I believe there was a
22 rather more robust conversation about the

1 Constitution that is reflected. The minutes are
2 fine, but I just think there was -- there were
3 more board members with concerns than was
4 reflected.

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

10 MEMBER WATTENBERG: So moved.

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

13 MEMBER LORD: Second.

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

18 PARTICIPANTS: Aye.

19 PRESIDENT JACOBSON: Any opposed? The
20 motion is approved. Good evening, my name is
21 Jack Jacobson, and I am President and Ward 2
22 member of the State Board of Education. On

1 behalf of the members of the District of Columbia
2 State Board of Education, I want to welcome our
3 guests and our viewing public to our Wednesday,
4 June 15, 2016 public meeting.

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

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

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

1 to vote.

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

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

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

19 The State Board is taking the lead on
20 making sure that the community's voice is heard
21 in the development of the plan, and we have held
22 meetings in six of the District's eight wards so

1 far. These meetings are designed to hear
2 directly from parents, students, teachers,
3 business leaders, and community members about
4 their vision for student success.

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

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

19 I also want to thank Superintendent
20 Kang and her team for their commitment to
21 community involvement in this process. They were
22 very helpful in assisting the SBOE staff in

1 finding expert witnesses for tonight's panel on
2 possible measures of school and student success
3 under the new law.

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

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

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

19 The State Board is accepting
20 applications for both positions now. The
21 applications can be found on our website at
22 sboe.dc.gov/studentvoices. You'll have some

1 pretty big shoes to fill. We've had excellent
2 student representatives on this body over the
3 three-and-a-half years that I've been a member,
4 and even longer I think Ms. Lord could concur
5 with.

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

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

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

1 Board has received to date.

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

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

17 I'm also looking forward to hearing
18 more about the recommendations of the student
19 advisory group. I know that at OSSE, we have
20 several student groups, and we always find that
21 direct feedback to be incredibly helpful, so we
22 look forward to hearing those recommendations.

1 Thank you very much.

2 PRESIDENT JACOBSON: Thank you,
3 Superintendent Kang. And may the record reflect
4 that Mr. Jones from Ward 5 has joined us. We
5 will continue our meeting with public witnesses.
6 The State Board welcomes public participation in
7 activities under our authority. At every public
8 meeting, we begin with testimony from public
9 witnesses on education related matters.

10 If you are a member of the public and
11 would like to speak at a future public meeting,
12 please contact our staff at sboe@dc.gov or by
13 calling 202-741-0888 at least 24 hours in advance
14 of our meetings.

15 Is anyone here from Total Sunshine?
16 Oh, Ms. Holmes, I didn't see you. Please, come
17 up. You've got three minutes.

18 MS. HOLMES: Can you hear me? Oh,
19 wonderful. Good evening, I am glad to be able to
20 make it here one more time to testify in front of
21 this esteemed body about the work that Total
22 Sunshine does for the young people in our city,

1 more specifically, our valedictorians and
2 salutatorians. Please forgive me if I'm a little
3 slow. I'm on medication. I hurt my back at
4 work, and it's been quite a while, quite a day
5 actually.

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

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

19 We're still not sure what we're going
20 to be able to give them yet because it's been
21 really difficult getting support. It's been
22 quite a road. Tomorrow is basically our D-day.

1 We have to place an order somehow. I was
2 thinking perhaps I need to work some overtime on
3 the ambulance to purchase the stuff myself, and I
4 will if I have to, but I'm hopeful that it
5 doesn't come to that.

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

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

19 Now, when we talk about our city-wide
20 kids that have done the right thing, they're not
21 broken. They're diligent. They're determined.
22 They are doing the right thing. They're probably

1 doing college work even today looking forward to
2 going to Harvard, and Yale, and place to enrich
3 them even further.

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

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

20 I'll quote Martin Luther King and say,
21 "The time is always right to do the right thing."
22 Total Sunshine, we need help. I need help to

1 make sure that our valedictorians and
2 salutatorians have what they need to go to
3 college.

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

11 If someone would like to have more
12 information on our school grade attendant program
13 or to get in touch with us, feel free, 202-575-
14 0462, or go to totalsunshine.org. And I'm hoping
15 for the best, but either way, come hook or crook,
16 we're going to be there in Ward 8 next Thursday
17 at 4:00 p.m. and we're going to support these
18 young people. Thank you so much for this time
19 today.

20 PRESIDENT JACOBSON: Thank you so
21 much, Ms. Holmes, and thank you for your
22 advocacy. We greatly appreciate it, and the

1 students do as well. If you have any written
2 testimony, you can supply it to Mr. Hayworth for
3 our official record. Thank you.

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

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

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

20 REPRESENTATIVE CONTRERAS: I'd like
21 that, thank you. So our final product after a
22 year of work was a five-page written report that

1 summarizes everything the members of the board
2 did over the year, so I'll just go section by
3 section and summarize each element.

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

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

15 The next section discusses the members
16 of it. So myself and Destinee, the two student
17 representatives on the Board, were the co-chairs,
18 and then I'd also like to name each member
19 because they did a lot of work and I really
20 appreciate everything they put in, so that was
21 Joseph Adams from Friendship PCS Tech Prep
22 Academy, Jack Nugent from School Without Walls,

1 Nate Green from KIPP DC College Preparatory,
2 Natalie Seablom from Woodrow Wilson, Mikaela
3 Loftin from Basis DC, Deronda Roberts from
4 Friendship Collegiate Academy, and Alex Dorrison
5 from Woodrow Wilson. So they all put in a lot of
6 effort, and I hope some of them who are not
7 seniors currently will continue to work with it
8 next year, as well as new members hopefully.

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

19 The second meeting went further into
20 depth on that chosen topic. People brought in
21 testimony from their peers and their classmates,
22 as well as scholarly articles that discussed

1 teacher accountability and proposed solutions.

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

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

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

1 teacher accountability as the most important
2 issue to be addressed.

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

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

19 The first is implement city-wide usage
20 of online grading systems with time requirements
21 on how often teachers are required to update
22 them. The second is add questions to the yearly

1 student climate survey that address social issues
2 like sexism in dress codes, racism, homophobia,
3 and transphobia by teachers and substitutes,
4 feedback on the PARCC testing and other school
5 climate issues.

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

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

21 The fifth is put more information on
22 school report cards regarding available classes,

1 extracurriculars, facilities, the student/teacher
2 ratio and school climate. The sixth is implement
3 end of semester, twice a year student reviews of
4 teachers as part of the accountability framework.

5 The seventh is recommend that schools
6 or LEAs make available a counselor for teachers
7 to help them deal with the stress of their jobs.
8 Eight is recommend the implementation of teacher
9 mentorship programs between newer and older
10 faculty members or other teacher centric support
11 groups.

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

17 So we worked together in our fourth
18 and final meeting a few weeks ago to develop this
19 report, and we ultimately came up with a list of
20 members of the D.C. community we'd like to send
21 it to in addition to presenting it to the Board
22 of Education.

1 So these include the Chairman of the
2 District of Columbia Council Committee on
3 Education, the Deputy Mayor for Education, the
4 State Superintendent of Education, the Chancellor
5 of the District of Columbia Public Schools, and
6 the Chairman of the District of Columbia Public
7 Charter School Board, so I'll be working with
8 John-Paul and Jack to make sure that all of those
9 stakeholders get everything embodied in here.

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

17 PRESIDENT JACOBSON: Thank you. Now
18 I would entertain a motion to accept the report
19 from the student advisory committee. After the
20 motion is made and seconded, we can have some
21 discussion. Is there a motion to accept the
22 report?

1 MEMBER WILSON PHELAN: So moved.

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

4 MEMBER LORD: Second.

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

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

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

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

1 from Ward 3?

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

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

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

21 REPRESENTATIVE CONTRERAS: Thank you.
22 So I think the people on the committee who said

1 they didn't have any online grading systems were
2 charter students, but the component of that
3 suggestion that talks about time requirements I
4 think is relevant to DCPS.

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

14 MEMBER WATTENBERG: Thanks, that's
15 useful information because I was under the
16 impression that actually that already happened in
17 all of the DCPS schools, so that's good to know.
18 Let me -- I want to go to number five. I want to
19 think about -- I want to put some questions to
20 you about things that we could do on the new
21 school report cards and that we can do as we
22 approach ESSA.

1 So one is number five, put more
2 information on the school report cards regarding
3 available classes, extracurriculars, facilities,
4 student/teacher ratio, which I think would be a
5 great thing to add, school climate, which I'll
6 come back to. What about, do you think students
7 are interested in sort of knowing how many
8 counselors there are, class size, which is a
9 little different from the student/teacher ratio,
10 anything else you'd add to that list?

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

16 MEMBER WATTENBERG: And going down to
17 nine, implement a media program to educate
18 students and families about what the PARCC is,
19 and actually earlier you had a comment that you
20 wanted to add questions to the climate survey on
21 feedback on PARCC testing. What is -- what are
22 both of those about? What are those issues?

1 REPRESENTATIVE CONTRERAS: Right, so
2 we spent a lot of time in the committee talking
3 about how students felt about how PARCC was
4 administered, as well as the value that it had to
5 students overall, and obviously there is a much
6 wider conversation in our nation as a whole about
7 what role standardized testing has in education.

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

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

22 A lot of conflicting messages were

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

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

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

22 It never got clarified, and the

1 superintendent may want to comment on it, and the
2 result is, as I understand it, kids and parents
3 who knew enough to ask for exemptions, which is
4 different than an opt-out, because we don't have
5 an opt-out for better or worse, but students who
6 asked for an exemption because that was improper
7 were able to get the exemption, but most people
8 didn't know they could get an exemption, so most
9 kids had to take it, and I understand it
10 interrupted, interfered with AP review classes
11 and so on. So is that part of what came up?

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

20 If, say, students with parents who are
21 more involved in that sort of thing told them
22 they didn't have to do it, whereas students with

1 parents who are not as focused on that sort of
2 thing and weren't going to tell them that they
3 could have an exemption didn't bring that up.

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

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

18 REPRESENTATIVE CONTRERAS: You're
19 welcome.

20 PRESIDENT JACOBSON: Thank you, Ms.
21 Wattenberg. Ms. Lord, our at-large member? And
22 let the record reflect I missed our Vice

1 President, Karen Williams, from Ward 7 has joined
2 us.

3 MEMBER LORD: Thank you, Mr.

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

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

17 Did your group discuss whether we
18 should add, for example, questions to the PARCC
19 exam which would be universal across the
20 District, and what kinds of questions did your
21 group decide might be interesting or useful to
22 have?

1 REPRESENTATIVE CONTRERAS: I think
2 that's a good point. I don't think any of us
3 have enough of a policy background to know like
4 that much about how it would work on a mechanical
5 level like that.

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

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

20 REPRESENTATIVE CONTRERAS: Right,
21 yeah, the current survey focuses a lot on drug
22 and alcohol use, and sexual activity, and things

1 like that, but it doesn't address racism, and
2 homophobia, and transphobia, which we pointed out
3 in the report, as well as larger endemic issues
4 about how our institutions deal with different
5 elements of our student body, so I think that
6 would be the biggest thing we'd like to see
7 covered in more depth.

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

22 And then that brings me to the second

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

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

20 I think that's a much more -- I think
21 you need both, and you can't discount more
22 standardized measures, but I think that's very

1 valuable and probably isn't being taken into
2 account right now to the degree that it should
3 be.

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

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

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

20 MEMBER JOLLY: Yes, I had a question
21 regarding number six, suggestion number six,
22 implementing end of semester student reviews of

1 teachers as part of the accountability framework.
2 Were this to go forward, I was wondering if Mr.
3 Contreras or any of the conversations from the
4 student advisory council gave ideas about how to
5 prevent any kind of student mischief, or student
6 dissatisfaction with teachers' discipline styles,
7 or perhaps strict adherence to rules as factors
8 that could negatively impact teacher evaluations?

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

18 I think that would still be there
19 obviously, but I also think you need to put some
20 level of trust in students that if you're going
21 to give them that responsibility, I think the
22 majority of them would use it legitimately.

1 PRESIDENT JACOBSON: Thank you, Ms.
2 Jolly. Any Board members who have not already
3 spoken? With that, I would entertain now that
4 the motion has actually been moved and seconded,
5 I'd like to call the yeas and nays on accepting
6 the student advisory committee's report. All in
7 favor, please say aye.

8 PARTICIPANTS: Aye.

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

18 MEMBER WILSON PHELAN: Second.

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

1 PARTICIPANTS: Aye.

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

5 EXECUTIVE DIRECTOR HAYWORTH: D.C.
6 State Board of Education ceremonial resolution
7 honoring Destinee Whittington, 2015-16 student
8 representative. Whereas Ms. Whittington served
9 as one of the D.C. State Board of Education's
10 student representatives for the 2015-2016 school
11 year, whereas Ms. Whittington has recently
12 graduated from Richard Wright Public Charter
13 School, whereas Ms. Whittington has been a leader
14 in her school and community through her
15 participation in Richard Wright Public Charter
16 School's student government and ambassador's
17 club, as well as the Office of the State
18 Superintendent Scholar's Program, and served
19 D.C., whereas Ms. Whittington will attend Alabama
20 State University in the fall, whereas in her
21 position as a student representative, Ms.
22 Whittington also served as a co-chair of the

1 student advisory committee, whereas Ms.
2 Whittington has contributed valuable ideas and
3 insights that will help shape the future of
4 education for students in the District of
5 Columbia, now therefore be it resolved that the
6 District of Columbia State Board of Education
7 honors Destinee Whittington for her outstanding
8 contributions to the Board and to students across
9 the District.

10 The D.C. State Board of Education's
11 ceremonial resolution honoring Brian Contreras,
12 2015-2016 student representative. Whereas Mr.
13 Contreras served as one of the D.C. State Board
14 of Education's student representatives for both
15 the 2014-15 and 2015-16 school years, whereas Mr.
16 Contreras has recently graduated from School
17 Without Walls, whereas Mr. Contreras has been a
18 leader in his school and community through his
19 participation in School Without Walls' student
20 government, school newspaper, model United
21 Nations team, as well as World Affairs Council
22 of Young Ambassador's Program, and the Boy Scouts

1 of America, whereas Mr. Contreras will attend
2 Stanford University in the fall, whereas in his
3 first year as student representative, Mr.
4 Contreras worked to create a student advisory
5 committee, whereas Mr. Contreras co-chaired the
6 student advisory committee during the 2015-2016
7 school year, whereas Mr. Contreras has
8 contributed valuable ideas and insight to the
9 State Board and enabled the student voice to be
10 heard in District education policy, now therefore
11 be it resolved that the District of Columbia
12 State Board of Education honors Brian Contreras
13 for his outstanding contributions to the Board
14 and to students across the District.

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

18 VICE PRESIDENT WILLIAMS: So moved.

19 PARTICIPANTS: Second.

20 PRESIDENT JACOBSON: Moved by Vice
21 President Williams. Second by, I think,
22 everyone. Is there discussion? Ms. Lord?

1 MEMBER LORD: I would just like to say
2 that we have had some extraordinary student
3 representatives on the Board of Education, but I
4 daresay that Brian and Destinee have really upped
5 the game, delivered reports, asked the kind of
6 tough questions that would never have occurred to
7 us, and it was my distinct honor to celebrate his
8 graduation yesterday.

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

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

21 PARTICIPANTS: Aye.

22 PRESIDENT JACOBSON: Any opposed? Any

1 abstentions? The motions carry unanimously. Mr.
2 Contreras, at the end of our meeting, we'd love
3 to get a photo with you in the well with the
4 resolutions. Thank you so much.

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

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

17 Dr. Michael Hansen is senior fellow
18 and deputy director at the Brown Center on
19 Education Policy at the Brookings Institution.
20 Brookings is focused on in-depth research that
21 leads to new ideas for solving problems facing a
22 society at the local, national, and global level.

1 Dr. Esther Quintero is a senior fellow
2 at the Albert Shanker Institute. Shanker brings
3 influential leaders and thinkers from business,
4 labor, government, and education together to
5 promote discussion and workable approaches to
6 issues that will shape the future.

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

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

20 Each of you will have five minutes to
21 present your testimony, and then we'll take five-
22 minute questions from members. Dr. Mercer, would

1 you like to begin and then we can go down from
2 your left to right?

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

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

16 Prior to joining LPI, I worked for the
17 Alliance for Excellent Education. It's an
18 organization based in D.C. that focuses on
19 secondary schools, and I have also worked for the
20 Congressional Research Service as a senior policy
21 advisor, as well as on the Authorizing and
22 Appropriations Committees for the U.S. House of

1 Representatives. So it's kind of through those
2 lenses that I bring this background and the
3 knowledge to you this afternoon.

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

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

19 However, one of the biggest shifts
20 from NCLB to ESSA is that it does return a lot of
21 the decision making around the building of
22 accountability systems to the states, and this

1 shift provides a real opportunity for states to
2 begin to build accountability systems that
3 contain measures of student learning and
4 achievement, and preparing students for life
5 after graduation.

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

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

19 A system that focuses on the whole
20 child and the whole school requires a more
21 comprehensive set of indicators that measure the
22 range of skills and competencies students need to

1 be successful upon graduating from high school.

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

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

21 We also suggest that states evaluate
22 their current accountability systems and

1 determine which measures or indicators are most
2 effective at measuring college and career
3 readiness. If the measures are operating
4 effectively, they should be included in the new
5 system. However, if the measures are operating -
6 - if the measures are ineffective or otherwise
7 unaligned with the new vision, they should be
8 discarded.

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

15 ESSA specifies that states must use
16 multiple measures of student and school
17 performance in their accountability systems. It
18 allows states considerable latitude in selecting
19 which measures beyond the test scores and
20 graduation rates that will be included in the
21 systems, and so states have a real opportunity to
22 consider the indicators that could best leverage

1 improvements and supports in teaching and
2 learning.

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

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

17 The third measure must be the four-
18 year graduation rate. The fourth is a measure of
19 progress in language proficiency for English
20 language learners. And last, but not least, the
21 fifth is a measure of school quality or student
22 success. The state must annually measure and

1 report these data for all students and separately
2 for each identified group of students.

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

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

20 In Monroe County, Georgia, the
21 district adopted a comprehensive set of
22 indicators on looking at school conditions that

1 influence students' opportunity to learn such as
2 the quality of the school facilities, internet
3 access, new teacher retention, staff attendance,
4 and professional learning.

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

11 The second group of indicators of
12 engagement are defined as engagement and support,
13 and they can provide information about the
14 culture and climate of schools including data on
15 parent and community involvement, safe and
16 supportive school conditions, student
17 participation and engagement in schooling, and
18 measures of social and emotional learning.

19 States can choose to include indicators of
20 engagement to meet or exceed the requirements of
21 ESSA which requires only one indicator of school
22 progress or student success.

1 California's core districts developed
2 a system that's comparable, and as part of their
3 process, they identified four factors that they
4 consider to be important for students' academic
5 performance that were also measurable and
6 actionable predictors of student success. The
7 four factors were growth mindset, self efficacy,
8 self management, and social awareness. These are
9 just a few options that could be used in this
10 category.

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

20 The biggest consideration when
21 selecting measures for the fifth indicators are
22 identifying those that are most actionable,

1 selecting measures that allow for meaningful
2 differentiation, as well as discouraging negative
3 incentives.

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

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

18 Finally, it is worth noting that ESSA
19 does not require that all indicators be included
20 when the state submits its plan to the U.S.
21 Department of Education. If more time is needed
22 to think through the right mixture of indicators

1 or to develop or purchase an appropriate tool,
2 the law and the proposed regulations would allow
3 time to do so. In other words, there is no rush.

4 Thank you for the opportunity to speak
5 with you this evening, and I'm happy to answer
6 any questions that you might have.

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

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

20 I intend to focus my comments on what
21 I see as two main drawbacks with current school -
22 - student -- school accountability measures, both

1 here in D.C., and in other states, and then offer
2 considerations on how the state board may avoid
3 some of these drawbacks as you, along with OSSE
4 and other stakeholders, undertake the task of
5 redesigning the accountability system in light of
6 the passage of the Every Student Succeeds Act.

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

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

20 Thus, factors like food or wage
21 insecurity, parental education, health of
22 students and parents will all be correlated with

1 the proficiency levels that we are all very
2 familiar with from the No Child Left Behind era
3 of accountability.

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

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

19 And what else might this new system
20 include? To the extent that we want
21 accountability measures to reflect mostly what
22 the school is contributing to its students, not

1 what the students' backgrounds bring to the
2 school, we need more direct measures of those
3 school contributions. Allow me to offer some
4 recommendations on how this might be
5 accomplished.

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

17 I recommend the use of these measures,
18 and would place a fairly heavy weight on them.

19 In fact, I argue that it is these types of growth
20 measures that are more aligned with parents' and
21 educators' notions of real school quality.

22 And second, the Every Student Succeeds

1 Act requires the adoption of other non-test
2 measures in state accountability systems. In
3 making a determination about what measures to
4 use, I recommend that you think carefully about
5 whether these other measures are actually
6 capturing what the school is doing, or whether
7 these are better reflections of student actions
8 or their backgrounds.

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

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

21 One way to get around this problem may
22 be to statistically adjust these new non-test

1 measures based on school poverty levels and
2 demographics, implicitly allowing the state to
3 identify which schools have higher absences or
4 suspensions than we'd otherwise expect based on
5 its students. This strategy could help to ensure
6 that any new measures become a closer
7 approximation of the information related to
8 schools and not students' backgrounds.

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

17 This is problematic because different
18 user groups, that is parents, teachers,
19 residents, and the community, they all have an
20 interest in holding schools accountable though
21 they may not be directly aligned with the
22 government's primary use of accountability system

1 as a measure signaling where to intervene in
2 schools.

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

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

15 While some adverse reactions may be
16 unavoidable, I believe acknowledging and
17 targeting accountability information to different
18 user groups will go a long way to mitigating
19 these unintended consequences as my belief is
20 that these responses from these different user
21 groups are based on the states, but not their own
22 evaluation of a school's quality.

1 I encourage the State Board to
2 consider ways to design the new accountability
3 system that enables these users to gain value
4 from the system as well. In the interest of
5 time, I recommend three things.

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

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

18 Second, I encourage the State Board to
19 consider collecting and reporting information in
20 the accountability system that is valuable to
21 these other user groups, but does not actually
22 factor this information into the decision to

1 grade or intervene in a school. Thus, no direct
2 stakes from the state are being attached to this
3 information.

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

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

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

22 Thank you once again for the

1 opportunity to testify here this evening, and I
2 look forward to any follow up questions and
3 discussion afterwards.

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

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

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

18 I'd like to start by reading a
19 fragment from a recent article by Harvard
20 professor, Susan Moore Johnson. She said,
21 "Whatever level of teacher human capital schools
22 acquire through hiring can subsequently be

1 developed by interactions among teachers,
2 principals, and others within the school
3 organization through activities such as grade
4 level or subject-based teams of teachers, faculty
5 committees, professional development, coaching,
6 evaluation, and informal interactions."

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

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

20 Research suggests that teachers
21 continue to improve throughout their career, and
22 that the schools can be more or less conducive to

1 their learning and their improvement.

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

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

19 This suggests that as we continue to
20 focus on improving the recruitment, the
21 preparation, and the retention of effective
22 teachers, we must also ensure that the schools

1 where these teachers end up support their
2 continuous improvement.

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

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

20 They also found that even lower
21 ability teachers could perform as well as
22 teachers of average ability if they were in a

1 context where they had strong relationships with
2 their colleagues. These and other studies
3 support these findings. In fact, some recent
4 research supports the idea that this connection
5 between social capital and student achievement is
6 indeed a causal relationship.

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

15 So ESSA requires states to routinely
16 collect important information about student
17 academic performance, but these measures, as
18 important as they are, tell us very little about
19 the context of teaching and learning. They give
20 us no actionable information about how to
21 leverage aspects of this environment for the
22 benefit of students and teachers.

1 Among these aspects, based on the
2 existing evidence, teachers' social capital and
3 teacher collaboration seem to be central to the
4 success of students and of our teachers. Thank
5 you.

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

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

17 The passage of ESSA provides an
18 exciting opportunity to focus on school quality
19 and student success. A key component of this act
20 is the state's flexibility to develop and use at
21 least one non-academic indicator to measure
22 school quality or student success.

1 To develop an effective accountability
2 framework that remains flexible and focuses on
3 transparency in performance, it is important to
4 address context in audience, measurement and
5 reporting, and continuous improvement. D.C. is a
6 model of a choice rich public school system.

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

16 The D.C. equity reports are an
17 excellent example of how collecting and reporting
18 standardized measures across all schools can be
19 powerful for many different audiences. These
20 school level reports provide subgroup data on
21 attendance, enrollment, student mobility, and
22 discipline.

1 These reports provide essential
2 information to parents as they compare schools
3 and go through the lottery process. They also
4 help policy makers and school leaders assess
5 progress on these key measures over time,
6 highlighting areas for improvement and progress
7 toward a more equitable school system.

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

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

20 We need to use measures for quality
21 classifications and even consequences, but we
22 also need them to provide valuable information

1 for many actors about areas for school
2 improvement. Given this balance, a few crucial
3 questions are worth considering when developing a
4 measure.

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

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

18 How we do plan on reporting this
19 measure, and how will it likely be used by
20 different stakeholders, for example, schools,
21 district administrators, and families? How do we
22 plan on using the outcomes from this measure to

1 assess school quality and inform improvement in
2 intervention plans?

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

10 Since this indicator is well
11 documented, districts including New York City and
12 Los Angeles have begun using school climate
13 measures, and school quality report cards, and to
14 inform parent decision making. These districts
15 use an index of selected questions on a given
16 topic, for example, supportive environment and
17 strong family and community ties, and targeted
18 questions for students, teachers, and parents to
19 measure accurately and mitigate biases.

20 Districts have also elicited feedback on these
21 measures in an effort to improve the reliability
22 and validity of survey instruments and

1 administration.

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

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

15 Three, the development of additional
16 school quality measures should take into account
17 the potential burden placed on schools and LEAs.
18 For example, student surveys could take away from
19 learning time, and the collection of new data
20 could increase the time spent on school
21 administration. This concern could be mitigated
22 by aligning accountability measures with

1 federally reported measures such as information
2 provided to the Department of Education's Office
3 of Civil Rights.

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

11 Thank you for your time.

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

19 MEMBER WATTENBERG: Okay --

20 PRESIDENT JACOBSON: And evidently
21 because of the air conditioning, we need to speak
22 loudly into the microphones.

1 MEMBER WATTENBERG: We also need
2 jackets, okay.

3 PARTICIPANT: Or shawls.

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

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

21 DR. HANSEN: So my understanding is
22 that there is no percentage requirement in the

1 law, at least not as of yet, at least in the
2 regulations. The law does require a significant
3 weight to be placed on academic measures, and
4 academic measures presumably could include both
5 achievement levels or proficiency levels and they
6 could include measures like student growth.

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

18 MEMBER WATTENBERG: And another
19 question related to that is under the current
20 law, under the current system, we measure percent
21 of students who are at risk which means for --
22 well, actually let me go back.

1 Under the new law, we have to
2 disaggregate scores, and I understand it, based
3 on foster status and homeless status, which
4 didn't used to be the case. But with the change
5 in the free and reduced lunch statistics -- and
6 tell me if I'm asking the wrong person this
7 question.

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

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

20 MEMBER WATTENBERG: In D.C., we
21 actually collect -- because we provide extra
22 funding for students on that risk status, we

1 actually have information that goes to family
2 status in terms of assistance, so we actually
3 could include that which would give us a very
4 different indicator.

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

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

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

15 You might have huge clusters, even by
16 income, if you tried to do some sort of brackets
17 because you'd probably have to do some type of
18 grouping in order to include an indicator that
19 would then satisfy the requirement to be able to
20 disagg and be able to compare schools, so that
21 would just be a consideration. You'd have to see
22 if your data lent itself to being able to meet

1 those requirements.

2 MEMBER WATTENBERG: I have another set
3 of questions. Should I wait until my next round?

4 PRESIDENT JACOBSON: That would be
5 great.

6 MEMBER WATTENBERG: Okay.

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

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

22 MR. KATZ: So that's a great question,

1 and I think one of the important things is to
2 look to other models to create these sort of
3 questions for a potential school climate survey.
4 There's a lot out there that has been tested and
5 has proven to be valid and reliable in other
6 districts, so I think that that's kind of the key
7 place to start.

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

21 One of the important things that New
22 York City and L.A. have done is they administer

1 the survey to parents, students, and teachers,
2 and I think it's important to be able to
3 triangulate your results to use those three
4 groups that all have an impact on education that
5 use index questions, so some questions cut
6 across, and others are specifically for those
7 groups.

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

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

20 But if we start taking into account
21 weight factors like, "Oh, this is a poor child."
22 "This is a wealthy child," and sort of then we

1 miss the opportunity to say this is what it
2 really takes to succeed in college, and I'm
3 worried that we inadvertently sort of give a pass
4 or let students feel they're playing football,
5 but they've started on the 50-yard line and no
6 one's told them.

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

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

17 So your -- you really want to have it
18 make a difference where the most help is needed,
19 and this is analogous to the -- to trying to help
20 them to realize that it takes a lot to succeed in
21 college, and they're going to -- they have a much
22 larger gap than perhaps more advantaged peers.

1 And so I acknowledge that's an
2 important consideration of the state, and I'm not
3 saying that we should down weight this entirely.
4 What I am saying is that the state has this
5 consideration, but actually many educators and
6 parents may not have that consideration.

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

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

21 And when reporting this information to
22 these different user groups, inform them that

1 relatively speaking, you know, your school is
2 doing quite well, but in terms of absolute
3 measures, these students really have a lot of
4 room to gain or room to catch up.

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

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

17 The teacher professional development
18 and the -- Dr. Quintero, that you mentioned, the
19 Organization for Economic Cooperation and
20 Development does an annual PISA -- or not annual,
21 but a PISA assessment, and U.S. teachers are
22 among the top in the world for having the most,

1 if any, the littlest, or if any time
2 collaborating.

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

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

18 DR. QUINTERO: So yes, internationally
19 this is -- the way teachers use time in other
20 countries, in other systems is very different as
21 you pointed out. When you look at, you know, the
22 ways that the teacher day is distributed in, say,

1 instruction, or meetings with other teachers,
2 planning, the U.S. is pretty far apart from other
3 high performing systems in how time is used.
4 Most of the time teachers use is in instruction.
5 They have very little time for collaborating with
6 colleagues on average.

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

15 I think individual networks of schools
16 do a very good job, and there is some schools in
17 New York that have a completely different
18 approach to organizing time. They teach in
19 teams. These teams meet an hour-and-a-half every
20 day for planning. They teach the same cohort of
21 students, you know, throughout the elementary
22 grades.

1 Basically, they are set up in a way
2 that the instruction is coordinated, and there
3 are -- so there are small networks of schools
4 that I'm aware of that have this conception of
5 working together, but not at the -- at a level
6 like a state or -- but, you know, there may be
7 models that I don't know.

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

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

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

22 I have looked at the work of the core,

1 and that is such new work, I'm very hesitant to
2 think that that should be something that we would
3 take up in a report card mechanism at this time.

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

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

20 DR. MERCER: Yes, so I would agree.
21 I think it depends on the tool and how one is
22 assessing social and emotional. So the core

1 districts, and I always like to point out with
2 the core districts, their application was in
3 response to an NCLB waiver, so it's technically
4 not compliant in following the rules the way ESSA
5 is specifying.

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

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

21 I won't say required. It allows for
22 the inclusion of performance assessments as a

1 part of your assessment system. And if you use
2 that as the mechanism by which you're trying to
3 track or show persistence, or grit, or a growth
4 mindset, there are different ways.

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

13 DR. HANSEN: If I can hop in and add
14 my input, in regards to social and emotional
15 measures, I do agree that caution is warranted.
16 And I think my reservations here are based on the
17 fact that we don't actually know how well schools
18 or teachers are actually responsible into
19 changing those outcomes for kids, and we don't
20 necessarily even know if changing these measures
21 are going to be important predictors of lifetime
22 learning outcomes. And so I think there's a lot

1 of research questions that we don't know the
2 answers to, and so I agree with Angela Duckworth
3 that we shouldn't be going headlong into this
4 right now.

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

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

19 And we could also be including things
20 like measures of curriculum as were mentioned,
21 also school surveys, climate measures. I would
22 argue that any of these other measures would be

1 better choices for measuring school -- what's
2 actually happening in the school than these
3 social and emotional measures.

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

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

19 New Hampshire also is doing an
20 incredibly good job at figuring out how to
21 incorporate performance assessments, again, which
22 requires students to demonstrate what it is they

1 can do, gives them multiple opportunities to
2 improve and revise their work, again, which gets
3 at the grit and persistence, so that would be the
4 one state if you really think a little bit more
5 comprehensively, although they are probably about
6 the same size, similar place to look for -- look
7 to.

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

18 MR. KATZ: I would make another plug
19 for California on some of the non-academic
20 indicators. They do a really good job with
21 school discipline, and as I said, the school
22 climate survey, and, you know, producing reports

1 on that and including that into report cards.

2 MEMBER WILSON PHELAN: Thank you.

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

10 MEMBER WILSON PHELAN: Thank you all.

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

13 MEMBER ANDERSON: Okay, thank you for
14 presenting today. I just want to start, I really
15 want ESSA to be this grand opportunity for states
16 and for the District of Columbia to be able to
17 look at some new measures and assessments of
18 students in schools, and I would really -- I
19 mean, on one level, you know, we're here.

20 This is a grand opportunity. We can
21 really kind of flip the script or even change
22 some really basic ideas of what we, you know, are

1 putting into assessments of our students in
2 school, what we value. And -- but I'm just
3 wondering, and again, I'm just trying to get my
4 head around this, if this opportunity is so grand
5 after all.

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

20 So even stretching a bit, I mean,
21 would we even want to have some way, including
22 some measure of not just school climate, but on

1 school engagement of students' ability to dance,
2 and to do dance and musical performance in
3 schools?

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

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

15 So can you confirm or convince me
16 otherwise that ESSE actually does open up a
17 window for this, for these different measures to
18 be considered, or are we going to be looking
19 again at some pretty standards kind of measures,
20 in my view, like absenteeism, you know, maybe
21 some other kinds of assessment, standardized
22 assessments that may not be perhaps as rigidly

1 used in the past or present? So that's my
2 question.

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

10 DR. MERCER: So I'll try to answer.
11 So ESSA does allow for a bit more of expansive
12 response or creation of indicators that challenge
13 being the requirements. So to the extent that
14 dance, for example, was being offered in all
15 schools, or we had to make sure that all students
16 had access to it, one of the issues kind of
17 connecting with indicators or making it
18 actionable in that the District or someone is
19 going to respond to, then what? Like so if we
20 say all kids need to have access to some type of
21 physical activity, say we classified it as that,
22 what then is the district or the state going to

1 do when it doesn't happen?

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

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

17 There's also the report card which we
18 talked about again as Little A which doesn't have
19 kind of all of the sanctions and the pieces that
20 then kick in on the federal and state
21 requirements, that these types of information can
22 be included.

1 I strongly urge people to talk to
2 stakeholders, and lots of families, and
3 communities who are involved, and figure out what
4 it is that they have an interest in. I think to
5 Dr. Hansen's point, we can find out a lot from
6 community members about what it is they're
7 interested in, and perhaps there's lots who are
8 interested in wanting to know more about
9 kinesiology or wanting to know about arts and
10 music, so that might be a place where you could
11 start.

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

21 I don't think it's wise necessarily to
22 attach stakes to them right away, but I feel like

1 -- so it's not part of the accountability system
2 Big A, but it could be part of the accountability
3 system Little A to enable parents and community
4 members to take action based on whether they want
5 to hold their schools accountable for that or
6 not.

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

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

22 But, we know that teacher turnover

1 rates are also -- they also demonstrate a
2 correlation to at-risk factors. Students who
3 have at-risk markers tend to go to schools that
4 have higher teacher turnover rates.

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

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

17 So all of the research shows us that
18 schools that have higher minority concentrations
19 and higher poverty concentrations tend to have
20 higher teacher turnover because they also tend to
21 be the schools where teachers are less prepared,
22 and overwhelmed, and new, and for all of those

1 reasons, they end up having turnover.

2 So if you focus on teacher retention,
3 then it generally positions our schools and
4 districts to figure out how best to support
5 teachers, and oftentimes they start focusing on
6 the usage of time. We start focusing on
7 discipline. So even though you may not also be
8 adding those other indicators, those other issues
9 are addressed in an effort to make sure that
10 you're addressing the teacher retention issues.

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

20 But if you could marry teacher
21 turnover with the evaluation system in some way,
22 and so whether the retention of your excellent

1 teachers and/or highly performing teachers, I
2 think that would -- I would argue that that would
3 probably be an even better measure of school
4 productivity and school quality.

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

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

19 MEMBER JOLLY: Yeah, and I've looked
20 at some of that that indicates that it's not
21 people in that first camp. It's not like, "Oh,
22 no, teachers are running away from poor kids, and

1 black kids, and brown kids." They're running
2 away from the working conditions. And I guess
3 the reason that I'm curious about using teacher
4 turnover as a measurement for accountability is
5 because teachers work in the same conditions that
6 students learn in.

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

16 MR. KATZ: I think that some of that
17 is definitely built into -- I mean, they're
18 called school climate surveys, but in reality,
19 they encompass a lot, and some of it, I think, is
20 the culture that you're working in, and the
21 environment you're working in in terms of
22 teaching.

1 And as I said, if you're asking the
2 teachers, school administrators, parents, and
3 students, but you have some you know, set of
4 questions that you're only asking one of those
5 groups, I think that would be, at least to start,
6 a good way to capture some of that information.

7 MEMBER JOLLY: Thank you. That's all.
8 That's it. Thank you.

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

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

20 But how do we really -- what can we
21 put in place to know that, to really know that
22 they are ready? I mean, what measures would tell

1 us that they can go to college successfully
2 without having a year of remediation, without
3 having to go over the things that they've learned
4 because they're not prepared?

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

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

22 So PARCC and Smarter Balanced are a

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

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

16 So when you wake up every morning, no
17 one gives you five prescriptive choices on how to
18 get from your house to work every day and then
19 how to perform. So that's not preparing students
20 for life by giving them multiple choice bubble
21 choice tests. You need to actually require them
22 to demonstrate what it is they know.

1 That's the highest kind of evidence of
2 knowledge that students can possess, and that's
3 what the real world requires. They want students
4 who can collaborate. Performance assessments
5 allow for that. You build into the project that
6 you have to communicate using multiple medians,
7 that you need to have chances to do over.

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

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

22 If schools didn't demonstrate X amount

1 of growth or X kind of proficiency levels, the
2 federal government was then telling us how to
3 respond. It's now put that authority back here
4 and it said, "You can tell me, what does that
5 look like?"

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

18 VICE PRESIDENT WILLIAMS: Thank you.

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

1 performance assessments.

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

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

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

21 I'm just going to ask really briefly
22 then, the U.S. Department of Education has a free

1 school climate survey platform. I think you're
2 probably all familiar with that. Is that a
3 useful -- would that be a useful tool for us
4 moving forward and something that should be
5 included perhaps on a school report card? Mr.
6 Katz?

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

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

21 But I also think D.C. with, you know,
22 the choice rich system and the D.C. My School

1 lottery, it's really important for parents to be
2 able to access information on what's going on in
3 schools and to be able to compare schools across
4 the two systems, across charter schools and
5 District DCPS schools, to see what's going on.

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

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

1 at the school level.

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

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

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

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

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

22 An important aspect of, I think, the

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

10 MEMBER WATTENBERG: But the ones that
11 are up on the Department of Ed website now, they
12 are regarded as well validated for what they're -
13 -

14 MR. KATZ: Correct.

15 MEMBER WATTENBERG: Second, this is to
16 Dr. Quintero, you mentioned that the -- you
17 talked about how the existence of social capital.
18 Research shows how it can lift what would be poor
19 teachers to sort of a medium level teacher, and
20 what about from if you have medium level teachers
21 or average level teachers to higher levels? Is
22 that sort of part of what happens as well?

1 DR. QUINTERO: Yes, basically the
2 couple of studies that I mentioned that could
3 answer your question in terms of both. All
4 teachers benefit from collaboration and from
5 social capital.

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

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

22 It's interesting because the weaker

1 teacher benefitted the most, but even the strong
2 teacher benefitted from that collaboration. So
3 yes, I think, you know, social capital and
4 collaboration can benefit both stronger, and
5 average, and weaker teachers.

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

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

17 DR. QUINTERO: Yes.

18 MEMBER WATTENBERG: -- over multiple
19 years.

20 DR. QUINTERO: Many of the researchers
21 who have looked at the influence of collaboration
22 and social capital on student outcomes have

1 actually looked at that same -- those same
2 variables on turnover, and basically the argument
3 is the same. You know, if we have strong
4 context, strong collaborative cultures, it's good
5 for students and it's good for teachers.

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

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

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

1 school?

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

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

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

1 differently.

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

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

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

17 DR. MERCER: Yes, and I think -

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

20 DR. MERCER: Yeah.

21 MEMBER WATTENBERG: Okay.

22 DR. MERCER: And I included some in

1 the report that we have. We classified them
2 under opportunities to learn, and there's a
3 couple of them that are listed in there. The one
4 that always comes off the top of mine is giving
5 access to AP and IB.

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

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

21 PRESIDENT JACOBSON: Thank you, Ms.
22 Wattenberg. Mr. Contreras and then Ms. Lord?

1 REPRESENTATIVE CONTRERAS: I don't
2 have any other questions.

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

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

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

20 DR. MERCER: I have not seen -- to
21 answer your first question, I can't speak to that
22 because I haven't seen it, but I would definitely

1 look at it and can follow up with you at a later
2 time.

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

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

16 That's another thing that ESSA does
17 encourage is combining interim assessments. I
18 don't think solely relying on something at end of
19 year is probably the best way to go because you
20 don't have any indication all throughout the year
21 what needs to change. The beauty of the interim
22 assessment is that allows you kind of on the fly

1 to figure out what needs to be changed and how
2 you can alter instruction to better support
3 students.

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

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

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

19 DR. HANSEN: I'll add just a little
20 bit here to the notion of -- so about the
21 performance management framework, I don't have
22 any comments on that. But to the notion of the

1 school accountability and -- I'm sorry, what were
2 we talking about?

3 PARTICIPANT: It's okay.

4 DR. HANSEN: This is a little
5 embarrassing, but I'll let somebody else take the
6 --

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

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

19 But -- and obviously the other factor
20 here is that it's a different system that's used
21 in the public schools. And moving forward, it
22 would be helpful obviously to have, which we plan

1 on, is, you know, report cards that can be looked
2 at to compare schools in different systems, so --

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

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

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

22 DR. HANSEN: Can I hopefully try to

1 redeem myself here? What I was trying to
2 articulate, but failed to in the moment, was that
3 we can have -- I think it's valuable to have all
4 of these different measures, whether it's, you
5 know, access to the arts, access to PE. We can
6 have measures of curriculum and the richness of
7 the curriculum included in the accountability
8 system.

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

17 And so in the more disadvantaged
18 schools, they probably have a very high value on
19 literacy and numeracy, and they may not have --
20 they may not necessarily bemoan the fact that
21 maybe they've cut out a little bit out of their
22 arts or other subjects perhaps, and perhaps

1 different people may have different opinions
2 about that, but these are -- but I think this is
3 something where I feel like Little A
4 accountability is useful.

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

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

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

21 So we have our own system here in
22 D.C., right, that at least the traditional system

1 uses, versus something like the number of highly
2 qualified teachers, which you know is something
3 the Department of Education tracks, and whether
4 accountability systems associated with teacher
5 effectiveness end up being a better predictor of
6 the learning that happens with children than the
7 label of highly qualified.

8 Is that a clear enough question?

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

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

21 The thing is collaboration, as you
22 pointed out, it's kind of like a term that could

1 mean many things, and so you know, if it's not
2 authentic, if it's just viewed as an activity
3 that happens on a Friday, it can be very
4 contrived. It can really not be productive. I
5 agree with all of that, but --

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

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

22 But if you have both in the system, as

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

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

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

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

1 define high quality.

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

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

17 And so if your evaluation system is
18 actually trying to evaluate and assess for the
19 presence or absence of those things, then I would
20 say pegging that as a part of your accountability
21 system would make sense, and so that's a question
22 that would then have to be answered in terms of

1 looking at your evaluation system to see if
2 that's the right tool. It might need to be a
3 different tool, but that's assessing for the
4 skills and competency that we know change the
5 outcomes in classrooms.

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

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

22 And so I think this is, in general,

1 this a problem with any kind of subjective
2 measure is that part of the subjectivity of that
3 measurement, and this is also going to go to
4 school climate measures. This is also going to
5 go to a portfolio performance assessment for high
6 school graduation, etcetera. All of these
7 measures are going to be somewhere correlated
8 with the student bodies that they're serving.

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

19 MEMBER WILSON PHELAN: Thank you.

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

22 MEMBER ANDERSON: I don't have any

1 questions.

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

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

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

19 I think at the level of schools, you
20 know, principals are instrumental to this kind of
21 approach. I think recent research shows that if
22 the principal is not really convinced of his

1 vision and the value of his staff, you know,
2 working interdependently, then it's really not
3 going to happen, you know.

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

12 MEMBER JOLLY: Thank you.

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

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

22 MR. KATZ: I mean, I don't have the

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

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

17 And there's many factors that could
18 have contributed to that, but one of them that we
19 posit is that the transparency of having this
20 information out there perhaps had some sort of
21 downward pressure on school discipline rates.
22 And I think the value of transparency is really

1 important in all measures really.

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

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

17 PRESIDENT JACOBSON: Thank you, Vice
18 President Williams. I also want to repeat that
19 thanks on behalf of the entire board for your
20 time here tonight. If you haven't already
21 provided your testimony to Mr. Hayworth, your
22 written testimony, please do so, so that we have

1 a record of it, and any presentation materials.

2 I think we've gotten some presentation materials
3 from you all.

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

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

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

1 DC sent two teams.

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

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

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

18 But I just want to add to Mr.
19 Jacobson's comments about the tragedy in Orlando,
20 and first note my deep sympathies for all of the
21 victims and the wounded, but what we do in those
22 sadly teachable moments I think is very telling.

1 And I also want to note that we had
2 among our public witnesses today, one of our
3 repeat public witnesses, Ms. Marilyn Holmes, who
4 is a member of the medical transport first
5 responder community. So many members of the
6 Orlando community, most notably the LGBTQ
7 community, relied so heavily for urgent emergency
8 care in those violent moments and days following
9 the terrible shootings there.

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

17 And I think the work that Total
18 Sunshine does, which is a homegrown charitable
19 organization, it clearly shows the heart and
20 soul, and the caring, and the compassion that
21 those people who run into those burning
22 buildings, and those people who run into those

1 bloody scenes exhibit as a matter of course.

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

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

19 And I gave a contribution as well, but
20 I think that I would encourage folks throughout
21 the city, people listening to this message to try
22 and contribute to Total Sunshine and their

1 efforts to provide technical tools, tech tools,
2 technology tools for our students, our
3 valedictorians and our salutatorians throughout
4 the city. It's a very deserving cause, and she's
5 a very deserving person.

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

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

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

20 So -- but it also reminded me that we
21 have some extraordinary talents. They aren't
22 recognized. They aren't necessarily at the

1 Kennedy Center on stage. And the more we can
2 foster partnerships with our arts institutions,
3 with our science organizations, research
4 institutions, higher ed, the more our students
5 will be equipped for college, career, and life.

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

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

1 every time I approach this work.

2 And I'd also like to give a shout out
3 to all of the graduates who are about to walk the
4 stage or who have already walked the stage.

5 Enjoy the summer. But everybody else, don't
6 forget this a great time for learning, and to
7 read, and to interact with your community, and to
8 celebrate all of the magical milestones that you
9 accomplish every year. You don't know how far
10 you've come until you look back to where you came
11 from, and I think if you look back, you'll see
12 we've all done a lot of learning. Thank you.

13 PRESIDENT JACOBSON: Thank you, Ms.
14 Lord. Vice President Williams, anything?

15 VICE PRESIDENT WILLIAMS: I really
16 didn't have much to say, but my esteemed
17 colleagues on my right made such wonderful
18 points. And it seems to me as they're saying
19 goodbye for the summer, I just wanted to remind
20 them that this is not the last meeting of the
21 year, and that we expect to see you next month as
22 we move forward, okay?

1 And I'd like to thank and congratulate
2 all of the students who have graduated from D.C.
3 Public Schools and from D.C. Charter Schools, and
4 especially for those from east of the river. We
5 are very proud of our students and want to watch
6 them go forward. Thank you.

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

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

17 But I also wanted to call out another
18 high school graduation for Ward 8 students that
19 took place in the last two weeks. Not this past
20 weekend, but the weekend before, Academy of Hope
21 graduated its first recipients of the state
22 diploma that we approved in January.

1 I had the pleasure of being the
2 keynote speaker at their graduation, and it was
3 really fantastic, not just as a teacher and as a
4 concerned citizen, but as someone that actually
5 got to play a role in making that policy, to see
6 that the same students who sat at the microphones
7 in front of us and advocating on behalf of
8 themselves, to see that their work paid off
9 because they weren't only the recipients of that
10 state diploma, they were also advocates, so I
11 wanted to call attention to that.

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

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

1 from 6:30 to 7:30, at the Anacostia Library.

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

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

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

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

1 embrace one another for our unique identities and
2 individuality.

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

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

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

19 Beyond that, I'd just like to thank
20 all of the members of the board for creating such
21 a welcoming environment for me to work in in the
22 past two years. You gave me a lot of freedom

1 that you didn't have to give me. But the ability
2 to create the student advisory committee, and to
3 be involved in things like the health standards
4 and all of that, I think that was really
5 important and it meant a lot to me, and I hope
6 other students find the same value in those
7 opportunities that I did going forward, so I just
8 really appreciate that. Thank you. Motion to
9 adjourn.

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



Court Reporter

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