GOVERNMENT OF THE DISTRICT OF COLUMBIA

STATE BOARD OF EDUCATION

WEDNESDAY
SEPTEMBER 21, 2016

The Regular Meeting of the District of Columbia State Board of Education convened at 441 4th St, N.W., Washington, D.C., 20001, 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
JOE WEE DON, MEMBER
JOHN PAUL HAYWORTH, Executive Director

ALSO PRESENT:

MERILYN HOLMES
SHANA YOUNG
DANIELLE BRANSON
KRISTEN AMUNDSON

PETER ZAMORA
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(5:38 p.m.)

PRESIDENT JACOBSON: So good afternoon. The time is 5:38 p.m. on Wednesday, September 21, 2016, and this public meeting of the District of Columbia State Board of Education is now called to order.

The roll will now be called to determine the presence of a quorum. Mr. Hayworth, please all the roll.

EXECUTIVE DIRECTOR HAYWORTH: Mr. Jacobson.

PRESIDENT JACOBSON: Present.


VICE-PRESIDENT WILLIAMS: Here.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.

MEMBER LORD: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wilson Phelan.

MEMBER WILSON PHELAN: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms.
MEMBER WATTENBERG: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Anderson.

MEMBER ANDERSON: Present.

EXECUTIVE DIRECTOR HAYWORTH: Mr. Jones.

MEMBER JONES: Present.

EXECUTIVE DIRECTOR HAYWORTH: Mr. Weedon.

MEMBER WEEDON: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Jolly.

PRESIDENT JACOBSON: Ms. Jolly is in route.

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

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

Members, we have a draft agenda before us.

Are there corrections or additions to
the agenda?

MEMBER WATTENBERG: Yes. I move to --

PRESIDENT JACOBSON: Wattenberg is recognized from Ward 3.

MEMBER WATTENBERG: Yes. I move, I would like to add to the agenda an item where we can establish committees.

PRESIDENT JACOBSON: We'll do that after our panels if that's fine with you.

MEMBER WATTENBERG: That's fine.

PRESIDENT JACOBSON: Are there any objections to Ms. Wattenberg's request? Hearing none the agenda is amended as such. Are there further corrections or additions?

Seeing none, I would entertain a motion to approve the agenda as amended.

MEMBER WEEDON: So moved.

PRESIDENT JACOBSON: Moved by Mr. Weedon. Is there a second?

VICE-PRESIDENT WILLIAMS: Second.

PRESIDENT JACOBSON: Second by Ms., Vice President Williams. The motion being
properly being seconded I ask for the yeas and
nays. All in favor say I.

(Chorus of ayes)

PRESIDENT JACOBSON: Any opposed? The
motion is approved. Next on our agenda is
approval of minutes from our July 27, 2016,
working session. Are there corrections or
additions to the minutes?

Hearing none, I would entertain a
motion to approve the minutes.

VICE-PRESIDENT WILLIAMS: So moved.

PRESIDENT JACOBSON: Moved by Vice
President Williams. Is there a second?

MEMBER WILSON PHELAN: Second.

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

(Chorus of ayes)

Any opposed. The motion is approved.

I should have done these together. We have the
minutes from our September 7th working session as
well. Any corrections or additions to that, those minutes from September 7th?

Hearing none I would entertain a motion to approve the minutes.

MEMBER WILSON PHELAN: So moved.

PRESIDENT JACOBSON: Moved by Ms. Wilson Phelan. A second?

MEMBER ANDERSON: Second.

PRESIDENT JACOBSON: Second by Ms. Lord. No, I'm sorry Ms. Anderson. The motion being properly moved and seconded all in favor please say aye.

(Chorus of ayes)

Any opposed? Motion is approved.

Good evening. My name is Jack Jacobson and I am President and Ward 2 representative of the State Board of Education.

On behalf of the Members of the District of Columbia State Board of Education, I want to welcome our guests and our viewing public to our Wednesday, September 21, 2016, public meeting. The State Board holds its regularly
scheduled meetings on the third Wednesday of every month in the old council chambers here at 441 Fourth Street NW.

The Members of the State Board of Education welcome your participation and your support in our efforts to improve education in the nation's capital. The State Board of Education's work to create a new school accountability system continues on pace with our partners at OSSE.

Tonight we are joined by national experts who will help inform the State Board and the residents of the District on the implementation of the Every Student Succeeds Act.

The State Board and Office of State Superintendent of Education have been working closely since passage of ESSA in December of 2015 on the development of an accountability system that incorporates input from parents, students, teachers and policy leaders.

We've held meetings across the District and are planning to hold additional
meetings throughout the fall. If you are interested in learning more about ESSA and its potential for District students please visit our website at SBOE.dc.gov/ESSA, E-S-S-A.

There you will find an online survey in English, Spanish and Amharic to offer your thoughts on what makes a school successful at fostering student learning. I also wanted to thank Superintendent Kang and her team for their commitment to the community involvement in this process.

They have been excellent partners and we look forward to continuing our work together. The State Board is also incredibly interested in student participation in our work. And as such we're going to be continuing our Student Advisory Committee which is made up of students from the top five largest DC public charter schools, traditional DC public schools and five at large seats.

If you are a student in the District of Columbia and would like to participate on the
Student Advisory Committee please email us at SBOE.dc.gov for more information. And on our website it's under student voices, I believe.

Usually at this time the State Superintendent of Education, Hanseul Kang would give her opening remarks. But Ms. Kang is currently enjoying a well deserved vacation. We wish her a fantastic and safe trip.

We'll continue our meeting with public witnesses. The State Board welcomes public participation in activities under our authority.

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

Our public witnesses today I've seen Ms. Merilyn Holmes, Executive Director of Total Sunshine Inc. You can come down to the desk.

And is Carole Stewart, a Ward 7 resident here?
EXECUTIVE DIRECTOR HAYWORTH: Mr. President, Ms. Stewart indicated about ten minutes ago that she would be submitting written testimony.

PRESIDENT JACOBSON: Wonderful. I'm going to ask our staff to make sure that gets circulated to the full board once it's received. Ms. Holmes, you have three minutes.

MS. HOLMES: All right. Well good evening. I'm so happy to be here once again. I'm Merilyn Holmes. I'm the president and founder and executive director, the driving force behind Total Sunshine, Inc.

We're a nonprofit in the city and we have been working to help our young people that are on the right track stay there and we have been helping the ones, or so we hope, we've been helping the ones that are not on the right track to get onto the right track. This past June was such a wonderful, we had a great event.

We honored the valedictorians and salutatorians of the city, the top graduates.
I'm sure everyone is familiar with that. I always come in and talk about our annual rewards ceremony.

This year was our eighth annual and it's so important to make sure that we provide our young people who have done the hard work their entire school career essentially. And so we try to make sure we support them and reward them with technical tools for college.

This year was yet another year that we were able to do that. Here's actually a picture of one of our top grads graduating classes. Every year there's generally about 70 students that we have to support and it's quite something else to get them supported.

This year I did a whole lot of outreach and I'll tell you I was disappointed but I ended up giving the largest financial contribution myself to make sure the young people were supported. I'm all in with this.

This is 16 years for me as the Medic to Society. I started this thing as a paramedic
just realizing that we needed more help in the
city from young people and with young people.
And so it's totally fine for me to do that.

But I do hope that there are other
people out there that would help us to support
the young people that have done the right thing
for their entire school career. Now this
ceremony that we have every year is a part of our
school grade incentive program, my goodness.

We do great things with that program.
We've done so many anti-violence, life coping
skills seminars in schools. We have of course,
the main signature event is the annual ceremony.
And then we televise it all.

I'm sure you all can see I've got my
people over there. We're going to put this on
our show. It comes on DC TV. We've won some
great awards on DC TV for being the best youth-
focused, best community-focused and we're looking
to continue.

Let's see, what else did I want to
say. Well our school grade incentive program
we're actually, we're launching a new avenue of support for young people. Of course we are living in really troubling times.

I'm sure if you turn on the news you'll see exactly what I'm talking about. It's just crazy out here. And so I tell you we need as many people on the front lines to work with these young people as possible.

And so I'm all, I'm for it. A Medic to Society is on duty. I'm going to go ahead and work with my board. We've already kind of hammered out some of the details.

But we're looking to do some new engagements with our school grade incentive program with young people in the city. Ward 8 is going to be our focus to start. Hopefully we can get enough support to take these endeavors that we're working on city-wide.

I'm looking to have more one to one communications with some of the young people, hopefully kind of teaching them how to act without them knowing that they're being taught.
Sometimes the best way to teach a young person is to not let them know they're being taught. And so I'm really excited about some of these new things we're having to come down the line.

And so you have to excuse me, I'm out of breath. I'm sure you guys saw me just running here. But it's so important for me every time to make sure that I come out here and let you know that Total Sunshine, I'm on the job. And young people out there, don't be discouraged.

There's someone out there that cares. I'm sure I'm not the only one. And I'll tell you if someone wants to know more information about our school grade incentive program they can go to Total Sunshine.org or, well that's actually the best place to find us or they can call us on the Sunshine line.

It's 202-575-0462 and we're looking forward to a fantastic school grade rewards ceremony ninth annual, next June 22, 2107. Once again we'll be looking to support the
vedictorians and the salutatorians.

     I've said that so many times. But we're going to be supporting them once again.
     It's going to be roughly 70 students, all public school students, all charter schools students, the top two from each single school, every single ward, yes, we're going to be there.

     We're going to support them at our event. And I love it. Thanks so much for this opportunity to express these things about our support for young people. Total Sunshine Incorporated is on the job as I am as well.

     Thank you.

     PRESIDENT JACOBSON: Thank you, Ms. Holmes, and thank you for your dedication to DC students.

     MS. HOLMES: Yes, it's all good.

     PRESIDENT JACOBSON: Tonight the State Board of Education will consider two resolutions related to its budget. Until recently the three offices of the State Board have not utilized a budget that reflects actual activities performed
by the staff and members.

Today we are taking a step to make the budget of the State Board more transparent and allow for greater oversight. Members, we have before us two resolutions.

I would like to consider the resolution entitled, SR16-5, DC State Board of Education Fiscal Year 2017 Budget Resolution first.

MEMBER WILSON PHELAN: I'd like to make a motion to table this resolution and the next one.

MEMBER LORD: Second.

PRESIDENT JACOBSON: There has been a motion by Ms. Wilson Phelan and a second by Ms. Lord to table discussion on this issue.

MEMBER WILSON PHELAN: Discussion?


MEMBER WILSON PHELAN: Yes. I just want to explain the logic behind my thinking here. While I appreciate that we have had two
working sessions discussing this and I definitely appreciate the transparency initiative and the preparatory work our staff has done to get us to this point, I know there are some unresolved issues that will be affecting our budget.

And I know that later on Ms. Wattenberg will actually be suggesting a committee to delve more deeply into these issues so that we can be very, very clear and aligned as a Board about how our budget will be allocated. So I would suggest we table this until we have more clarity but that it be resolved within the next three weeks.

PRESIDENT JACOBSON: Additional discussion? Ms. Lord.

MEMBER LORD: I support Ms. Wilson Phelan on this. There are some unresolved issues and I would much rather have them resolved and everybody on board then to have to dive into the particulars in the form of a resolution.

PRESIDENT JACOBSON: All right. Any further discussion? If not I would ask our
executive director to call the roll on the motion
to table both resolutions.

EXECUTIVE DIRECTOR HAYWORTH: Mr. Jacobson.

PRESIDENT JACOBSON: Nay.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Williams.

PRESIDENT JACOBSON: Nay.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.

MEMBER LORD: Yea.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wilson Phelan.

MEMBER WILSON PHELAN: Yes.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wattenberg.

MEMBER WATTENBERG: Yes.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Anderson.

MEMBER ANDERSON: Yes.

EXECUTIVE DIRECTOR HAYWORTH: Mr. Jones.

MEMBER JONES: Yea.
EXECUTIVE DIRECTOR HAYWORTH: Mr. Weedon.

MEMBER WEEDON: Yes.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Jolly. Ms. Jolly. Mr. President, the motion passes.

PRESIDENT JACOBSON: Thanks so much. Therefore these resolutions will be tabled to our next public meeting. We will now then move to our discussion of PARCC results from school year 15/16.

The District recently received the results from the second year of the PARCC exams. PARCC is an consortium of states that work together to develop high quality, common assessments in Math and English that helps us ensure that students are on track for college and careers.

In late August OSSE released results from the 2015/16 school year. These scores showed modest growth overall from the first year of the exam, but when you examine the details had
significant room for improvement.

Tonight we are joined by Shana Young, OSSE Chief of Staff and Danielle Branson, Director of Assessments to discuss these results.

Ms. Branson, I understand you're fairly new?

MS. BRANSON: Yes.

PRESIDENT JACOBSON: Great.

MS. BRANSON: Five weeks.

PRESIDENT JACOBSON: We appreciate you spending your time with us tonight.

MS. BRANSON: Happy to be here.

PRESIDENT JACOBSON: Thank you for joining us tonight for this discussion. The State Board is committed, as you are, to making sure that the growth we are seeing continues.

Who would like to begin?

MS. BRANSON: I will.

PRESIDENT JACOBSON: Ms. Branson.

MS. BRANSON: Good evening.

PRESIDENT JACOBSON: You have, we're not going to put a time limit on your presentation. But if you could keep it under ten
minutes that would be great.

MS. BRANSON: Sure. Good evening, everyone. My name again is Danielle Branson. I'm the new director of assessment for the Office of the State Superintendent of Education.

And I'm here today to present to you the statewide results for the partnership for the assessment of readiness of college and careers assessments for 2016. And we do have a slide deck for everyone to look along with.

I want to start by reaffirming that PARCC is a high quality assessment that is important for DC because it truly measures the real world skills like critical thinking, problem solving, modeling, writing to text that our students need to succeed in college and careers.

It provides us with actionable information we need to both support and challenge our students. It's important to note that in the spring 2016 administration 99 percent of our students took the assessments online which is up from 92 percent in spring of 2015.
In this presentation I'll be sharing the results for the PARCC assessments at the state level which includes our results for DCPS and our public charter schools.

So when I say that the PARCC assessments ask our students to use critical thinking and the skills that they'll need in the real world this is a real example of how we can see how this is operationalized in our assessments.

You can see on the slide two sample assessment items from DC CAS and from PARCC for sixth grade math and ELA. And if you look at the left side of the screen for the math items you can see that the underlying standard is quite similar.

But if we look at the DC CAS question in blue at the bottom of the screen you can see that students simply need to solve the equation and select their answer. In the PARCC item, however, students are asked to look at two different ways they can solve the problem, one
through a diagram and one through written expression and describe how they relate to each other and how they are connected.

And you can see here that this allows our students to show a deeper understanding of fractions, divisions and how to solve complex problems. If we look at the ELA side again DC CAS at the bottom and PARCC at the top, you can see in DC CAS the student is asked to explain how the poet's words show how the speaker feels about rain and use supporting details.

While in the PARCC item in sixth grade students are asked to read two texts. They are asked to synthesize and reflect on the text and write an essay that compares the two and contrasts.

And it is important to note it looks at using supporting details and evidence to support their claim. This is the type of rigor and depth of understanding the standards call for and it's the type of engagement with text we see students using every single day in their
classrooms.

So I think that foundation is really important as we talk about the results. So let's dive into the results for 2016. A couple key takeaways. Scores are up for 2015. We saw gains across almost all of our grades and subjects.

It is particularly exciting to see that there have been strong results in early grades math for the second year in a row. And we see this as an encouragement for what's to come in the future.

We have also seen that specific groups of students have improved across grades and content. We've also been able to release a wide variety of resources and supports to ensure that parents, educators, the community and students have the tools they need to interpret and then take actions on these results.

So to give some framing, the PARCC assessment has five performance levels ranging from Level 1, did not meet expectations to a Level 5, exceeded expectations. On the left side
of the screen you can see that Levels 4 and 5 are
the indicator of what we call on track.

So either on track for the next grade
level or on track to leave high school, college
and career ready. So in the next couple slides
when we talk about being on track that's what
we're referring to, Levels 4 and above.

And with respect to these performance
levels we have some early research showing that
PARCC is really living up to its promise when it
comes to predicting readiness. There's a study
that Mathematica released that stated that the
results we see are predictive of how students
will do in their first year of college,
particularly in entry level, credit bearing
course work.

More to come. But that's particularly
exciting. So when we look up at our overall
results you can see this is broken down by
performance level.

From 2015 to 2016 we did see a two
percentage point increase in our on track Levels
4 and 5 in ELA and three percentage point increase in mathematics. And you can also see in ELA something we are interested in is the fact that the Level 1 students, our lowest performance level and we're seeing that number decrease.

And that is equally as important as we're thinking about the change in progress over time. So moving into our ELA results by test. You can see here that we saw increases across almost every grade level here with the exception of the ELA 2 assessment.

Again, we were encouraged to see that the Level 1 students at our lowest level did decrease from 2015 to 2016 here. I'll just give you a second for you to take a look at the increases from 2015 at the bottom to 2016.

When we look at by grade here's where you can really see the difference ranging from a one point increase in grade three to a four point increase in grade eight with a decrease again at the ELA 2 level. Looking at mathematics, again, you can see that we saw gains across most of our
subject areas, our courses.

There were some areas of decrease. Of course in grade eight. We can see some consistent in grade six. Something to note is that you're seeing more boxes here in mathematics and that is due to the fact that we have some students in grade seven and eight who are enrolled in Algebra 1.

We also have some students who took the Geometry test while they were in middle school last year so they took the Algebra 2 assessment this year as a required test. So just some framing there for your reference.

Again looking at the early grades here we saw particularly strong grades in early mathematics for the second year in a row. Last year we were excited to see higher achievement levels in these grade.

And we were particularly excited to see that these grades are seeing greater gains. This is something we are interested in looking at in the future.
When we look at the middle grades when
we look for students who are enrolled in seventh
grade, the three point gain. Those enrolled in
eighth grade we did see a slight decline.

But looking in our students enrolled
in ninth through twelfth grade a four point
increase. The solid bar at the bottom, you're
seeing some solid and shaded differences here.

The solid bar at the bottom reflects
those students in seventh or eighth grade who
took that test that they were enrolled in that
grade level. Where the shaded bar reflects those
seventh and eighth graders who took an assessment
in an advanced level that was not necessarily
their enrolled grade and we talked about that in
the other slide as well.

One thing we looked at was our
specific groups of students. And we were excited
to see that there was gains across the vast
majority of our specific groups of students
including our black students, Hispanic students,
our special education students, English language
learners, economically disadvantaged students and
at risk students in ELA.

The only area where we did see a
decrease was for our white students. When it
comes to looking at our mathematics results for
specific groups we saw increases across the
board.

When it comes to looking at
participation, which is a federal requirement, DC
met or exceeded our 95 percent participation rate
target for both ELA and math at the overall
levels. And when you look at specific grades, we
met or exceeded our targets in those grades.

The exception here was high school
where we did not. But our participation rates
did improve from the previous year. We know we
have more work to do here.

But we also know that given the switch
from a grade based or course based high school
assessment it's meant that we need to revisit and
refine our business rules for calculating
participation rate. So it's something we're
aware of.

So we're excited by the progress we're seeing but we know we have a lot more work to do to support our students in schools. We're not yet in the place where all of our kids are college and career ready.

But every single one of our students can get there and deserves to be on that path. So providing some resources and supports is critical.

So we want to just share with you just a couple resources and supports that are currently available. It's an important step to ensure that educators, students, parents and the community are able to interpret and take action on the data as we mentioned earlier.

So we made some improvements to our public facing website which is results.osse.dc.gov. And there are links to that from OSSE's home page if you're interested.

The interactive website shows the data in easy to read visual displays and we have two
samples that we're showing on the screen here. On the left you can see the overall year to year look at results. It's available at the state, LEA and school level.

On the right, this is particularly interesting, we not only provide the overall results but how students did on certain portions of the test and we think again is this particularly useful for educators.

So for a fifth grade teacher at a school you can pull up your information and say okay, how did my students do on literary text, written expression, vocabulary? How does that compare to the state, the LEA?

Where are our areas of strength? Where are our areas of challenge? So an opportunity to look across in that way can be really helpful instructionally.

When it comes to supports for families, families are receiving score reports with their individual child's results. They were sent to schools home earlier in September.
This information includes the child's overall score but also talks about how their child did on different portions of the test as we just discussed. It also includes information on how the child's performance compares to other children's in DC, the school, across the District as well as their previous performance in other years.

And again, this information helps children and parents know the types of questions to ask their teachers to help improve. We do have some additional materials that are live on our website now including the downloadable detailed school, LEA, sector and state data spreadsheets, the subject specific spreadsheets, the score report guide and FAQ for families in English and other translated languages as well as access to the 2015 test items, released items.

And about a full length test form for every course and content area was released last year. There's also access to practice tests and a number of additional resources that we're
encouraging people to explore.

So in summary, we're seeing progress.

We know there's additional work to be done. But this gives a high level overview of the state level PARCC assessment results for 2016. Thank you.

PRESIDENT JACOBSON: Thank you so much. Ms. Young, will you be speaking as well?

MS. YOUNG: No.

PRESIDENT JACOBSON: You are here for questions I'm guessing.

MS. YOUNG: I'm here available to speak. I have no further presentation. Thank you.

PRESIDENT JACOBSON: Terrific. Board Members, we'll do five minutes per round. Mr. Weedon.

MEMBER WEE DON: Thank you for coming tonight and going through this in such detail. I'd have one request. As a parent we receive the individual reports.

And I think it does a great job of
capturing where my daughter is versus her class, her school and the city. I'd also like to know where she's at nationally.

Part of the beauty of PARCC is it gives us a benchmark that covers not just our city but how our kids are doing against their peers across the nation. And I'd love to see that added.

I also see somewhat of a disconnect in the data. Can we go back to Slide 13? And my colleague from Ward 3 has brought this up a couple of times. But if you look here seventh grade math last year's students 17 percent of the students were proficient, okay, college and career ready.

This year that same cohort is now in eighth grade. So there was actually growth there within those students. And I think we need to find a better way to talk about student growth because that's the true measure of learning.

When I think of my daughter's middle school, Eliot Hine Middle School, she's a sixth
grader there, 9.2 percent were proficient in ELA last year, 1.2 percent in math. Those numbers are atrocious.

But I can tell you that there are students in her class that are reading at a kindergarten level. So the teachers are being penalized because and the school's reputation is being penalized because those students aren't proficient.

We can't expect them to make that much growth in a year and the results are not indicative of the learning that's going on in that class, in those classrooms in that school. We're seeing students grow multiple years.

So we need to find a way to better measure growth. And I'd like to get your thoughts on how can we better do that on an individual student or cohort basis, not year to year of what the school's proficiency level is.

MS. BRANSON: So a couple of reactions. First, on the national comparison level the PARCC as a consortium does produce a
consortium level report and that's something that's being worked on for 2016. I'm happy to share that when that's available. So that does provide some additional rich information to that point.

When it comes to, you know, cutting the data in different ways of course this is looking at, you know, seventh grade as enrolled or by the actual assessment, right. So you're looking at the cohort look.

And I hear you in that and I think that's something that we've been, you know, at OSSE our goal is to provide data that's available for individuals to take a look at in multiple different ways.

And I think that's something that is encouraging and a lot of schools are doing is taking a look at growth individually at the school level. I don't if Shana may --

MS. YOUNG: Yes. I would point also some of this is available and it's interesting in terms of what we can present and what schools can
access for other types of graphic representation
to explain the same thing that you're talking
about now.

And we provide both publicly in
spreadsheet form and on the school form a
breakdown of every level of every, at each school
for subject in year over year. And that's where
we would start, I believe, to answer the kind of
question you're looking now.

How is the growth being shown year
over year not just in the Levels 4 and 5 but in
reduction and movement of students over the year
from the lower levels up the ladder towards
proficiency and on track status. And so one of
the things, we've heard this from you and from
other folks, as well is to think about other
types of graphic representations we can make
available and more easily accessible to the
public to show that trend in any given school or
grade over time.

We show that in some part here. But
I understand it's a different type of emphasis
that you're talking about.

MEMBER WEEDON: Right. But the overall, when we think we're in a competitive environment, we're in an environment of choice and one of the first things that parents at least in Ward 6 look at is how many students are proficient in the school.

And I would argue that's not necessarily the correct indicator. My, for me and for my family the choice was are students learning here. And we need to be able to tell a better story there because this undermines the ability of schools to recruit students to keep them engaged.

And the result becomes a shuffle. There are students un-enrolling from my daughter's school yesterday and moving to a "better" school. Well when I talk to the parents at back to school night, I'm not quite sure why they were at back to school night, but they were, they're talking about well it's got better test scores.
Well is that indicative of what your kid is going to learn this year? I would argue, no, in that specific case. But we need to find a better way to do this.

The last thing I've got about four seconds here, I just wanted to point out that I applaud the growth. But we also need to be realistic here. Three out of four kids in the city aren't reading.

You look at Eastern High School again the public high school in Ward 6, 17.5 percent proficient or college and career ready in English, 1.1 in math. Yet 75, 80 percent of those students are graduating.

Are we doing these students a disservice? I'd really love to hear and hopefully we can come back to what do we think works to drive test scores and how do we double down and invest in those strategies?

We've heard that time and time again from the Deputy Mayor throughout the Chancellor search what we're going to double down and what
works. But nobody has yet to say what works.

PRESIDENT JACOBSON: Thank you, Mr. Weedon. Let the record reflect that Ms. Jolly from Ward 8 has joined us. Do additional Board Members have questions? Ms. Wattenberg from Ward 3.

MEMBER WATTENBERG: First of all congratulations on joining OSSE. We're all delighted to have you.

MS. BRANSON: Thank you.

MEMBER WATTENBERG: So let me start by following up just a little bit on what Mr. Weedon said and then raise some other things. I totally share what he has said in terms of the importance of following cohort so that our parents and our schools and everybody in the community, taxpayers, Council, everybody understands where the growth is and that that's not the same as what we're being shown.

And second, I'm very sympathetic to your point that there's lots of ways to show the data and you've chosen one way to show it and
that people can go inside and look at an
incredible database and pull together all kinds
of other ways to do it.

Let me just say, I have tried and I'm
not great at this but I'm probably better than a
lot of people and I got really nowhere. So what
I want to say and I realize this is what you're
working towards so I am encouraging you to work
in this direction.

But let me just be very specific. I
think thinking about next year what I would
really hope that we could see is a series of
reports so that when the leaders of the city get
up in front of the press conference there's not
one way of looking at the data that then gets
picked up by all newspapers, by the Council, by
everybody as though that's the answer.

As you've just said, it's an answer
and depending on what you're looking at it may or
may not be a good way to look at it. So what I
would see is that there's multiple reports that
report out the data in some different ways so
that we could have, it would be very educative I think for our newspapers.

It would be very educative for people in the schools, for parents and so on. So that is what I want to say on that.

Second, I want to talk a little bit about the bollixing up that has happened at Wilson and Walls. And I think most people are now aware that there was a big score plummet at Wilson and Walls.

And there's a back story to, nobody, I want to say interestingly nobody thinks that the reason there was a score plummet is because suddenly achievement dropped 15, 25 points. So everybody is trying to figure out kind of who to blame, what happened.

But nobody is saying achievement dropped. And I think it's important to note that if we had this kind of score drop somewhere else and we have in the past people get fired, schools get reconstituted.

So it's really important that we have
a way of looking at this data and a way of
vetting it so that misleading data doesn't get
out there. Now I want to say a couple of things
about what happened at Wilson and Walls and the
reason I'm saying it is not to look backwards but
to be very specific about the kinds of issues
that we really have to make sure don't happen
next time.

And you alluded to at least one of
them in your comments which I'm really delighted
to hear. But let me raise them. So part of the
OSSE rules were very clear that students should
be taking the PARCC test that corresponds to the
course that they're enrolled in.

For reasons that I do not understand
and I still do not understand, DCPS did not
follow that rule in certain cases. And so what
you had at Wilson and Walls was a number of kids
being told to take tests in courses that they
were not enrolled in.

Most prominently, the one that's
gotten a lot of attention, but it's not just this
one is eleventh and twelfth graders who took
Geometry in eighth grade were asked to take
Geometry tests as eleventh and twelfth graders.
Now that makes absolutely no sense.

Getting those scores tells you nothing
about achievement at Wilson. It really doesn't
tell you anything relevant about the achievement
of those kids. So why were we testing them?

Everybody, starting with OSSE
understood that there was nothing to be gained by
testing kids in those classes. OSSE's rules
would not have required that.

But DCPS did it. A number of people,
it was raised with DCPS. It didn't get fixed.
People were asked to take these tests that were
clearly the wrong tests.

One result of that was the whole
testing operation lost credibility. So many
students who in previous years, you know, high
school students in none of our high schools, they
don't like taking these tests.

There's no stakes attached to it. But
people buckle down and they take them and that has been the case, to some extent. And in this year the credibility of the whole operation was so undermined that many kids just decided not to take them or in more cases what really happened is people going in working on it for a few minutes and leaving.

And the blame has been put on these students and that's what the headlines in the Washington Post were is that these students just decided to tank their exams. But I think it's important to understand that it started from this lack of cooperation, lack of solving the problem at the adult level. Jack, can I go just one more minute?

PRESIDENT JACOBSON: Yes, I just want to make sure --

MEMBER WATTENBERG: Just to do the fixes.

PRESIDENT JACOBSON: -- they have time to respond to your question. You're already over time.
MEMBER WATTENBERG: That's fine. So let me put out the fixes and then I'll leave this comment which is what I really hope is one, that you can provide some assurance to all of us that next year the rules will be clear to all the LEAs, including DCPS so that we don't have this again, number one.

Number two, that if something like this were to happen that there is a place where school officials can go, teachers can go, students can go, I can go and get this aired and solved instead of everybody raising it and everybody just watching everybody else blame each other because that's what happened.

OSSE and DCPS blamed each other and that didn't solve the problem. And there needs to be a place to go for that. So I'll leave it at that. I also want to raise a separate set of issues which has to do with some technology issues. But I'll leave it at that for now.

MS. BRANSON: Thank you. So just to affirm the, you know, testing requirements
there's a federal requirement of course that students test annually in grades three through eight and once in high school.

And I think the history is important here. Many states test more than once in high school. DC transitioned from the DC CAS testing a comprehensive assessment in tenth grade moving to a course based assessment.

And I think that's important when we think about our business rules. So OSSE did release business rules, as you mentioned, that indicated the testing requirements for high school and your required assessments in mathematics in particular.

For grades three and eight and the vast majority of high school students the enrollment decisions are very clear. And however, there are some situations where, as we mentioned with our middle school students who are taking advanced math courses the decisions with them are relatively nuanced.

So in the coming year, to your point,
something we are working on is ensuring that these scenarios and FAQs related to the business rules are incredibly clear. That is important to us.

It is on a rare, kind of more edge case situation. But it's still very important. So in moving in the interest of moving forward that is something that is important and something that we care about and it is a priority to move forward with clarifying.

The business rules that were made available. But making sure everyone truly understands what they look like.

PRESIDENT JACOBSON: Thanks so much. We'll do another round. Additional Board Member questions? Ms. Wilson Phelan from Ward 1.

MEMBER WILSON PHELAN: Thank you both for being here tonight and for the time that you've already put into making sure this data is transparent and available to all. I for one really appreciate the ability to download the entire spreadsheet and sort it in the ways that I
would like to sort it to better understand, at least from a test perspective, what's going on in Ward 1 schools.

And I found that very accessible and usable this year in a way that I could actually do relatively quickly. So I appreciate that and applaud all of the movement and work that OSSE in general is doing to present data in ways that make things more transparent. So thank you for that.

I just want to echo some of the comments from my colleagues in Ward 6 and 3. I would love to see that growth data. And I would put a tiny additional nuance on it, and I know your databases are improving.

And so I don't know how possible this is. But if it is, to give people a really realistic picture of growth in schools I think you have to add the mobility factor onto it.

So what I'm really interested in is which schools are doing the best with different types of populations, right. So if I'm a parent
I would be really interested in understanding how various schools are helping maybe ELL students to perform better.

Maybe they have strong programs there. It might lead to a series of questions that would better help me select a school for my child and also to assess whether I think it's the right fit.

And so one of the things that would be really interesting to me in addition to following cohorts which I strongly, strongly support is how much of that cohort is still intact, right. So if I quickly go through some of my school's data I can see some of them have a 20 to 30 percent improvement in test score results between grades three and four.

But I don't know who from grade three is still the same kid in grade four. And given the level of mobility in the city that's extraordinarily relevant if we're going to draw any conclusions from that.

And then I'm sure you all are really
familiar with Raise DC's data analysis and the
work that they've done at the high school level.
But I think as a consumer, a taxpayer, elected
official and a parent and a former teacher, that
level of data I hope is what we strive for where
they actually were able to track school level
information about which schools were producing
the most growth for students, tracking students
year by year.

So I would just shout out the work
that they're doing and also appreciate that those
tings take time to develop and really value all
the work you've already done. And so I don't
have a question. It's more of a shout out.

And I do just want to say, I do want
to shout out Ward 1 which overall had tremendous
growth. And I know that's because of the
incredible work of the teachers and the
principals and the groups that are supporting
their work. So go Ward 1 schools.

PRESIDENT JACOBSON: Thank you, Ms.

Wilson Phelan. Additional questions from Board
Members on the first round? Ms. Lord, our at
large member.

MEMBER LORD: Thank you, Mr. President.

Excellent questions. Mr. Weedon of course asked
mine. So, but I've got plenty of others.

First of all, I would, I think we're
getting better at the reporting of the data in
more user friendly ways. But I have to say
there's a lot of colors and graphs and charts.
It's not particularly user friendly.

So I'm committed to working with you
to get maybe a parent panel or some users
together to sort of see how it's working. Second
of all, how come we don't report science scores?
Our students have to take federally mandated
science assessments in middle, high school and
elementary school. And it just seems like it's
never a priority.

MS. BRANSON: So it's a good question.

So as you know 2015, 2016 was the first
operational year for science which means it's a
slightly longer time line than future years.
So moving toward a more sustainable
time line. In first year of administration there
is the need to do performance level setting.
Again, as we saw with PARCC the extended time
line. So moving toward a more sustainable time
line.

So it is not that it's not a priority.
It's just that it's in it's first year of
conception and administration which means it's on
a more extended time line but moving towards a
more sustainable time line in the future.

So when we have that information on
scoring and performance levels that's something
we'll be sharing.

MEMBER LORD: And it is OSSE's
expectation that will be part of our performance
framework as it was in the past?

MS. BRANSON: So I know that currently
science is one of the options included in the
measure survey for ESSA that's available for
feedback. But accountability discussions are
still in progress.
MEMBER LORD: I'd also like to follow up on Ms. Wattenberg from Ward 3's question. If there is this drop off in attendance at the high school level, if there was this miss match of courses that students were taking versus courses they were asked to test in whether it's Geometry, Algebra 1 or Integrated Math, doesn't that cast doubt on the reliability of all the scores for high school?

You know we have some fantastically high performing schools. Banneker I think had 98 percent proficiency rates. Some of our schools east of the river had, you know, single digits or even zero proficient.

And that's, I mean I'm trying to figure out how we're going to tackle the achievement gap when it really does go from zero to 100. But also then to just question the instruments.

If, you know, we can't really rely on or if there was doubt cast on Wilson's School Without Walls and Ellington, I kind of sort of
think the whole thing is in question.

MS. BRANSON: So to be clear I stand
behind and OSSE stands behind the data. And as a
measure of reliability and validity as an
assessment PARCC has demonstrated in its research
that it is both valid and reliable.

When it comes to actually looking at
the high school business rules because we've
mentioned the importance of communicating to
ensure enrollment decisions are made that are
appropriate. But it's also something where the
vast majority of students when we think about
competence have a very traditional pathway.

So we're looking at more edge cases
where it would be a decision that needed to be
made. So in summary, I think that is something
when it comes to communicating the high school
business rules and being very clear on that,
that's a priority.

But we do, we are very confident in
the data that we have available.

MEMBER LORD: But the fact remains
that we have enormous gaps in achievement as measured on the PARCC exam and there are still kind of just proxies for poverty levels or English language abilities. And I'm seeing this, I won't call it an opt out movement.

But there was certainly less than an enthusiastic attendance at several of our schools. And it just seems to me that this, it's an opportunity to have a conversation about it but, you know, are we harming the ability of our struggling students to show what they know because we don't have a measure of what's going on at the top?

I mean I think there are some consequences here that we're just, you know, we're just not discussing.

MS. BRANSON: To your point about looking at what works I think that was mentioned twice about looking at bright spots. And I know that in DCPS and PCSB's presentation they highlighted some bright spots.

But that's something we're also
interested in looking at because we have seen
where it works across different subgroups and
it's not consistent. But ensuring that there's
an opportunity to look at what's working and use
that to push for improvement over time is
something that's important.

MEMBER LORD: Now we all talk about
using data to drive decisions. What decisions
are schools and districts going to be able to
infer from these results?

And the sort of question to add on to
that we had been using, at least some districts
had been using the scores on the state assessment
to evaluate teachers. We've had a second
administration of PARCC.

It's very different than the first one
which was a roll out. Are we prepared at this
point to say these are now two data points that
we can use to show growth, evaluate teachers and
that the third year will be sort of for real
because I know we've held schools and teachers
harmless for these last two years?
MS. YOUNG: So I think, I would say that the first two years of PARCC are also for real as we hope to use multiple years of trends. I think I would like to answer the first part of your question first which is what we hope that schools and LEA's and teachers might do with this data.

And I think there's multiple things that we hope and that we know that schools and districts use this data to do beyond examining instruction both in the individual classroom level and across grades and subjects and across, and as we've said across trends across schools.

We know that schools also use this information to allocate resources to see where do our students need more attention? What type of professional development and supports should we be providing students across all grades and subjects? So that's one important piece of your question.

I think for the teacher evaluation piece OSSE itself does not mandate teacher
evaluation. That's largely a District decision.

MS. BRANSON: And to the point about instructional use I think what is particularly excited about the PARCC assessments is the fact that so much is transparent and publicly available. So all of the PARCC blueprints, the evidence statements, performance level descriptors, practice tests, release items are all available for educators, students, parents, anyone who wanted to look at them.

So that is another way to dive into the actual content and make that connection between score and actually what is assessed on the assessment.

PRESIDENT JACOBSON: Thank you so much. Do additional Board Members have questions for round one? I have two really brief questions. One is a soft ball but I'm going to save that for last.

The first is I noticed a striking assessment completion rate at the high school level between DC public schools and our very
diverse public charter schools where I think the
public charter schools out performed DCPS by
about 16 points if I remember that data correctly
in terms of completion rates.

MS. YOUNG: Excuse me, do you mean
participation rates?

PRESIDENT JACOBSON: Participation
rates, yes. And what is, where is that disparity
coming from? Where is that difference being
actualized?

And how are you instructing or
advising LEA's including our largest LEA, DC
public schools on what to do? And then where's
the accountability when participation rates are
incredibly low at the high school level?

MS. YOUNG: Yes. We did notice
differences in participation rates across
sectors. And I will say I don't think we have a
singular root cause that we can point to at this
point.

And that's one point of concern for us
as a state as we report on participation rates
and have to report that also to the US Department of Education. So part of that process of accountability is actually working with the districts in working with them to look into the rates at particular schools or across the District to understand whether or not there might be procedural issues in play or other types of encouragement or clarification that might be important at the state or school or District level.

And so part of our job is to actually work with them to identify those root causes together and to ensure that there are plans in place to increase participation. And of course the reasons that we find participation is important is because we want to make sure that we can report on the growth and levels of on track for all of our students and to make sure that students are not being left behind because the students who are not being reported on are the ones that get left behind in the kinds of supports that we can provide them.
PRESIDENT JACOBSON: Thank you. I'll be very interested to see how that conversation proceeds because we need to get that right. And DCPS, if they're not doing it right internally they need to ask for help and they need to work with you all and other experts in the charter sector who are getting it right so that they can do it right.

My soft ball is there was, I was at the press conference where the results were released with the Mayor, the Deputy Mayor, the Superintendent and I was really disappointed that we missed an opportunity. The entire conversation focused around three schools that had drops in rates, three primarily upper middle class schools, three primarily white schools that had drops.

And we didn't do a lot of discussion around the lower economically advantaged or disadvantaged schools, our minority schools, our ELL learners. Can you talk about the growth that we've seen there?
And if you want to raise a couple of schools that are doing it right and some of the tactics they're using. You have about a minute and a half.

MS. BRANSON: So in terms of, so again, so five weeks in so bear with me. But so what we have, we've shown is just across the subgroups we were seeing improvements.

But I think to your point it is really important to take a look at those bright spots, as we mentioned, across different special groups of students to see what's working and share that information. And our role as support of the LEAs thinking through how to facilitate and support that conversation will be critical.

At this point I can't highlight particular schools. But I think that is something that can be done and DCPS and PCSB are looking into that information and it's something that we're interested in helping to facilitate.

MS. YOUNG: Yes. I would just add that ironically because this is a very similar
presentation to the one used at that, at the
release I don't have slides and particular data
to share specifically about some of the schools
that are doing amazing things in terms of both
levels of on track and growth of students at all
levels.

I do think it is a point well taken
and a point that we don't want to miss that
really this is about making sure that all
students have an opportunity to learn, that we
are faced with higher standards for all of our
students in their futures and that this
assessment holds them to higher standards and we
know that everyone can reach those standards with
quality of teaching and supports that we are all
attempting to give across the city.

And so we look forward to bringing
more information with more detail about the great
work that is happening and that Ms. Wilson Phelan
also mentioned happening in her ward and is
happening in wards across the city and that we
shouldn't neglect an opportunity to celebrate
that and also to look again at "what's working"
and make sure that all students have those
opportunities. So thank you for raising it.

PRESIDENT JACOBSON: Yes. And I
think Board Members would probably appreciate
knowing the schools that did the best in their
wards and the schools that need to continue to
work so that we can reach out to those principals
and those school communities as well both to
celebrate and to get to work.

With that, we'll move to a second
round. If we could do a shorter maybe three
minute. We'll got Mr. Weedon, Ms. Wilson Phelan
and then Ms. Wattenberg and Ms. Lord.

MEMBER WEEDON: I just want to follow
up on a couple things. And first let me just
echo my colleague from Ward 1's comments about
her school.

Ward 6 schools saw growth across the
board, phenomenal things both DCPS and DC public
charters and just honored to be a part of that
community and seeing the growth and development
of our schools. I think there was a comment before that we used the data to evaluate teachers and that's a District decision.

I'd like to emphasize that's an LEA decision not a District decision. That's done at the individual local education agency level. And I also wanted to talk a little bit and get your thoughts about how you believe that schools are and should be using data.

What I've seen this year first three weeks of school my daughter moved from elementary to middle school. She's doing a lot of testing, a lot of diagnostic testing. There's a lot of testing.

Why can't we truly take these results we get from PARCC, make sure that data travels with the students so that we reduce the need for testing and diagnostic testing? And I think another tangent on that question is should we be using these tests as end of course tests to ensure learning before we promote students?

I alluded to the fact that there are
a number of students who are well behind grade
level at the different levels, especially the
middle school. Again, I'll use my family as the
example here because I know the data.

We have students reading at a
kindergarten level in sixth grade. That is 100
percent unacceptable. Now we need to work with
those students and make sure they can achieve it
at level and we need to find the resources and
intervene.

But are we appropriately using the
data and moving students to where they should be
to get the results that we want to see? How can
we better use the data?

MS. BRANSON: So one thing I want to,
there was a couple of pieces of your question I
would like to respond to. One is on the concept
of ensuring that the assessments are streamlined.

And as you know you'll hear probably
in the ESSA conversation later there's an
opportunity to reflect on the assessments across,
you know, at the state level across down to the
LEA level to ensure that they're streamlined.

And I think when we come to this conversation what's critical to look at is the purpose and intended, the intended purpose of every assessment.

A diagnostic will do something that is slightly different than a statewide assessment. So a diagnostic potentially adapted has the opportunity to go really, really deep into a particular area that a statewide assessment doesn't have the power.

But when you think about using were able to use these assessments layered to provide good information but we want to make sure it's still streamlined. So note that is something that when we're thinking about our transition to implementing ESSA streamlining and looking at assessments and their purpose is a really critical component.

So that's one important piece. When it comes to using the data and how schools are using data something that we are working on as a
priority is providing some additional assessment literacy education and engagement around how do you interpret and understand the results and how do you use that partnering with our elementary, secondary and specialized education team at OSSE.

So note that is something that we think is really important and we're prioritizing this year.

MEMBER WEEDEON: Thank you. I appreciate the response.

PRESIDENT JACOBSON: Ms. Wilson Phelan and then Ms. Wattenberg.

MEMBER WILSON PHELAN: Just a super quick question that might just reveal my statistical ignorance. But I see you cut the N off at 25.

So if anything, if there are 24 students in a class you don't report it. Given the size of a traditional elementary school in the city there is so, there are so many non reporteds.

And so especially when we want to
dissect the information related to race and class to actually understand where schools are closing gaps between race and socioeconomic class among students it's very difficult to see that at least in terms of the public. I understand the whole anonymity and protecting student privacy.

But 25 seems like a super high bar to protect privacy just to my ignorant mind. And so I'd love to just hear, so for example if you had 24 kids in a class one year that class comes off line and you can't see what happened with that class.

It, you could cut the data in different ways, I think, to still protect student privacy. What's the thinking around 25 kids?

MS. BRANSON: So to your point the N of 25 is for the data privacy purpose. And at the individual school level they have all of their information and are able to cut across and able to look in that way.

From a public perspective the N of 25 is for that data privacy purpose. Do you want to
add anything?

    MS. YOUNG: No. I would just add that
the, that it's a point well taken and it's a
constant balance that we're looking at with our,
both at the state level for accountability
purposes for reporting purposes and with our LEA
partners, excuse me for using district before
it's just a, reliance on a term from a previous
life, with our LEA partners.

    So I do think that is something that
we are taking into consideration and if it is
appropriate or possible to make changes in the
future.

    MS. BRANSON: And I will say it did
come up. We had a really wonderful conversation
with the LEA leaders walking through their public
results website information. That did come up
and it was something that we took very seriously.

    MEMBER WILSON PHelan: That's great.
And just one tiny other comment about this. If
you all are doing the analysis because you
obviously have access to all of the student level
data and you can at least present conclusions
about trends that you're seeing, I'm particularly
interested in whether we do see schools that have
more diverse student bodies performing better or
not.

But you cannot get that information
based on the data that's published because there,
it is rare to find a school that has an N of 25
of classes and races. In fact, I don't think
there's any school that has that because it would
happen, you might actually see it in some of the
charters.

But even then you can't really tell.
You might have one charter for whom that's the
case. And so it would be amazing if we could
actually see. That's like a policy thing that
would matter to the Board as we're thinking about
things like school attendance and weighing in on
things that really matter to the public.

PRESIDENT JACOBSON: Great. Thank
you. Ms. Wattenberg and then Ms. Lord.

MEMBER WATTENBERG: Okay. Let me run
through some things very quickly and some not so quickly. One, I want to really, really endorse what Laura said about the importance of following the kids and this whole idea of the longitudinal improvements.

I think it's so, so important. And while I'm saying that let me just say I regard this very much as OSSE and the State Board will be working together to revise the way in which DC holds schools accountable and reports this data.

So I really regard this as sort of our first public interaction about the kinds of things that need to change. And it's a terrific conversation and I look forward to many of them. And as you can see for a lot of us, this issue of the longitudinal growth is huge.

Second, I talk about the scoring problem, I'm sorry the correspondence problem at Wilson Walls. I also want to raise a, the problem of logistics and technology at both schools.

And I do not know that they are the
only schools like this or not. But I guess what I want to say is some of the problems are terrible and they have not been dealt with. We were promised a year ago they would be dealt with and they were not.

Let me just give you a sense of it at least for Wilson which is there's not adequate band width in the school, the result of which is that there is only one place in the school where the testing can be done. It has to be done with carted in computers which I know a lot of people have to do.

It's in the wing that has the library as well as some other things. And only a certain number of kids can go, the result of which is one, the wing with the library in a high school around finals time gets shut down for four to six weeks.

Two, kids get pulled out of their classes to go take the tests because for reasons that I can't completely understand there's not enough room to send whole classes. So kids end
up missing their classes.

Three, teachers get pulled from their classes to proctor. And four, this because of the band width issues and these logistical issues it takes place over many weeks. And so you have a total disruption of the school for a number of weeks.

I know this is solvable and it's not getting solved. And I just, I need you guys to say you're going to get engaged in making sure that all of the LEAs, including this one, are in a position to allow the schools and the kids there to test in a way that doesn't disrupt the rest of the school.

And I just want to say while I was sitting in a previous meeting I got an email from somebody, from a constituent from somebody at Wilson knows of several instances where classes were canceled because teachers had to go proctor for PARCC because too many kids were in testing to be able to show, have a regular class, et cetera.
So point made. But I really think you need to, there needs to be a much better system for eliciting from the ground where there are issues because clearly they're not getting to you or they're not getting somewhere and they really need to.

Three, Mr. Weedon raised the issue of the enormous number of tests that are going on in all the schools. And one thing I really, really hope that we will all do cooperatively is take advantage of the provision in the ESSA law that allows us to inventory the testing that is going on across the city.

I think coming to grips with that will go an enormous way in building up the credibility of the testing program and it will allow us, as Mr. Weedon has said, to sort of find some ways to solve some of this. And lastly, you were talking about teacher evaluation being only at the school level.

And Joe was saying it's at the LEA level. But last time there were provisions at
the state level and the SEA level. And so are
you suggesting that you are not going to, your
inclination is not to include anything on teacher
evaluation in your rules?

MS. YOUNG: No, I guess just to
clarify because I did give a very brief answer I
think the way that assessments are used there is
flexibility for LEAs in terms of how those are
and we have not yet finalized what future state
plans will include. In terms of use --

MEMBER WATTENBERG: So that's up for
discussion?

MS. YOUNG: Yes. But in the past we
have required that assessments be used as part of
evaluation in some way. But there's been
flexibility at the LEA level.

MS. BRANSON: So to the other two
points you raised about test administration and
making sure that runs really smoothly getting
feedback is really important on that to ensure
that we can support LEAs in the best way possible
to ensure that they have a smooth transition.
This is something that all states are doing in transitioning to new assessments with new windows. So one thing that we did do was release a survey on test administration and how it went with a number of different categories including technology that all of the LEA test coordinators were requested to fill out.

And we did close that survey relatively recently and we do have the data. So I'll be taking a look at that. And we have opportunities for our monthly next generation assessment LEA leaders meeting to engage with LEA test coordinators on those, exactly those issues.

So it's an opportunity. So we would encourage LEA leaders to raise those issues and communicate because we are able to communicate with them weekly through a bulletin but also monthly for an in person back and forth.

So test administration is important there. Some lessons learned. There were technology readiness guidelines produced to help schools assess where they are in their readiness
and make plans ahead of time so situations like
that don't occur.

So that's an opportunity to share
about information. But there's also an
opportunity to share across LEAs of what's
working.

Every situation in every school
building is going to have a different and unique
context when it comes to bandwidth, technology,
classroom availability and scheduling. But there
are some good opportunities for lessons learned.

It's something we talk across states.
We can talk across LEAs and we can talk across
schools. So it's opportunities to build on that
looking forward into new test administration
windows.

So I hear you and I think that's
important. In terms of the streamlining of the
inventory for assessments, our ESSA conversations
are underway. So there's an avenue to have those
conversations. So there's more to come there.

MEMBER WATTENBERG: Thank you both
very much.

PRESIDENT JACOBSON: Thank you, Ms. Wattenberg. Ms. Lord, our at large member.

MEMBER LORD: Thank you for bearing with me. Okay. So I'm going to pick up on that whole idea that there is too much testing. I also have been contacted by constituents, by teachers.

They're losing enormous instructional time at the beginning of the school year for diagnostics. And there's the test administration itself. Has OSSE actually surveyed the LEAs to see how much time is spent on practice tests, interim pacing tests?

I know these are LEA decisions. But if there's no good science or evidence that practice tests actually lead to a better result on the end test I think that's a conversation. I think that's an opportunity for a conversation, to use your words.

MS. YOUNG: Yes. I don't believe that we have had formal, that we've had a formal
avenue for requesting information from our LEAs
on assessment use.

However, I would say that as my
colleagues mentioned assessments are, come in
varying forms and formalities and uses. And I
know that those instructional decisions we leave
to the LEA to fit what is best for their
instructional programs and that I would, I think
I would also hesitate to say that majority of the
assessments that are teachers and instructional
LEAs are choosing are less practice tests and
more tests that might be either sort of formative
or diagnostic assessments that are helping
teachers serve those students better.

That's what they would hope. And so
we do encourage our LEA leaders obviously to make
the choices they think are best for their
situations and their students and that can be
quite varied.

MEMBER LORD: It just seems like an
opportunity to cut through the chaff and say
actually these are very smart ways to go or by
opposite there's no reason to be spending the
first six weeks of school on diagnostics
particularly if the previous PARCC results show
that they're very proficient.

And then to my second point I'm a
little perturbed at the idea that our kids, that
only 25, 29 percent of our students are on track
for college and career success. What does
proficiency mean and does that mean that anybody
below the line is going to either wash out in
college, careers or go in the military because I
don't think that's the case?

And if we continue to put out this
line that, you know, if you don't get above a
four or a five you're, you know, hopeless that
sends a completely perverse signal.

MS. BRANSON: Sure. And I don't think
that's the message that we would want to put out
at all. And I think it's again being really
clear about what these performance levels mean.

And I think the performance level
descriptors give a lot of rich information about
that. When it comes to the college and career ready determination level, which is what I think you're referring to the research and work that went into that indicated that a student who received a four or above they believe that they were likely to receive a C or better in a credit bearing entry level course.

That's what that says. When it comes to performance levels and seeing growth from maybe where you are in tenth grade or eighth grade what does that indicate if you're not at Level 4 and 5?

It helps you figure out what types of supports you might be looking for in your next grade or in your post high school experience be it college or career. What types of supports do you need?

Where are there areas of strength? Where are there areas of challenge? Do I need to find a program where it helps me a little more in my writing because that's an area where I'm not yet there yet?
So it's an opportunity to use the information to have a really realistic look at the types of strengths and challenges areas we have.

MEMBER LORD: That's all well and good. But if I'm an employer and I see someone has got a one or a two I'm not necessarily going to think that diploma is worth it and perhaps the Board has to think about making this a requirement for graduation.

PRESIDENT JACOBSON: Do Board Members have additional questions? If not I'm going to conclude this panel with two really brief questions of my own to follow up on Ms. Wilson Phelan's question on subgroups.

My understanding is that some states have public reporting and accountability group sizes as low as five. Is OSSE considering reducing the number from 25 to a lower number as a part of our ESSA discussion?

MS. YOUNG: I would say that those conversations are in progress and that those
things are being considered. I'm not aware of five. I think, well I will check the regulations.

I believe that the US Department of Education has set some parameters for us to work within. And so, but it is something we are considering about what might make the most sense for our context given that, you know, the level and size of the schools we serve and what is both balancing sort of privacy and data quality with the ability to find out the most important things. We want to make them transparent to the public.

PRESIDENT JACOBSON: Great. And my understanding again is that the current DC accountability workbook requires OSSE to report groups of ten or more students publicly. What is the plan for complying with that requirement?

MS. YOUNG: I'll have to check a little bit about what that it. I think that largely we made the decision based on both accountability and reporting this year together.
So I can check and get, respond with more detail and clarity on that.

PRESIDENT JACOBSON: If you could get that information to our executive director he will make sure that it gets to Board Members including Ms. Wilson Phelan and myself.

MS. YOUNG: Great. Thank you.

PRESIDENT JACOBSON: With that, thank you so very much for your time this evening. These are complicated issues and the Board is committed to working with you to reduce our opportunity gaps and provide ability for every student to succeed.

So thank you so much for your time and welcome to OSSE.

MS. BRANSON: Thank you.

PRESIDENT JACOBSON: Now a year ago no one thought that Congress would be able to work together and reauthorize the Elementary and Secondary Education Act. But with the passage, but they did with the passage of ESSA, the Every Student Succeeds Act.
ESSA offers states significantly leeway in establishing new accountability frameworks for their schools. Tonight we'll hear from two national experts on what other states are doing with this new leeway.

Kristen Amundson is the executive director of the National Association of State Boards of Education or NASB you'll hear a lot tonight and a good friend of the DC State Board. I saw Kris earlier.

There she is. She's getting ready. And Peter Zamora is director of federal affairs for the Council of Chief State School Officers, which I believe Superintendent Kang is a member of, if memory serves.

Welcome back to both of you. We are glad to have you here tonight. Please take your time, Kris. I believe you have a joint presentation so if, hopefully we'll get that within the ten minute time frame or so to leave a little bit more time for discussion.

And once Jameka has it ready. And
we'll want to make sure the microphones are on so that our viewers at home can hear as well.

MS. AMUNDSON: I'm about six weeks out from knee surgery and would just like to say that when I go through TSA screening the lights dim all over the east coast. But it's terrific to be here with all of you.

And I know many of you are going to be with us in Kansas City in October and the goal is no cane by then. We'll see. Peter and I are delighted to be here with you and to talk with you about the implementation of ESSA and some of what we're learning and some of what we feel still has to be learned or has to be sort of sorted out.

So in no particular, for no particular reason we decided I would go first, he would go second. My sort of two areas of conversation are around big decision points that states have to make, state board and state chiefs have to make and second, some examples of state leadership.

Peter is going to talk about the time
line and some pending regulations. I would say, Mr. Chairman, when you were talking about last December, you know, there was this sense of euphoria in education.

We had won this battle to reauthorize the No Child Left Behind legislation and frankly nobody thought it was going to happen. But fairly quickly after that, I think, we began to recognize the wisdom of what George Washington says to Alexander Hamilton in Act 2 of the musical when he says winning was easy, young man, governing is harder.

And that's where we are today. We are talking to states across the country and beginning to see some examples of what works and what doesn't. First of all I think what works is what's represented by the fact that Peter and I are here together which is that when state chiefs and state boards work together things work better then when they go off on their own.

So I'll just say from a big top line level, you have a number of key decisions. One
is before you get down to N Size and fifth indicator and all of those things, make sure you're clear again and can articulate to your public what is your theory of action.

As you now again have the opportunity to redesign how you will hold schools inside the District of Columbia accountable, what's your theory of action? What do you plan to have happen as a result of what you're doing?

And I think that's just a good question every now and then to sort of take that back up one level. Other decision points that you're going to have to be making. As you set goals for your achievement levels for students what is your goal?

Is your goal going to be 100 percent proficiency because of course we all know one way to achieve 100 percent proficiency is what I call the Lake Wobegon effect which is if you set the bar down here then of course it's easy to get every child over it.

If 100 percent isn't your goal, which
children are you going to leave behind? On the other hand is your goal closing gaps? And if that's the case what is your role as a state in setting meaningful goals for schools and LEAs?

How are you going to translate those goals into improvement targets for LEAs and how will all of this affect the ratings? Another big decision point that you're going to have to face will be what I call the fifth indicator problem.

And it's a problem. It's an opportunity. It's whatever. But the law requires that at least one, it says not less than one additional indicator of school quality or student success.

And the ones that I have listed below are some of the indicators that other states are using. So some of them are using school climate and safety. How do you measure that?

Do you give, you know, do you give questionnaires and then do you really want to deal with the press stories about how the DC Board of Education is giving a multiple choice
test on school climate? Engagement, how do you measure that.

Attendance, access to or completion of advanced course work, social and emotional learning, all of those are things that states are measuring. Hawaii is now measuring, I think it's Hawaii that measures the number of students who are registered to vote.

And another state, maybe Oregon is looking at volunteer hours. So there is a wide range of fifth indicator. I don't think anybody, I don't think I've seen the perfect one yet. Peter, I don't know about you.

So that's a big issue that you're going to be faced with. And then finally, what does stakeholder engagement look like? The law says that state and local plans have to be developed with timely and meaningful consultation with the State Board of Education and then it lists some other stakeholders.

And I will just tell you that what that means and we're having a webinar tomorrow at
NASB, what that means across states varies widely from don't worry your pretty little head about we'll just tell you about it when it comes back to some places where there's real collaboration.

And CCSSO has a wonderful handbook on what community engagement and stakeholder engagement looks like. And my favorite quote from all of it is there's a big difference between engaging people and having a meeting.

So two examples of, I think, great state leadership. One is the State of Washington which has taken stakeholder engagement very seriously. They have, I think, 12 working groups.

And it is my understanding and I was just out there with them, I believe every mentioned stakeholder is a part of every one of the working groups except for one where the Board intentionally said we should not be part of that.

So I think if you're really looking at what stakeholder engagement looks like Washington State is, has set the bar. Each of those groups
has a series of tasks that they're working on and
we're going to have Ben Rarick on the webinar
tomorrow to talk about it.

A second, I think, terrific and

interesting example of an accountability system
comes from the State of Kentucky where they have
determined that they want to graduate students
who are college and career ready. Now they have
defined, and if you look on their bottom line,
what they mean by college ready and what they
mean by career ready.

You might or might not agree with

those definitions. But I will say that the ACT
is their state summative exam. So that’s one
reason why they can do that.

I think the interesting thing here is

that a school or an LEA gets one point if student
graduates college ready, one point if a student
graduates career ready. But if they can
demonstrate a proficiency in both areas the LEA
gets extra points on the state accountability
system.
And that translates into, I think, some other things that are beneficial. And finally, here is yours. Here are some of the things that the District of Columbia is doing in terms of laying out your time lines and the ways that you are involving stakeholders.

And I just think that it's important for you all to keep that in front of you remembering that your goal is to get to March 6th, which is your goal for submitting your state plan. And time lines are the thing Peter is going to talk about.

So I'm sorry I've taken a couple more minutes. So I hope we don't, I hope you will give Peter back some of my time.

PRESIDENT JACOBSON: We'll indulge both of you, of course.

MR. ZAMORA: Thank you. And I can move relatively quickly along. I'm going to address a few, you know, potential pitfalls and sort of challenges that states are addressing as they move into the ESSA implementation window.
And I think DC is very much on track.

But when we look at the overall time line, you know, the flexibility waivers have expired back in August. Now the state is planning and engaging stakeholders.

This is sort of a transition school year as we head into full implementation in '17, '18 and that's when the new state plans take effect. So the time line challenge is such that this is a very complex endeavor.

And I think that there are some substantial high profile issues that are likely going to generate a lot of public debate, you know, certainly accountability systems, you know, strategies to turn around underperforming schools, teacher evaluation systems. Those are going to get a full sort of public airing.

But there are also, you know, dozens if not hundreds, if not thousands of much sort of smaller and but also very complex issues that are going to have to be addressed in the context of the state plan. And I think it's very important
that these not fall under the radar.

So, you know, just a few that I grabbed out here sort of random a little bit.

But, you know, data collection and reporting for example. They are new subgroups that are required in the state and local report cards for homeless, foster, military connected student outcomes.

I don't know if either, if the systems are in place now. But if not they are going to have to be put in place fairly quickly. Another, you know, potential sort of speed bump here is school level fiscal reporting.

So the statute requires that school level financial data be reported on a per pupil basis broken down by source of federal, state, local and personnel and not personnel. And again, I'm not sure how well situated, we have found a lot of districts in a lot of states, you know, this is not how they budget.

They are not sort of prepared immediately to publish this information. That's
potentially a major implementation concern.

Also we were hearing some about N sizes and both for sort of accountability and for reporting, you know, these are all questions that are going to have to be figured out. SEA set a sides. Their new opportunity is to set aside three percent of the state Title 2A allocation for a state focus on school leaders, principle school leaders.

Also three percent set aside within Title 1 around direct student supports. And there are also sort of new additions to the consolidated state plan. Some of those are in statutes. Some of those have been proposed in regulation.

And such that these end up being very complex documents that can be, you know, hundreds or in some cases thousands of pages. The new state plan requirements include, you know, performance management system descriptions across dozens of different programs.

It's just going to be a fairly
voluminous application and I think the state is going to have a lot of work to do to put it together. And it all happens fairly quickly.

You know, here we are close to the end of September and March 6th would be the deadline for the first, these are all proposed in regulations, for the first window would close on March 6th. So you would have until March 6th to apply and then July 5th is the next one.

Then the time line is such that the Department of Education has 120 days to approve or reject a state or request changes in a state plan. And then again, this is, you know, 2017/'18 school year is around the corner.

So a lot of work to do. A lot of sort of complicated issues in a fairly short period of time. Also to add an additional level of sort of uncertainty around this is that there are currently four different packages of open regulations that have been proposed.

And, you know, we know it was proposed. We don't know yet, of course, what's
going to be in the final regulations. And so I think that some planning and some work can happen now to sort of prepare.

But you really can't start, you know, completing the state plan until, you know, we know what the final regs look like. That should be by the end of the year.

But there's accountability reporting, assessments, innovative assessment pilots. And one that's, and those three have now been closed. So the public comment is closed. The Department has yet to issue their final rules.

But one that I would call particular attention to here as well is the supplement not supplant rule. And that's an open public comment. The comments are actually due on the 7th of November this year.

And there's a fairly, sort of aggressive interpretation that's been proposed by the Department of Education. And it would essentially seek to promote parity and per pupil funding between Title 1 and non Title 1 schools.
And that's a laudable goal. And it's certainly something that CCSSO supports. But there's going to be a lot of complexity potentially in implementation.

And, you know, one of the potential methods for compliance and this is, you know, only within the LEAs, so I think primarily here in the District of Columbia we're talking about DCPS. But, you know, it would require the LEA to use one of four methodologies, one of which is a weighted student funding formula which having done a small amount of research into DCPS I believe there is some weighting there.

But there are still some ongoing questions as to, you know, under the proposed regulations which again have not been finalized that almost all state and district funding would have to go through the weighted funding calculation. So that is both a subjective sort of question as to what constitutes almost all as well as sort of whether compliance is in place there.
And then also almost all of the
district level expenditures would also have to be
sort of equal or greater for Title 1 schools
versus non Title 1 schools. So school
construction, school transportation, you know,
food service if there is a construction activity
that's happening in a, you know, non Title 1
school does that then have to be, does that same
construction have to happen in a Title 1 school?

So a lot of these are open questions.
And they're open questions that are going to have
to be figured out relatively soon. So again,
under the proposed regulations which is not final
and it remains to be seen exactly where this is
going to head by December 10th of next year the
LEA would have to demonstrate to the SEA that it
has a methodology.

And again, so very much open questions
here. One other sort of aspect of uncertainty
that I would describe here is it's going to be a
new presidential administration that is
ultimately going to be receiving the state plans
and evaluating the state plans. There is a
tremendous level of uncertainty among states as
to how a new administration is going to interpret
regulations that are finalized at the end of this
administration or, you know, the process that
they're going to use to evaluate state plans.

And so generally what we're telling
our state superintendents and I'm sure what is,
you know, certainly is to come up with the best
plans that meet the state's needs and then be
prepared to defend to defend those plans.

MS. AMUNDSON: Some states are going
early. I mean Washington State is going to go
1st of December just to get it in because the
other thing even if there was a complete harmonic
convergence between the next Department of
Education and this one, which I think is highly
unlikely, remember that Congress did not approve
those senior level people in the Department.

They approved, you know, the
secretary. But then all of the people who
actually are going to do this work and move these
along, many of them were not approved for a very long time.

So I think we're entering into a real period of uncertainty. So there we are.

MR. ZAMORA: There we are. And we have materials on both of our websites.

MS. AMUNDSON: We were a little over, but not too much.

PRESIDENT JACOBSON: I think Board Members will probably go over more than you have. And with that, let's start Board Member questions with five minutes each. I'd like to defer to NASB's immediate past president, Mary Lord to kick us off if she would like or we could go on to someone else.

MEMBER LORD: I think we should have others have a turn because I might get too down in the weeds too quickly and chances are everyone will ask my questions.

PRESIDENT JACOBSON: Great then, Ms. Wilson Phelan first.

MEMBER WILSON PHELAN: I'd love to
just hear more about the supplement not supplant. That's new information to me. And what I didn't fully understand about what you shared was it said that you needed parity between Title 1 and non Title 1 students.

Though I thought the purpose of Title 1 was actually to provide additional supports to students who need additional supports to succeed. So could you just start by clarifying that a little bit?

MR. ZAMORA: No, thank you for that question. And so supplement not supplant is a sort of longstanding fiscal rule and it sort works in conjunction with other fiscal rules.

And basically the way that it's been interpreted since it was first put in place in 1970 I think it was is that essentially that you have to show that state and local funding formulas are not being reduced by virtue of the, of a school actually receiving Title 1 funds.

MEMBER WILSON PHELAN: Got it.

MR. ZAMORA: And so essentially, yes,
so I should have said parity in state and local funds between. And so largely, so the new interpretation would actually require sort of equality of state and local funds or something approaching equality before sort of putting the Title 1 funds on top of that.

MEMBER WILSON PHELAN: Okay, got it.

MS. AMUNDSON: Here's the other piece of that. A big part of why this has become such a bloody battle is, well because the Department believes correctly that state plans ought to be looking at the issue of whether because so much of school budget are, as you know, driven by salaries and teachers who are more experienced are also more expensive.

So a piece of this is a well-intentioned effort to encourage districts and schools to see that kids who need the most experienced teachers are not always stuck with the first year teacher. That's a perfectly laudable goal and we all agree.

It's then that the Department got into
and we're going to tell you precisely how you have to do that. And, you know, it gets back to one size fits all which doesn't.

Now they're up to four sizes fits all.

But that to me is reminiscent of the old SIG grants. And what we, I was at a think tank when we analyzed SIG grants and all four of the methods none of them worked or at least not consistently.

What we're saying to the Department is why don't you tell states this is our big goal and then say please come back to us and tell us how you plan to do that.

MEMBER WILSON PHELAN: Okay. Great. Could you also, okay, now I've lost my question. Just a second. Could you also define the role of the state boards in those four additional provisions that you outlined?

So my understanding is we know we review ESSA and the application there. But are there additional authorities associated with those bills and laws?
MR. ZAMORA: So it would be sort of part of the state's and the SEA's sort of general enforcement authority over, you know, Title 1. So this would be a sort of a Title 1 requirement and it would sort of fall, you know, has the jurisdiction has defined sort of authority over federal programs.

MEMBER WILSON PHELAN: Okay, thank you.

MR. ZAMORA: You're welcome.

PRESIDENT JACOBSON: Thank you. Other Board Members with questions? Ms. Lord.

MEMBER LORD: I'm up. First of all, thank you for coming out tonight. I see this as not only a battle won but a huge opportunity to finally get the next generation of school reform launched with a bottom up approach as opposed to a top down approach.

So first let me follow up on the whole engagement thing that Washington State and others are doing. We heard from the, at our annual conference for NASB and other places that engage,
engage, engage particularly your teachers but
your parents, your employers.

I'm proud to say that the State Board
of Education has done a lot of engagement. We've
had forums in all eight wards. We have a survey.
It's still open. We're still getting comments.

So it's been great. But I feel like
we're kind of working in an environment where
people are over engaged but under involved or
feel that they are not involved in the decision
making process, that sort of engagement is for
show.

I'm confident that it isn't the case
in our point. But help me understand if there's
some particular points that have proved very
useful for other states in terms of engaging
their public.

MS. AMUNDSON: I think you've got to
be clear about what it is that your, you know,
your working groups or your listening groups get
to decide because ultimately, you know, it is you
and OSSE that are going to submit the plan. And
the problem always with advisory groups I have
found is that sometimes what they really want to
do is sit there and get the vote.

So you need to be clear about that.
But on the other hand, if you talk to enough
people it seems to me that themes emerge. And so
the states that are doing this now have not yet
moved I think to where they're saying, okay,
these are our recommendations specifically to the
state board.

They're still in that listening
process. I would say build in as much time for
listening as you can. Peter, anything else you
would say?

MR. ZAMORA: Just sort of a general
theme we've been urging the states to sort of
reach out to non-traditional partners and using
non-traditional, in other words, don't just go to
the usual suspects to hear the same things that
you would ordinarily intend to, you know, hear.

But reach out to different
communities. Try different mechanisms. We've
seen states that have done, you know, public
service announcements on the radio that are
having, you know, hash tag campaigns around
getting engaged.

So I don't know that there's sort of
a single way to do it. But, you know, I think
aggressively and thinking outside the box a
little bit.

MEMBER LORD: The Chamber of Commerce
this week said that higher ed, K-12 and employers
have to get out of their silos. So I think that
speaks to that non-traditional constituency.

The other question is do states have
the band width because we've been asked to do a
lot of heavy lifting and as you heard from our
earlier presentation, you know, just
administering the PARCC test in small city state
like ours has its challenges. So I'm wondering
if there are particular areas where we might want
to think of boning up on or doubling down on
human capital?

MS. AMUNDSON: I think you're going to
have to do some of that. I think you're going to have to think also in terms of how you can use outside organizations.

You know, I think CCSSO and NASB are, can offer great policy advice for example. But states got decimated in the recession. And so a piece of what is going to have to happen if the Every Student Succeeds Act is going to be successful is for them to come back.

I do think that somebody needs to work on a lot of the things that Ms. Wattenberg was talking about, just the sheer nuts and bolts of making sure that when schools and districts administer exams that they have the band width and the machinery and the personnel so that the entire calendar does not read testing days because if you want to guarantee that you will create an opt out movement where you didn't have one before it is having every day on the calendar from March, April, May and June read testing.

MR. ZAMORA: And I would just sort of pick up a little bit on Kris' point that, not to
reinvent the wheel sort in each jurisdiction.
And we have a lot of materials at CCSSO and we're
also hosting a series of meetings where we're
bringing together states and sort of pairing
states up and, you know, and learning from
colleagues in other jurisdictions.

MS. AMUNDSON: So really use us. Use
both these organizations. And just, you know, we
talk to each other multi times a week. So
there's really no daylight between us.

MEMBER LORD: And I guess my final
question is picking up on the theory of action,
how do we make sure that this isn't No Child Left
Behind like, that we just, we know how to do what
we do, we went through the waiver process, we
have bureaucracies set up to handle this?

That's kind of one of my biggest fears
because I see this as a real game changer if we
do it right.

MS. AMUNDSON: Remember that even
during No Child Left Behind which was a very
prescriptive piece of legislation states came
back multiple times and said, you know what, we want to change how we measure this. We want to change it to that accountability measure.

Don't view March 6th as setting something in concrete. Continue to look. And particularly on fifth indicator where the measures just, the stuff I think you want to measure the measurement tools are not very good yet.

So what I would say is view this as a process.

MR. ZAMORA: Absolutely. And I think one of the areas where there's substantial flexibility or almost sort of untrammled flexibility is around what we actually do in schools that are identified.

And so, you know, there's some flexibility around accountability. But there's substantial flexibility around some evidence based school improvements. And so I think in a way I don't know that any state would replicate that sort of escalating ladder of sanctions under
No Child Left Behind.

        But, you know, engage communities.

Sort of evaluate community needs and then implement evidence based interventions. That's really I think a tremendous opportunity to shift away.

PRESIDENT JACOBSON: Great. Thank you, Ms. Lord. Next, Mr. Weedon from Ward 6.

MEMBER WEEDON: First, thank you. Thank you for being here tonight. I really found the conversation about supplement not replace very enlightening because I believe that's a problem that we've had in the District with local at risk funds.

        We've seen shifting around of budgets and not clear transparency there. And I would argue at least in the Ward 6 schools that has occurred and we would like to make sure that the funding that's supposed to go to the most at risk kids actually goes there and is supporting those students.

        I wanted to get your thoughts on
another thing that's come up a couple times today around how can we measure and report out the growth of students as opposed to flat scores. I think that's something that at least the citizens in my ward are very interested in.

MS. AMUNDSON: I think that there are some interesting models out there. I would say that I don't know of one that I would just say well just go to Tennessee and just, you know, take theirs off the shelf because a piece of I think what you want to do is find some way to make sure that you're also measuring growth among like schools so that you're not taking the whitest most affluent school and measuring it, you know, against perhaps a very low income school.

So you've got to find bands or quartiles or something that lets you do that. I think that's the first thing. I think the second thing is that there are some ways that you can reward schools that may still be not achieving proficiency but that are maybe showing greater
growth than a school that's kind of coasting and sitting on its laurels.

It involves a lot of work with statisticians. There are, and I'm going to send to Washington State and I will be happy to send to you all a couple of papers that were done back in the days of the late and lamented think tank education sector that addressed this issue that might also help you think in terms of some new ways of doing some things.

MEMBER WEEDON: We would appreciate that. And I'd also love to get thoughts and let you comment on this. But also on reducing the achievement gap and how we can really reward schools there.

MR. ZAMORA: Well and so we have some materials on our website at CCSSO.org/ESSA where we've sort of presented some descriptions of different kinds of accountability models and then, you know, we have a team of assessment experts. And then, you know, partly what we do is sort of look to other states.
So I think it was Colorado ten years ago or so that started to make some initial moves around growth models. And, you know, learning from our colleagues around, you know, what's worked well there. You know, what needs some improvement.

You know, I don't know that there is sort of a perfect way of measuring growth or a perfect accountability system. But there's one that reflects the values of the community.

And I think, you know, through the stakeholder engagement combined with the technical expertise, you know, that some of the partners can bring to bear, you know, that could end up coming up with a much better system.

MEMBER WEEDON: Thank you.

PRESIDENT JACOBSON: Thank you, Mr. Weedon. Ms. Wattenberg and then Vice President Williams.

VICE-PRESIDENT WILLIAMS: Thanks for coming. It's been very interesting. I have a couple of very quick questions and then I also
want to come back on the supplement not supplant.

First, the new law requires
disaggregation by a set of new categories as you
described homeless children, foster and military.
One question I have, one thing that I'm very
interested in is being able to disaggregate
according to lowest income because the school
lunch is no longer a good proxy for that.

And I'm curious why the federal law
didn't require, for example, disaggregation by
temporary assistance for needy families or
something like that. And do you have a
recommendation for how we should do that?

MR. ZAMORA: I mean I think that would
certainly be, it's not prevented by this statute.
It's not expressly required. But I think one way
to think about ESSA, you know, is it's the floor
but it shouldn't be the entire building or the
ceiling.

MEMBER WATTENBERG: And so they just
didn't include it because they were trying not to
put the kitchen sink in it?
MR. ZAMORA: And there is, you know, there's another requirement that's sort of flown under the radar is that the state is going to have to make the data available in a format that can be cross tabulated. So where you could actually sort of connect different subgroups to each other and sort of get much more granular. And so that ended up succeeding.

MEMBER WATTENBERG: Well then I would want this to be part of that. So, yes, good, okay.

MS. AMUNDSON: It was a compromised bill too.

MEMBER WATTENBERG: Okay. Second, what, going back and I don't expect this to be our situation, but going back to one of the slides there's the first round where you can submit and then there's the second round.

The second round I think was July 6th and then Ed Department has 120 days. So what happens either if after 120 days the Ed Department rejects your proposal and/or what if
you don't get it in? What happens?

I mean it used to be they would take away your money. Is that still the same thing?

MS. AMUNDSON: It's one reason that we're, both organizations have actually asked for a delay in the time line on implementation. And I think that is actually something that we might be successful in getting.

I feel like even if things moved swimmingly and you got it in on the 6th of March sort of the earliest that 120 day clock would tick, you know, do the math and think about starting a school year having had what, weeks to implement all of the things that you had put in your plan.

I just feel like this time line is too aggressive. And so I wouldn't tell you to count on it. But I will say we're asking for it. I know the chiefs are asking for it. And actually Secretary King has talked about it.

MR. ZAMORA: And part of that I think was the time line for the identifying the schools
using the new systems. And so, you know, I think they might end up moving back.

There has been some suggestion these sort of submission windows. It's going to be an ongoing process. And I think as Kris was saying like none of it, it's not necessarily going to be done in March.

MEMBER WATTENBERG: So if we get something in we're likely to get --

MS. AMUNDSON: Something back.

MR. ZAMORA: And I wouldn't certainly want to speak for the US Department, specifically not for the next administration that we don't know who they are yet. But I think, you know, showing good faith moving forward and, you know, looking to the history of No Child Left Behind. You know, it took a couple of years, if not more, for all state plans to be approved.

MEMBER WATTENBERG: Last quick question and then this broader one. The last quick one is just you listed under the fifth indicator educator engagement.
And my question is my understanding is that the fifth indicator has to be something you can disaggregate at the student level. So how can you, I'm just curious because a number of us have talked about different educator engagement.

MS. AMUNDSON: Yes. I mean all I know is that it is a thing that states are talking about. I think they're not talking about doing that as their only, as the only thing they would do for that fifth indicator. But particularly if you're doing a school climate indicator educator engagement could be rolled into that.

MEMBER WATTENBERG: So part of it would have to be disaggregatable but part of it could be --

MS. AMUNDSON: Yes, right.

MR. ZAMORA: And then, excuse me just under the proposed regulations also likely to yield improved academic outcomes or that piece.

MS. AMUNDSON: Yes, which is where I think that comes in stronger, educator engagement comes in stronger there. But I think there's
going to be a lot of not very good fifth
indicators for a while.

Let me be honest. I think there will
be a lot. Either people will choose something
very simple like attendance that they already
collect the data on and can measure easily or
there will be stuff that is not very good
initially. I mean those are the two sort of
polar extremes.

MEMBER WATTENBERG: So my last one and
I'll make it short just as a request I guess for
information. So on the supplement not supplant
and following up on what Joe Weedon said, is in
DC in addition to the supplement not supplant
issue that comes down federally we have our own
local funds that are only supposed to go to at
risk, they're supposed to follow at risk students
and fund at risk programming.

And there is an ongoing difficulty
with making sure that they get to the right kids
into the right schools. So I'm very interested
and I think a lot of people would be very
interested in really trying to figure out how to sort of roll these two together maybe or use a common framework for dealing with both of them so that part of the school report card and part of the state report card gets as deep as we can to clarify where the money is going programmatically I guess.

And so any help, I don't even know enough to explain it. But I think you get what we want.

MR. ZAMORA: Absolutely.

MEMBER WATTENBERG: And any help you could give us in finding models in how to do that I think would be really, really appreciated.

MR. ZAMORA: Happy to do that. And, you know, it's an extraordinarily complex issue and also sort of very politically controversial. You know, just this morning there was a hearing before the House Education Committee where there was a lot of sort of fireworks.

And I think there remains to be seen sort of what will come out at the end of the
process. But a lot of states have a lot of questions. You know, for example, you know, school construction.

You know, if a new school is built within a district and it's not a Title 1 school does that mean that you have to build an equivalent school that is a Title 1 school, you know, at the same time or, you know, if there's a lead abatement program and it doesn't affect all schools equally is that going to hamstring?

And, you know, things getting as granular as the health benefits of the employees. You know, if one school there happens to have more families and you're covered under family health care that could put a school out of compliance.

And so we very much appreciate the impulse but have a lot of questions around how it's going to work in practice.

MS. AMUNDSON: Thanks. Stay tuned.

There's going to be some significant policy, advocacy, action by probably the original
coalition that supported ESSA.

PRESIDENT JACOBSON: And then we will move to Vice President Williams and then Ms. Jolly from Ward 8.

VICE-PRESIDENT WILLIAMS: Thank you for coming. This is really quite informative and interesting. Coming from an area where we have lower performing schools it's been proven that leadership and teachers are one of the better indicators of how a school performs.

In the past before PARCC our teacher were penalized under a system where if the students didn't test well they faced negative consequences. Under this system we have a way, we have the opportunity to look at new measures of teacher evaluations and success.

Can you recommend some states we can look at or some things that we can look at while we're looking at this process?

MR. ZAMORA: I mean we do have, that's sort of one of the priority areas that we've identified and so we do have some very good
materials and could connect with other states. I mean the way that I'm thinking about a lot of this stuff is that there's not necessarily a perfect or an ideal.

But the question is sort of going back to what are the values of the community and sort of what do we want and, you know, how do we then interpret those values through the new ESSA statutory sort of opportunities. So I think surveying what's out there and seeing what's the best fit in DC is the way to go.

MS. AMUNDSON: I think, one other thing I would point out is that the elimination of the highly qualified teacher requirement is I think a positive step under ESSA. When I was in Fairfax we always, the school that we had the most teachers who were not for some reason or other certified was always Thomas Jefferson.

And it was because we got a PhD person to teach some nuclear biology class and he or she didn't have some stupid bulletin board class and we've have to go down and beg the Department of
Education to certify them. You now have much more flexibility in determining as a state what a highly-qualified teacher would be.

And there are two places I would offer up to you that you could really make a great improvements I think. One would be in CTE classes where you could really take practitioners and move them into working with students and eliminate some of that bulletin boardness, you know.

And the second would be in the arts where I think you could bring in again, you know, people who are, you know, dancers or musicians and might not want to go through all of the certification requirements. So I just lift that up as a positive part of the law.

VICE-PRESIDENT WILLIAMS: Thank you.

PRESIDENT JACOBSON: Thank you, Vice President Williams. Ms. Jolly from Ward 8.

MS. JOLLY: Thank you. Thank you for your time and input tonight. So one thing that really strikes me about this conversation is that
so much of it still seems to echo the stick and
 carrot of NCLB.

Walking into FO we are still looking
at this as well how can we use these rankings and
this accountability system to spur schools into
raising test scores as though the only reason
that teachers would want to raise test scores is
for some accountability system not that we become
teachers because we deeply care about students
and want to invest them in lifelong learning.

So I'm wondering then especially too
because you've so emphasized this is our
opportunity to show what we value as a state,
what opportunities do you see for a system that
wants to value things like deeper learning, that
wants to value meeting student's needs in the
ways that community schools do?

How do we show not just through the
factors that we've already talked about tonight
but through the non-academic measures that we
recognize that school quality is about more than
just test scores in a way that is really deep and
rich and doesn't kind of demean the role of
schools and teachers as horses who follow carrots
on sticks?

MS. AMUNDSON: I'll start and then
Peter can chime in. I would say two things. One
is to think about expanding even what you use as
your assessment. I think it is possible without
going into the innovative assessment pilot which
we could talk about a long time, but it is
possible to add things like performance
assessments.

And particularly I heard Ms. Lord
talking about the science assessment for example.
That would be a great opportunity there.
Portfolios are another opportunity that already
exists.

You don't have to ask anybody's
permission for that. And then I would say look
carefully at what you report to the public and on
what things are you going to measure schools
because you don't have to just say test scores
and, you know, grad rates.
You can do a much richer look.

Georgia has, I don't know how many indicators Georgia has. Georgia probably has too many. But they've got a very wide array of things.

The State of California has developed a dashboard system and I think they're going to be working on refining that. But that was done absolutely intentionally saying we are trying to promote deeper learning and how can we do that.

So there are some states that are working toward it. I think the message we want to leave with you is this is not a done deal in March.

MR. ZAMORA: Absolutely.

MS. AMUNDSON: What else do you want to say about how else states are doing that?

MR. ZAMORA: Well I think, you know, again just to reiterate and we have also a document around sort of state strategic vision that we've created. Start with that as your, you know, base line and then see the different areas of the law that can be manifested.
So, you know, just say for example deeper learning. You know, as we look at the assessments is our assessment measuring what we really value? You know, is our accountability system, you know, some states are very interested in career readiness indicators and have looked at that.

And so you can manifest that value in the accountability system. But also then maybe in the school improvement space, you know. Do you want, the state can create a list of evidence based interventions for use in under performing schools.

That can be an exhaustive or non-exhaustive list. So you can basically identify a lot of evidence that supports deeper learning or career readiness or arts education or what have you and sort of use these as mechanisms to communicate the values sort of through policy.

MS. JOLLY: And this is just me wondering aloud now because I have another 53 seconds. But I'm just wondering too how we might
be able to roll into our plan that we value more
than just the student test scores whether they're
measured through PARCC or through portfolios
because I mean I went to Garfield Elementary's
back to school night and their parent engagement
they do there is fantastic.

And I think that it should be
reflected in a greater way in the way that we
rank and categorize our schools.

MS. AMUNDSON: There would be no
reason you couldn't do that. There would be no,
there is nothing standing in the way of adding
that to some way that you would both measure, you
know, a school but also then report out.

MS. JOLLY: Yes, because I find often
in my school visits that the schools that I would
want to send my kids to their scores don't look
great. But what's happening in classrooms is
fantastic.

And as a career teacher I don't care
about the scores. I care about what I see. And
I'm just wondering how we can better capture that
in our accountability system. That's what we're all wondering. But just thinking aloud.

MS. AMUNDSON: I think that's the big challenge of ESSA and the big opportunity.

PRESIDENT JACOBSON: Do Board Members have additional questions? Hearing none I would, I don't have any myself. So I wanted to thank you again for joining us tonight.

It's a challenging task that the Congress and US Department of Education has put before us. But I know that we are --

MS. AMUNDSON: Put on your laps. Not us, you.

PRESIDENT JACOBSON: I know that we are up to the task. And we look forward to working with both of your organizations and I think most of my colleagues will be attending the national conference in three or four weeks in Kansas City.

MS. AMUNDSON: We're looking forward to it. We've got a terrific program planned. An awful lot focused on the twin challenges of
excellence and equity.

And so we hope it will meet your needs
and we'll look forward to seeing you plus
barbeque is all I've got to say.

PRESIDENT JACOBSON: Wonderful. Thank
you very much. Terrific. With that we are
moving on to our last agenda item which is a
proposal from Ms. Wattenberg. So with that I
will turn it over to her.

MEMBER WATTENBERG: Okay, thanks. And
this is a simple motion. And the one thing I
want to say is based on some final feedback.
It's slightly, slightly changed from what some
people think it might have once been.

But hopefully it captures what
everybody or what many, many people wanted. So
the motion is that we establish three SBOE
committees. One named Governance, Personnel and
Administration to discuss these matters in detail
as necessary and bring discussion items and
proposed actions in this area to the Board.

One named Budget to discuss the
Board's proposed and ongoing budget and bring
discussion items and proposed actions to the
Board in this area. And one named Every Student
Succeeds to discuss ideas and proposals related
to ESSA and to bring discussion items and propose
actions to the Board in this area.

Two, that each committee meet at least
once prior to October 5th. That the Governance,
Personnel and Administration Committee be chaired
by Karen Williams. That the Budget Committee be
chaired by Joe Weedon and that the ESSA Committee
be chaired by Ruth Wattenberg.

And six, that each committee aim for
membership breadth with all members encouraged to
volunteer and all chairs urged to recruit.

PRESIDENT JACOBSON: Is there a second
on the motion?

MEMBER WILSON PHELAN: I'll second the
motion for discussion.

PRESIDENT JACOBSON: Thank you. Let's
open it for discussion. Ms. Wattenberg, did you
want to start?
MEMBER WATTENBERG: Yes. I just want to say that I think all three committees will be very beneficial to the Board in terms of allowing for discussion of some urgent issues and to do so in an expedited way and allow the Board to then have fuller discussions based on committee discussions.

PRESIDENT JACOBSON: Additional discussion?

MEMBER WILSON PHELAN: Could I just hear from the nominated chairs whether they have interest in leading those subcommittees?

PRESIDENT JACOBSON: Let's do them backwards. Ruth, are you interested in chairing an ESSA Committee?

MEMBER WATTENBERG: Yes, I am. And I did actually talk to all of the people. So presumably they will all say, yes, with greater or lesser enthusiasm.

MEMBER WILSON PHELAN: No pressure.

PRESIDENT JACOBSON: Mr. Weedon.

MEMBER WEEDON: I'm happy to serve.
PRESIDENT JACOBSON: Vice President Williams.

VICE-PRESIDENT WILLIAMS: Since I'm already doing it I guess I will continue to serve.

PRESIDENT JACOBSON: Additional discussion?

MEMBER WILSON PHELAN: I would just say from an operational perspective I think it would allow Board meetings to be much more efficient by having worked on a committee vetted by members who bring the perspective of constituents to the table and then allow us to get to decision points potentially more quickly than we have been able to get to in the recent past.

PRESIDENT JACOBSON: Ms. Lord.

MEMBER LORD: Just to put these things in perspective, when we've had committees we have been able to do a lot of heavy lifting. It's been full participation.

I'm thinking for example of my Ward 4
colleagues Truancy Committee which convened people. We had principals. We had parents. We had students and we not only were able to continue being part of a conversation around truancy but to change the rule that was adopted after some unintended consequences surfaced.

So it's a very useful tool for forwarding the Board's work but also to provide some continuity for the Board. As we heard tonight, the Every Student Succeeds Act will be a process.

It's not a one time deal. And I totally support Ms. Wattenberg because she did a lot of the heavy lifting on the waiver. But I also think that all of us need to participate, particularly in the Budget, Governance process because that's not a little committee work.

That is our, the voice of the Board. So as long as the committees are inclusive and have a sense of structure and report regularly out I think that's a very good way of providing continuity for the Board because we are going to
be seeing some changes and some continuity for
the work.

PRESIDENT JACOBSON: Thank you, Ms. Lord. Additional discussion? Ms. Jolly.

MS. JOLLY: Yes, I guess I'm just curious about more than just who is willing to chair these committees. Are there actually Board Members who are willing to serve on these committees because I want to make sure, I mean the work silo has been bandied about a number of times today.

I want to make sure that the Board's work doesn't end up being siloed into committees of just one or two people. I'm also, before I can vote on a Personnel committee I want to know exactly what it will be doing.

Like will the Personnel Committee be managing the day to day actions of the staff? Will they simply be in charge of performance evaluations? How will that work? So I mean I would like to know more about that.

MEMBER WATTENBERG: Well I'll just
respond a bit. But I think it's sort of up to all of us. My sense is that there is a lot of interest in participating in committees that will be efficient and that will be able to bring stuff to the Board where it can be acted on.

And I think having, even if it's only two or three people on a committee having a few eyes spend some time on it to bring it to a bigger group I think is a plus. So that's what I would hope for.

And I'm sorry, my mind is totally failing. What was the second thing?

MS. JOLLY: Who wants to serve on them and what would the Personnel Committee do typically?

MEMBER WATTENBERG: So the Personnel one would be to talk about sort of the governance and how staffing works. That's more about that, I would say.

PRESIDENT JACOBSON: Two points of information regarding committee service. The President, according to our current bylaws the
President shall be an ex officio member on every such committee.

So the President would serve on all of these. And to Ms. Lord's point and to yours, any member of the State Board may attend an ad hoc committee executive session. So any committee meeting is open to any Board Member according to our bylaws.

Additional discussion? Mr. Weedon.

MEMBER WEEDON: I'd just like to add that I think there is a lot of work that goes on behind the scenes. And I think part of this is an effort to make sure that all of us as representatives of our constituents are stepping up and doing some of that work and removing the burden from the officers or the Board and the executive director.

We have a small staff. We need to all step up and do our part. And some of these conversations, I think, could be fleshed out and options created and presented to come to the full Board as opposed to having those conversations...
whether it be in a working meeting or in a public meeting.

So that's the vision that I see at least for the Budget Committee. And again, I'm happy to serve there. The one question I have back in the fall, summer, whenever it was, I'm blanking on the time frame but we established priorities.

And we're omitting the priority of graduation requirements in the committee structure here. One was about governance. We had the ESSA. So I'm wondering if we should also do something to have a committee looking at the graduation requirements.

PRESIDENT JACOBSON: I'm going to interject here for a second. We had a retreat in February. It was a day long. Board Members attended and discussed our priorities at length.

Among our priorities was closing the achievement gap and so we formed a committee on that led by Tierra Jolly. Another, to my recollection, was a committee on graduation
requirements as well.

So I think we've already created that.

We also decided at that meeting, there is a gnat
in front of my face so I apologize.

MEMBER WATTENBERG: It used to be over
here.

PRESIDENT JACOBSON: It's migrating.

We also discussed ESSA at great length. It had
just been passed. Kris Amundson from NASB
presented to us and we decided as a group at that
retreat that ESSA was something that was too
important to delegate to one person and one
committee chair to deal with and that we wanted
to deal with it as a Board.

I still feel that is the most
responsible way to deal with something this large
is to deal with it together. I would also
suggest that governance, personnel,
administrative issues and budget are all related.

If the Budget Committee doesn't know
what the Personnel/Administration Committee is
doing neither can make decisions. And I feel
like we are actually creating a little too much bureaucracy here.

And if the Board does go forward with this I would suggest that be collapsed into just one administrative committee. I would also point out that I suggested a version of this 20 months ago when I was running for president of this body and suggested that we have two vice presidents one that headed administrative issues and one that headed policy issues.

We are a policy making board or a policy approving board technically. We need to make sure that we continue to be very focused on the educational needs of our students and I think that we need to make sure that is where we spend the bulk of our time and resources.

And having staff be required to provide capacity to multiple committees is challenging. I think we all recognize the challenges our staff has in terms of capacity.

So if this body decides to move forward I would suggest that we have a single
Administrative Committee and remain with ESSA
with the full Board.

MEMBER WILSON PHELAN: I thought about
that and I would be curious for the perspectives
of my colleagues. So I remember that
corversation and that we did assign
responsibility for graduation requirements.

I think it was a working group. I
don't think it was a committee and I do actually
believe there is a distinction in our bylaws.
And there is an official distinction.

So a committee structure requires that
we actually vote on a committee structure and I
believe there are things related to Open Meetings
Act to be followed and so on and so forth versus
a working group that just figures out how to go
forward with the work and brings proposals back
to the Board for consideration which might lead
to the creation of a formal committee.

I know that sounds bureaucratic but I
do think the distinction is relevant. I know we
haven't had any movement in the graduation
requirements area. So maybe we do need a committee in order to move that forward on the record.

In terms of your comments related to ESSA in particular. I'm completely open to creating one Administrative Committee if that makes sense to other people. I personally feel like we are asking similar questions with all of the working and public meetings that we're having related to ESSA.

And I do think that is because when a collective body takes ownership over something versus a certain group of people that feel accountable to something it's very easy to just think your colleague is going to bring it up. Right, like that is human nature.

It's studied behavioral psychology. I'm not bringing up new information. And so I support this committee structure because I think it will get us to a better set of questions that progress us towards making a decision or at least creating specific suggestions related to ESSA.
And I worry we will not get there if we continue to spread the work among nine people and not have a true designated voice from the Board to carry that work forward. And we did do that in the past and it seems to have worked with broader engagement.

But it just helps to have a Board Member leading that work to sort of bring the questions out that might be on all of our minds. Instead we're spending all of our working meetings getting to all these same sorts of questions rather than getting to the depth and in the directionality that we need in order to really provide significant and important feedback on this topic. That's my personal observation.

PRESIDENT JACOBSON: Thank you for that perspective. Vice President Williams.

VICE-PRESIDENT WILLIAMS: I agree on ESSA. So I'm not going to talk about that. But to have a separate Personnel and a separate Budget Committee might be very cumbersome since 95, 90 percent of our personnel issues are budget
issues.

I mean our budget is 95 percent of. So to have that broken out into two different committees might be cumbersome. So maybe Joe and I can work together if that's the way the Board wants to have a committee.

MEMBER WEEDON: I'd just add that I think the discussion was around personnel and other administrative items. We need to do a bylaws update. I think it's required every two years.

So there's other administrative things too which aren't directly related to budget. So I think the idea was let's make sure that all of these things get done and we get the appropriate staff.

If it's one committee or multiple I don't think it matters. But I think we need a smaller group diving into some depth on these issues.

MEMBER WATTENBERG: I accept that as friendly.
PRESIDENT JACOBSON: Ms. Lord.

MEMBER LORD: Having served on a number of boards there typically is a Finance Committee. Everybody on the Board must weigh in on things like budgets or things of immediate concerns, you know, shortfalls, unexpected resignations of people.

But it's important for the continuity and the transparency. So I think if we think about it not as budget but as kind of a financial picture that includes budget, that includes personnel we're going to be moving in the right direction.

And it is sort of our fiduciary responsibility, if you will, as a board to make sure that everything is spent well and budgeted correctly and staffed correctly.

PRESIDENT JACOBSON: So additional, I just want to make sure we know where we are. I believe we had a friendly amendment accepted to one Administrative Committee.

And so that is currently the case and
an ESSA Committee. And is that an official
friendly amendment on a graduation requirements
committee, Laura, Ms. Wilson Phelan, I apologize.

MEMBER WILSON PHELAN: Actually it was
Joe that brought it up.

PRESIDENT JACOBSON: Okay. Is that
another suggested friendly amendment?

MEMBER WEEDON: I have not made that
motion. It would be up to the person who made
the original motion and we're still waiting for
the person who seconded the motion to accept the
friendly amendment that's on the table.

MEMBER WILSON PHELAN: I accept the
friendly amendment.

MEMBER WATTENBERG: Can I just suggest
in the interest of efficiency is that the
graduation requirement issue get saved until the
working meeting --

PRESIDENT JACOBSON: Happy to do that.

MEMBER WATTENBERG: -- and that we do
these two committees right now?

PRESIDENT JACOBSON: Any further
discussion? Ms. Jolly.

MS. JOLLY: I understand the need for there being like a deeper dive into ESSA. But I have to be frank as well and say that I am uncomfortable with that work, I mean, I don't know how much because it's Hatch Act, I can say.

But right now I think that the Members of the Board whose communities have the most students in them and who should have I think an outsized input into the work of ESSA are folks who because of other obligations that come along with this job are not able to devote time to that committee right now.

And I'm really uncomfortable with a lot of the nitty gritty decision making work about this thing that guides literally everything else that we do being left to just three people.

MEMBER WATTENBERG: If I might, to respond to that it would be my hope completely as it is for the other committees is that the goal of the committee is really to organize some thinking and define stuff out and to be totally
about engaging the rest of the Board in a serious way. That would totally be the point. So just to be totally clear.

             PRESIDENT JACOBSON:  Any additional discussion? If not I would like to call the question and let's do a roll call vote. Ms. Wattenberg, could you read the motion combining the first two clauses as a single committee?

             MEMBER WATTENBERG:  Yes. That we establish two committees, one named Administrative, the Administrative Committee to discuss. Well let me, one named Personnel, Administration, Governance and Budget to discuss these matters in detail as necessary and bring discussion items and proposed actions in this area to the Board.

And one named Every Student Succeeds to discuss ideas and proposals related to ESSA and to bring discussion items and proposed actions to the Board in this area. Two, that each committee meet at least once prior to October 5th.
Three, that the Governance, Personnel and Administration Committee be chaired by Karen Williams and four, that the ESSA Committee be chaired by Ruth Wattenberg. And then I would suggest maybe the committee wants to sort of figure out a co-chair thing.

But I'm not going to get into that. That's my, and sorry, and last and that each committee aim for membership breadth with all members encouraged to volunteer and all chairs urged to recruit.

PRESIDENT JACOBSON: And the second agrees with those amendments, correct?

MEMBER WILSON PHELAN: Yes.

PRESIDENT JACOBSON: Great. Let's do a roll call vote.

EXECUTIVE DIRECTOR HAYWORTH: Mr. Jacobson.

PRESIDENT JACOBSON: Abstain.


VICE-PRESIDENT WILLIAMS: Yes.
EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.

MEMBER LORD: Yes.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wilson Phelan.

MEMBER WILSON PHELAN: Yes.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wattenberg.

MEMBER WATTENBERG: Yes.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Anderson.

MEMBER ANDERSON: Yes.

EXECUTIVE DIRECTOR HAYWORTH: Mr. Jones.

MEMBER JONES: Yes.

EXECUTIVE DIRECTOR HAYWORTH: Mr. Weedon.

MEMBER WEEDON: Yes.


MS. JOLLY: Abstain.

EXECUTIVE DIRECTOR HAYWORTH: Mr. President the motion passes.
PRESIDENT JACOBSON: Wonderful. Thank you, Ms. Wattenberg for bringing that issue before us and making it a priority for this Board.

MEMBER WATTENBERG: And we look forward to all the ex officio participation.

PRESIDENT JACOBSON: If I had more time. With that, I think that concludes our business for this evening. If Board Members have short statements or facts or events coming up that they would like to tout briefly. Ms. Lord and then Mr. Weedon.

MEMBER LORD: Thank you. I will be brief. Earlier this month we celebrated the kick off of attendance awareness month. It's actually more than a month. It's attendance awareness throughout the year.

We have these wonderful green attendance bands. But the bottom line is the easiest, most convenient and important way any person can help a child is to get them to school on time.
Punctuality is a great habit to foster from the earliest years. I know the Metro can be delayed. I've been caught in several instances myself.

But just take a little moment to think about how we can do just a little bit better every day to get our kids on time. And then the other thing is it is the start of the school fundraisers and school auctions.

And I hope everybody will sign up for the grocery stores, attend the auctions, come away with lots of good stuff because this is the difference between a teacher's aide in your child's first grade class or an art program or a foreign language program or a field trip.

So and mostly it's not just limited to the school community. So thanks.

PRESIDENT JACOBSON: Mr. Weedon.

MEMBER WEEDON: Just wanted to make a quick plug to ensure that everyone submits their required health forms for attendance. It is a requirement in the District for every student to
I have a health form on file.

I know there are multiple schools in my ward where a high percentage, let's say a third of students don't have forms on file. Let's make sure our schools and our children are healthy.

And also just a shout out. Hope to see everyone at Eastern's homecoming this weekend.

PRESIDENT JACOBSON: Hearing no further I would entertain a motion to adjourn.

MEMBER LORD: So moved.

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

VICE-PRESIDENT WILLIAMS: Second.

PRESIDENT JACOBSON: Second by Ms. Williams. All in favor.

(Chorus of ayes)

PRESIDENT JACOBSON: We stand adjourned.

(Whereupon, the above-entitled matter went off the record at 8:01 p.m.)
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In the matter of: Board Meeting

Before: DC State Board of Education

Date: 09-21-16

Place: Washington, DC

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