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 WEEDON, MEMBER
   JOHN PAUL HAYWORTH, Executive Director

ALSO PRESENT:

   MERILYN HOLMES
   SHANA YOUNG
   DANIELLE BRANSON
   KRISTEN AMUNDSON

   PETER ZAMORA

C-O-N-T-E-N-T-S

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

 2                               (5:38 p.m.)

 3              PRESIDENT JACOBSON:  So good

 4     afternoon.  The time is 5:38 p.m. on Wednesday,

 5     September 21, 2016, and this public meeting of

 6     the District of Columbia State Board of Education

 7     is now called to order.

 8              The roll will now be called to

 9     determine the presence of a quorum.  Mr.

10     Hayworth, please all the roll.

11              EXECUTIVE DIRECTOR HAYWORTH:  Mr.

12     Jacobson.

13              PRESIDENT JACOBSON:  Present.

14              EXECUTIVE DIRECTOR HAYWORTH:  Ms.

15     Williams.  Ms. Williams.

16              VICE-PRESIDENT WILLIAMS:  Here.

17              EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.

18              MEMBER LORD:  Present.

19              EXECUTIVE DIRECTOR HAYWORTH:  Ms.

20     Wilson Phelan.

21              MEMBER WILSON PHELAN:  Present.

22              EXECUTIVE DIRECTOR HAYWORTH:  Ms.
```

1   Wattenberg.

2   MEMBER WATTENBERG: Present.

3   EXECUTIVE DIRECTOR HAYWORTH: Ms.

4   Anderson.

5   MEMBER ANDERSON: Present.

6   EXECUTIVE DIRECTOR HAYWORTH: Mr.

7   Jones.

8   MEMBER JONES: Present.

9   EXECUTIVE DIRECTOR HAYWORTH: Mr.

10   Weedon.

11   MEMBER WEEDON: Present.

12   EXECUTIVE DIRECTOR HAYWORTH: Ms.

13   Jolly.

14   PRESIDENT JACOBSON: Ms. Jolly is in

15   route.

16   EXECUTIVE DIRECTOR HAYWORTH: Mr.

17   President, you have a quorum.

18   PRESIDENT JACOBSON: A quorum has been

19   determined and the State Board will now proceed

20   with the business portion of the meeting.

21   Members, we have a draft agenda before us.

22   Are there corrections or additions to

1   the agenda?

2   MEMBER WATTENBERG: Yes. I move to --

3   PRESIDENT JACOBSON: Wattenberg is

4   recognized from Ward 3.

5   MEMBER WATTENBERG: Yes. I move, I

6   would like to add to the agenda an item where we

7   can establish committees.

8   PRESIDENT JACOBSON: We'll do that

9   after our panels if that's fine with you.

10   MEMBER WATTENBERG: That's fine.

11   PRESIDENT JACOBSON: Are there any

12   objections to Ms. Wattenberg's request? Hearing

13   none the agenda is amended as such. Are there

14   further corrections or additions?

15   Seeing none, I would entertain a

16   motion to approve the agenda as amended.

17   MEMBER WEEDON: So moved.

18   PRESIDENT JACOBSON: Moved by Mr.

19   Weedon. Is there a second?

20   VICE-PRESIDENT WILLIAMS: Second.

21   PRESIDENT JACOBSON: Second by Ms.,

22   Vice President Williams. The motion being

1 properly being seconded I ask for the yeas and

2 nays. All in favor say I.

3   (Chorus of ayes)

4   PRESIDENT JACOBSON: Any opposed? The

5 motion is approved. Next on our agenda is

6 approval of minutes from our July 27, 2016,

7 working session. Are there corrections or

8 additions to the minutes?

9   Hearing none, I would entertain a

10 motion to approve the minutes.

11   VICE-PRESIDENT WILLIAMS: So moved.

12   PRESIDENT JACOBSON: Moved by Vice

13 President Williams. Is there a second?

14   MEMBER WILSON PHELAN: Second.

15   PRESIDENT JACOBSON: Second by Ms.

16 Wilson Phelan. The motion being properly moved

17 and seconded I'll ask for yeas and nays. All in

18 favor please say aye.

19   (Chorus of ayes)

20   Any opposed. The motion is approved.

21 I should have done these together. We have the

22 minutes from our September 7th working session as

1   well. Any corrections or additions to that,

2   those minutes from September 7th?

3   Hearing none I would entertain a

4   motion to approve the minutes.

5   MEMBER WILSON PHELAN: So moved.

6   PRESIDENT JACOBSON: Moved by Ms.

7   Wilson Phelan. A second?

8   MEMBER ANDERSON: Second.

9   PRESIDENT JACOBSON: Second by Ms.

10   Lord. No, I'm sorry Ms. Anderson. The motion

11   being properly moved and seconded all in favor

12   please say aye.

13   (Chorus of ayes)

14   Any opposed? Motion is approved.

15   Good evening. My name is Jack Jacobson and I am

16   President and Ward 2 representative of the State

17   Board of Education.

18   On behalf of the Members of the

19   District of Columbia State Board of Education, I

20   want to welcome our guests and our viewing public

21   to our Wednesday, September 21, 2016, public

22   meeting. The State Board holds its regularly

1 scheduled meetings on the third Wednesday of

2 every month in the old council chambers here at

3 441 Fourth Street NW.

4   The Members of the State Board of

5 Education welcome your participation and your

6 support in our efforts to improve education in

7 the nation's capital. The State Board of

8 Education's work to create a new school

9 accountability system continues on pace with our

10 partners at OSSE.

11   Tonight we are joined by national

12 experts who will help inform the State Board and

13 the residents of the District on the

14 implementation of the Every Student Succeeds Act.

15 The State Board and Office of State

16 Superintendent of Education have been working

17 closely since passage of ESSA in December of 2015

18 on the development of an accountability system

19 that incorporates input from parents, students,

20 teachers and policy leaders.

21   We've held meetings across the

22 District and are planning to hold additional

1   meetings throughout the fall. If you are

2   interested in learning more about ESSA and its

3   potential for District students please visit our

4   website at SBOE.dc.gov/ESSA, E-S-S-A.

5   There you will find an online survey

6   in English, Spanish and Amharic to offer your

7   thoughts on what makes a school successful at

8   fostering student learning. I also wanted to

9   thank Superintendent Kang and her team for their

10   commitment to the community involvement in this

11   process.

12   They have been excellent partners and

13   we look forward to continuing our work together.

14   The State Board is also incredibly interested in

15   student participation in our work. And as such

16   we're going to be continuing our Student Advisory

17   Committee which is made up of students from the

18   top five largest DC public charter schools,

19   traditional DC public schools and five at large

20   seats.

21   If you are a student in the District

22   of Columbia and would like to participate on the

1 Student Advisory Committee please email us at

2 SBOE.dc.gov for more information. And on our

3 website it's under student voices, I believe.

4 Usually at this time the State

5 Superintendent of Education, Hanseul Kang would

6 give her opening remarks. But Ms. Kang is

7 currently enjoying a well deserved vacation. We

8 wish her a fantastic and safe trip.

9 We'll continue our meeting with public

10 witnesses. The State Board welcomes public

11 participation in activities under our authority.

12 At every public meeting we begin with

13 testimony from public witnesses on education

14 related matters. If you are a member of the

15 public and would like to speak at a future public

16 meeting please contact our staff at SBOE@dc.gov

17 or by calling 202-741-0888.

18 Our public witnesses today I've seen

19 Ms. Merilyn Holmes, Executive Director of Total

20 Sunshine Inc. You can come down to the desk.

21 And is Carole Stewart, a Ward 7

22 resident here?

1   **EXECUTIVE DIRECTOR HAYWORTH: Mr.**

2 **President, Ms. Stewart indicated about ten**

3 **minutes ago that she would be submitting written**

4 **testimony.**

5   **PRESIDENT JACOBSON: Wonderful. I'm**

6 **going to ask our staff to make sure that gets**

7 **circulated to the full board once it's received.**

8 **Ms. Holmes, you have three minutes.**

9   **MS. HOLMES: All right. Well good**

10 **evening. I'm so happy to be here once again.**

11 **I'm Merilyn Holmes. I'm the president and**

12 **founder and executive director, the driving force**

13 **behind Total Sunshine, Inc.**

14   **We're a nonprofit in the city and we**

15 **have been working to help our young people that**

16 **are on the right track stay there and we have**

17 **been helping the ones, or so we hope, we've been**

18 **helping the ones that are not on the right track**

19 **to get onto the right track. This past June was**

20 **such a wonderful, we had a great event.**

21   **We honored the valedictorians and**

22 **salutatorians of the city, the top graduates.**

1 I'm sure everyone is familiar with that. I

2 always come in and talk about our annual rewards

3 ceremony.

4   This year was our eighth annual and

5 it's so important to make sure that we provide

6 our young people who have done the hard work

7 their entire school career essentially. And so

8 we try to make sure we support them and reward

9 them with technical tools for college.

10   This year was yet another year that we

11 were able to do that. Here's actually a picture

12 of one of our top grads graduating classes.

13 Every year there's generally about 70 students

14 that we have to support and it's quite something

15 else to get them supported.

16   This year I did a whole lot of

17 outreach and I'll tell you I was disappointed but

18 I ended up giving the largest financial

19 contribution myself to make sure the young people

20 were supported. I'm all in with this.

21   This is 16 years for me as the Medic

22 to Society. I started this thing as a paramedic

1 just realizing that we needed more help in the

2 city from young people and with young people.

3 And so it's totally fine for me to do that.

4   But I do hope that there are other

5 people out there that would help us to support

6 the young people that have done the right thing

7 for their entire school career. Now this

8 ceremony that we have every year is a part of our

9 school grade incentive program, my goodness.

10   We do great things with that program.

11 We've done so many anti-violence, life coping

12 skills seminars in schools. We have of course,

13 the main signature event is the annual ceremony.

14 And then we televise it all.

15   I'm sure you all can see I've got my

16 people over there. We're going to put this on

17 our show. It comes on DC TV. We've won some

18 great awards on DC TV for being the best youth-

19 focused, best community-focused and we're looking

20 to continue.

21   Let's see, what else did I want to

22 say. Well our school grade incentive program

1 we're actually, we're launching a new avenue of

2 support for young people. Of course we are

3 living in really troubling times.

4 I'm sure if you turn on the news

5 you'll see exactly what I'm talking about. It's

6 just crazy out here. And so I tell you we need

7 as many people on the front lines to work with

8 these young people as possible.

9 And so I'm all, I'm for it. A Medic

10 to Society is on duty. I'm going to go ahead and

11 work with my board. We've already kind of

12 hammered out some of the details.

13 But we're looking to do some new

14 engagements with our school grade incentive

15 program with young people in the city. Ward 8 is

16 going to be our focus to start. Hopefully we can

17 get enough support to take these endeavors that

18 we're working on city-wide.

19 I'm looking to have more one to one

20 communications with some of the young people,

21 hopefully kind of teaching them how to act

22 without them knowing that they're being taught.

1   Sometimes the best way to teach a

2   young person is to not let them know they're

3   being taught. And so I'm really excited about

4   some of these new things we're having to come

5   down the line.

6   And so you have to excuse me, I'm out

7   of breath. I'm sure you guys saw me just running

8   here. But it's so important for me every time to

9   make sure that I come out here and let you know

10   that Total Sunshine, I'm on the job. And young

11   people out there, don't be discouraged.

12   There's someone out there that cares.

13   I'm sure I'm not the only one. And I'll tell you

14   if someone wants to know more information about

15   our school grade incentive program they can go to

16   Total Sunshine.org or, well that's actually the

17   best place to find us or they can call us on the

18   Sunshine line.

19   It's 202-575-0462 and we're looking

20   forward to a fantastic school grade rewards

21   ceremony ninth annual, next June 22, 2107. Once

22   again we'll be looking to support the

1   valedictorians and the salutatorians.

2   I've said that so many times. But

3   we're going to be supporting them once again.

4   It's going to be roughly 70 students, all public

5   school students, all charter schools students,

6   the top two from each single school, every single

7   ward, yes, we're going to be there.

8   We're going to support them at our

9   event. And I love it. Thanks so much for this

10   opportunity to express these things about our

11   support for young people. Total Sunshine

12   Incorporated is on the job as I am as well.

13   Thank you.

14   PRESIDENT JACOBSON: Thank you, Ms.

15   Holmes, and thank you for your dedication to DC

16   students.

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

18   PRESIDENT JACOBSON: Tonight the State

19   Board of Education will consider two resolutions

20   related to its budget. Until recently the three

21   offices of the State Board have not utilized a

22   budget that reflects actual activities performed

1   by the staff and members.

2   Today we are taking a step to make the

3   budget of the State Board more transparent and

4   allow for greater oversight. Members, we have

5   before us two resolutions.

6   I would like to consider the

7   resolution entitled, SR16-5, DC State Board of

8   Education Fiscal Year 2017 Budget Resolution

9   first.

10   MEMBER WILSON PHELAN: I'd like to

11   make a motion to table this resolution and the

12   next one.

13   MEMBER LORD: Second.

14   PRESIDENT JACOBSON: There has been a

15   motion by Ms. Wilson Phelan and a second by Ms.

16   Lord to table discussion on this issue.

17   MEMBER WILSON PHELAN: Discussion?

18   PRESIDENT JACOBSON: Discussion. Ms.

19   Wilson Phelan.

20   MEMBER WILSON PHELAN: Yes. I just

21   want to explain the logic behind my thinking

22   here. While I appreciate that we have had two

1   working sessions discussing this and I definitely

2   appreciate the transparency initiative and the

3   preparatory work our staff has done to get us to

4   this point, I know there are some unresolved

5   issues that will be affecting our budget.

6   And I know that later on Ms.

7   Wattenberg will actually be suggesting a

8   committee to delve more deeply into these issues

9   so that we can be very, very clear and aligned as

10 a Board about how our budget will be allocated.

11 So I would suggest we table this until we have

12 more clarity but that it be resolved within the

13 next three weeks.

14   PRESIDENT JACOBSON: Additional

15 discussion? Ms. Lord.

16   MEMBER LORD: I support Ms. Wilson

17 Phelan on this. There are some unresolved issues

18 and I would much rather have them resolved and

19 everybody on board then to have to dive into the

20 particulars in the form of a resolution.

21   PRESIDENT JACOBSON: All right. Any

22 further discussion? If not I would ask our

1   executive director to call the roll on the motion

2   to table both resolutions.

3   EXECUTIVE DIRECTOR HAYWORTH: Mr.

4   Jacobson.

5   PRESIDENT JACOBSON: Nay.

6   EXECUTIVE DIRECTOR HAYWORTH: Ms.

7   Williams.

8   PRESIDENT JACOBSON: Nay.

9   EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.

10   MEMBER LORD: Yea.

11   EXECUTIVE DIRECTOR HAYWORTH: Ms.

12   Wilson Phelan.

13   MEMBER WILSON PHELAN: Yes.

14   EXECUTIVE DIRECTOR HAYWORTH: Ms.

15   Wattenberg.

16   MEMBER WATTENBERG: Yes.

17   EXECUTIVE DIRECTOR HAYWORTH: Ms.

18   Anderson.

19   MEMBER ANDERSON: Yes.

20   EXECUTIVE DIRECTOR HAYWORTH: Mr.

21   Jones.

22   MEMBER JONES: Yea.

1   EXECUTIVE DIRECTOR HAYWORTH: Mr.

2   Weedon.

3   MEMBER WEEDON: Yes.

4   EXECUTIVE DIRECTOR HAYWORTH: Ms.

5   Jolly. Ms. Jolly. Mr. President, the motion

6   passes.

7   PRESIDENT JACOBSON: Thanks so much.

8   Therefore these resolutions will be tabled to our

9   next public meeting. We will now then move to

10   our discussion of PARCC results from school year

11   15/16.

12   The District recently received the

13   results from the second year of the PARCC exams.

14   PARCC is an consortium of states that work

15   together to develop high quality, common

16   assessments in Math and English that helps us

17   ensure that students are on track for college and

18   careers.

19   In late August OSSE released results

20   from the 2015/16 school year. These scores

21   showed modest growth overall from the first year

22   of the exam, but when you examine the details had

1   significant room for improvement.

2   Tonight we are joined by Shana Young,

3   OSSE Chief of Staff and Danielle Branson,

4   Director of Assessments to discuss these results.

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

6   MS. BRANSON: Yes.

7   PRESIDENT JACOBSON: Great.

8   MS. BRANSON: Five weeks.

9   PRESIDENT JACOBSON: We appreciate you

10   spending your time with us tonight.

11   MS. BRANSON: Happy to be here.

12   PRESIDENT JACOBSON: Thank you for

13   joining us tonight for this discussion. The

14   State Board is committed, as you are, to making

15   sure that the growth we are seeing continues.

16   Who would like to begin?

17   MS. BRANSON: I will.

18   PRESIDENT JACOBSON: Ms. Branson.

19   MS. BRANSON: Good evening.

20   PRESIDENT JACOBSON: You have, we're

21   not going to put a time limit on your

22   presentation. But if you could keep it under ten

1   minutes that would be great.

2   MS. BRANSON: Sure. Good evening,

3   everyone. My name again is Danielle Branson.

4   I'm the new director of assessment for the Office

5   of the State Superintendent of Education.

6   And I'm here today to present to you

7   the statewide results for the partnership for the

8   assessment of readiness of college and careers

9   assessments for 2016. And we do have a slide

10   deck for everyone to look along with.

11   I want to start by reaffirming that

12   PARCC is a high quality assessment that is

13   important for DC because it truly measures the

14   real world skills like critical thinking, problem

15   solving, modeling, writing to text that our

16   students need to succeed in college and careers.

17   It provides us with actionable

18   information we need to both support and challenge

19   our students. It's important to note that in the

20   spring 2016 administration 99 percent of our

21   students took the assessments online which is up

22   from 92 percent in spring of 2015.

1   In this presentation I'll be sharing

2   the results for the PARCC assessments at the

3   state level which includes our results for DCPS

4   and our public charter schools.

5   So when I say that the PARCC

6   assessments ask our students to use critical

7   thinking and the skills that they'll need in the

8   real world this is a real example of how we can

9   see how this is operationalized in our

10   assessments.

11   You can see on the slide two sample

12   assessment items from DC CAS and from PARCC for

13   sixth grade math and ELA. And if you look at the

14   left side of the screen for the math items you

15   can see that the underlying standard is quite

16   similar.

17   But if we look at the DC CAS question

18   in blue at the bottom of the screen you can see

19   that students simply need to solve the equation

20   and select their answer. In the PARCC item,

21   however, students are asked to look at two

22   different ways they can solve the problem, one

1 through a diagram and one through written

2 expression and describe how they relate to each

3 other and how they are connected.

4   And you can see here that this allows

5 our students to show a deeper understanding of

6 fractions, divisions and how to solve complex

7 problems. If we look at the ELA side again DC

8 CAS at the bottom and PARCC at the top, you can

9 see in DC CAS the student is asked to explain how

10 the poet's words show how the speaker feels about

11 rain and use supporting details.

12   While in the PARCC item in sixth grade

13 students are asked to read two texts. They are

14 asked to synthesize and reflect on the text and

15 write an essay that compares the two and

16 contrasts.

17   And it is important to note it looks

18 at using supporting details and evidence to

19 support their claim. This is the type of rigor

20 and depth of understanding the standards call for

21 and it's the type of engagement with text we see

22 students using every single day in their

1   classrooms.

2   So I think that foundation is really

3   important as we talk about the results. So let's

4   dive into the results for 2016. A couple key

5   takeaways. Scores are up for 2015. We saw gains

6   across almost all of our grades and subjects.

7   It is particularly exciting to see

8   that there have been strong results in early

9   grades math for the second year in a row. And we

10   see this as an encouragement for what's to come

11   in the future.

12   We have also seen that specific groups

13   of students have improved across grades and

14   content. We've also been able to release a wide

15   variety of resources and supports to ensure that

16   parents, educators, the community and students

17   have the tools they need to interpret and then

18   take actions on these results.

19   So to give some framing, the PARCC

20   assessment has five performance levels ranging

21   from Level 1, did not meet expectations to a

22   Level 5, exceeded expectations. On the left side

1   of the screen you can see that Levels 4 and 5 are

2   the indicator of what we call on track.

3   So either on track for the next grade

4   level or on track to leave high school, college

5   and career ready. So in the next couple slides

6   when we talk about being on track that's what

7   we're referring to, Levels 4 and above.

8   And with respect to these performance

9   levels we have some early research showing that

10   PARCC is really living up to its promise when it

11   comes to predicting readiness. There's a study

12   that Mathematica released that stated that the

13   results we see are predictive of how students

14   will do in their first year of college,

15   particularly in entry level, credit bearing

16   course work.

17   More to come. But that's particularly

18   exciting. So when we look up at our overall

19   results you can see this is broken down by

20   performance level.

21   From 2015 to 2016 we did see a two

22   percentage point increase in our on track Levels

1 4 and 5 in ELA and three percentage point

2 increase in mathematics. And you can also see in

3 ELA something we are interested in is the fact

4 that the Level 1 students, our lowest performance

5 level and we're seeing that number decrease.

6 And that is equally as important as

7 we're thinking about the change in progress over

8 time. So moving into our ELA results by test.

9 You can see here that we saw increases across

10 almost every grade level here with the exception

11 of the ELA 2 assessment.

12 Again, we were encouraged to see that

13 the Level 1 students at our lowest level did

14 decrease from 2015 to 2016 here. I'll just give

15 you a second for you to take a look at the

16 increases from 2015 at the bottom to 2016.

17 When we look at by grade here's where

18 you can really see the difference ranging from a

19 one point increase in grade three to a four point

20 increase in grade eight with a decrease again at

21 the ELA 2 level. Looking at mathematics, again,

22 you can see that we saw gains across most of our

1   subject areas, our courses.

2   There were some areas of decrease. Of

3   course in grade eight. We can see some

4   consistent in grade six. Something to note is

5   that you're seeing more boxes here in mathematics

6   and that is due to the fact that we have some

7   students in grade seven and eight who are

8   enrolled in Algebra 1.

9   We also have some students who took

10   the Geometry test while they were in middle

11   school last year so they took the Algebra 2

12   assessment this year as a required test. So just

13   some framing there for your reference.

14   Again looking at the early grades here

15   we saw particularly strong grades in early

16   mathematics for the second year in a row. Last

17   year we were excited to see higher achievement

18   levels in these grade.

19   And we were particularly excited to

20   see that these grades are seeing greater gains.

21   This is something we are interested in looking at

22   in the future.

1   When we look at the middle grades when

2   we look for students who are enrolled in seventh

3   grade, the three point gain. Those enrolled in

4   eighth grade we did see a slight decline.

5   But looking in our students enrolled

6   in ninth through twelfth grade a four point

7   increase. The solid bar at the bottom, you're

8   seeing some solid and shaded differences here.

9   The solid bar at the bottom reflects

10   those students in seventh or eighth grade who

11   took that test that they were enrolled in that

12   grade level. Where the shaded bar reflects those

13   seventh and eighth graders who took an assessment

14   in an advanced level that was not necessarily

15   their enrolled grade and we talked about that in

16   the other slide as well.

17   One thing we looked at was our

18   specific groups of students. And we were excited

19   to see that there was gains across the vast

20   majority of our specific groups of students

21   including our black students, Hispanic students,

22   our special education students, English language

1	learners, economically disadvantaged students and

2	at risk students in ELA.

3	The only area where we did see a

4	decrease was for our white students. When it

5	comes to looking at our mathematics results for

6	specific groups we saw increases across the

7	board.

8	When it comes to looking at

9	participation, which is a federal requirement, DC

10	met or exceeded our 95 percent participation rate

11	target for both ELA and math at the overall

12	levels. And when you look at specific grades, we

13	met or exceeded our targets in those grades.

14	The exception here was high school

15	where we did not. But our participation rates

16	did improve from the previous year. We know we

17	have more work to do here.

18	But we also know that given the switch

19	from a grade based or course based high school

20	assessment it's meant that we need to revisit and

21	refine our business rules for calculating

22	participation rate. So it's something we're

1   aware of.

2   So we're excited by the progress we're

3   seeing but we know we have a lot more work to do

4   to support our students in schools. We're not

5   yet in the place where all of our kids are

6   college and career ready.

7   But every single one of our students

8   can get there and deserves to be on that path.

9   So providing some resources and supports is

10   critical.

11   So we want to just share with you just

12   a couple resources and supports that are

13   currently available. It's an important step to

14   ensure that educators, students, parents and the

15   community are able to interpret and take action

16   on the data as we mentioned earlier.

17   So we made some improvements to our

18   public facing website which is

19   results.osse.dc.gov. And there are links to that

20   from OSSE's home page if you're interested.

21   The interactive website shows the data

22   in easy to read visual displays and we have two

1   samples that we're showing on the screen here.

2   On the left you can see the overall year to year

3   look at results. It's available at the state,

4   LEA and school level.

5   On the right, this is particularly

6   interesting, we not only provide the overall

7   results but how students did on certain portions

8   of the test and we think again is this

9   particularly useful for educators.

10   So for a fifth grade teacher at a

11   school you can pull up your information and say

12   okay, how did my students do on literary text,

13   written expression, vocabulary? How does that

14   compare to the state, the LEA?

15   Where are our areas of strength?

16   Where are our areas of challenge? So an

17   opportunity to look across in that way can be

18   really helpful instructionally.

19   When it comes to supports for

20   families, families are receiving score reports

21   with their individual child's results. They were

22   sent to schools home earlier in September.

1   This information includes the child's

2   overall score but also talks about how their

3   child did on different portions of the test as we

4   just discussed. It also includes information on

5   how the child's performance compares to other

6   children's in DC, the school, across the District

7   as well as their previous performance in other

8   years.

9   And again, this information helps

10   children and parents know the types of questions

11   to ask their teachers to help improve. We do

12   have some additional materials that are live on

13   our website now including the downloadable

14   detailed school, LEA, sector and state data

15   spreadsheets, the subject specific spreadsheets,

16   the score report guide and FAQ for families in

17   English and other translated languages as well as

18   access to the 2015 test items, released items.

19   And about a full length test form for

20   every course and content area was released last

21   year. There's also access to practice tests and

22   a number of additional resources that we're

1   encouraging people to explore.

2   So in summary, we're seeing progress.

3   We know there's additional work to be done. But

4   this gives a high level overview of the state

5   level PARCC assessment results for 2016. Thank

6   you.

7   PRESIDENT JACOBSON: Thank you so

8   much. Ms. Young, will you be speaking as well?

9   MS. YOUNG: No.

10   PRESIDENT JACOBSON: You are here for

11   questions I'm guessing.

12   MS. YOUNG: I'm here available to

13   speak. I have no further presentation. Thank

14   you.

15   PRESIDENT JACOBSON: Terrific. Board

16   Members, we'll do five minutes per round. Mr.

17   Weedon.

18   MEMBER WEEDON: Thank you for coming

19   tonight and going through this in such detail.

20   I'd have one request. As a parent we receive the

21   individual reports.

22   And I think it does a great job of

1 capturing where my daughter is versus her class,

2 her school and the city. I'd also like to know

3 where she's at nationally.

4   Part of the beauty of PARCC is it

5 gives us a benchmark that covers not just our

6 city but how our kids are doing against their

7 peers across the nation. And I'd love to see

8 that added.

9   I also see somewhat of a disconnect in

10 the data. Can we go back to Slide 13? And my

11 colleague from Ward 3 has brought this up a

12 couple of times. But if you look here seventh

13 grade math last year's students 17 percent of the

14 students were proficient, okay, college and

15 career ready.

16   This year that same cohort is now in

17 eighth grade. So there was actually growth there

18 within those students. And I think we need to

19 find a better way to talk about student growth

20 because that's the true measure of learning.

21   When I think of my daughter's middle

22 school, Eliot Hine Middle School, she's a sixth

1   grader there, 9.2 percent were proficient in ELA

2   last year, 1.2 percent in math. Those numbers

3   are atrocious.

4   But I can tell you that there are

5   students in her class that are reading at a

6   kindergarten level. So the teachers are being

7   penalized because and the school's reputation is

8   being penalized because those students aren't

9   proficient.

10   We can't expect them to make that much

11 growth in a year and the results are not

12 indicative of the learning that's going on in

13 that class, in those classrooms in that school.

14 We're seeing students grow multiple years.

15   So we need to find a way to better

16 measure growth. And I'd like to get your

17 thoughts on how can we better do that on an

18 individual student or cohort basis, not year to

19 year of what the school's proficiency level is.

20   MS. BRANSON: So a couple of

21 reactions. First, on the national comparison

22 level the PARCC as a consortium does produce a

1   consortium level report and that's something

2   that's being worked on for 2016. I'm happy to

3   share that when that's available. So that does

4   provide some additional rich information to that

5   point.

6   When it comes to, you know, cutting

7   the data in different ways of course this is

8   looking at, you know, seventh grade as enrolled

9   or by the actual assessment, right. So you're

10   looking at the cohort look.

11   And I hear you in that and I think

12   that's something that we've been, you know, at

13   OSSE our goal is to provide data that's available

14   for individuals to take a look at in multiple

15   different ways.

16   And I think that's something that is

17   encouraging and a lot of schools are doing is

18   taking a look at growth individually at the

19   school level. I don't if Shana may --

20   MS. YOUNG: Yes. I would point also

21   some of this is available and it's interesting in

22   terms of what we can present and what schools can

1   access for other types of graphic representation

2   to explain the same thing that you're talking

3   about now.

4   And we provide both publicly in

5   spreadsheet form and on the school form a

6   breakdown of every level of every, at each school

7   for subject in year over year. And that's where

8   we would start, I believe, to answer the kind of

9   question you're looking now.

10   How is the growth being shown year

11   over year not just in the Levels 4 and 5 but in

12   reduction and movement of students over the year

13   from the lower levels up the ladder towards

14   proficiency and on track status. And so one of

15   the things, we've heard this from you and from

16   other folks, as well is to think about other

17   types of graphic representations we can make

18   available and more easily accessible to the

19   public to show that trend in any given school or

20   grade over time.

21   We show that in some part here. But

22   I understand it's a different type of emphasis

1   that you're talking about.

2   MEMBER WEEDON: Right. But the

3   overall, when we think we're in a competitive

4   environment, we're in an environment of choice

5   and one of the first things that parents at least

6   in Ward 6 look at is how many students are

7   proficient in the school.

8   And I would argue that's not

9   necessarily the correct indicator. My, for me

10   and for my family the choice was are students

11   learning here. And we need to be able to tell a

12   better story there because this undermines the

13   ability of schools to recruit students to keep

14   them engaged.

15   And the result becomes a shuffle.

16   There are students un-enrolling from my

17   daughter's school yesterday and moving to a

18   "better" school. Well when I talk to the parents

19   at back to school night, I'm not quite sure why

20   they were at back to school night, but they were,

21   they're talking about well it's got better test

22   scores.

1   Well is that indicative of what your

2   kid is going to learn this year? I would argue,

3   no, in that specific case. But we need to find a

4   better way to do this.

5   The last thing I've got about four

6   seconds here, I just wanted to point out that I

7   applaud the growth. But we also need to be

8   realistic here. Three out of four kids in the

9   city aren't reading.

10   You look at Eastern High School again

11   the public high school in Ward 6, 17.5 percent

12   proficient or college and career ready in

13   English, 1.1 in math. Yet 75, 80 percent of

14   those students are graduating.

15   Are we doing these students a

16   disservice? I'd really love to hear and

17   hopefully we can come back to what do we think

18   works to drive test scores and how do we double

19   down and invest in those strategies?

20   We've heard that time and time again

21   from the Deputy Mayor throughout the Chancellor

22   search what we're going to double down and what

1   works. But nobody has yet to say what works.

2   PRESIDENT JACOBSON: Thank you, Mr.

3   Weedon. Let the record reflect that Ms. Jolly

4   from Ward 8 has joined us. Do additional Board

5   Members have questions? Ms. Wattenberg from Ward

6   3.

7   MEMBER WATTENBERG: First of all

8   congratulations on joining OSSE. We're all

9   delighted to have you.

10   MS. BRANSON: Thank you.

11   MEMBER WATTENBERG: So let me start by

12   following up just a little bit on what Mr. Weedon

13   said and then raise some other things. I totally

14   share what he has said in terms of the importance

15   of following cohort so that our parents and our

16   schools and everybody in the community,

17   taxpayers, Council, everybody understands where

18   the growth is and that that's not the same as

19   what we're being shown.

20   And second, I'm very sympathetic to

21   your point that there's lots of ways to show the

22   data and you've chosen one way to show it and

1   that people can go inside and look at an

2   incredible database and pull together all kinds

3   of other ways to do it.

4   Let me just say, I have tried and I'm

5   not great at this but I'm probably better than a

6   lot of people and I got really nowhere. So what

7   I want to say and I realize this is what you're

8   working towards so I am encouraging you to work

9   in this direction.

10   But let me just be very specific. I

11   think thinking about next year what I would

12   really hope that we could see is a series of

13   reports so that when the leaders of the city get

14   up in front of the press conference there's not

15   one way of looking at the data that then gets

16   picked up by all newspapers, by the Council, by

17   everybody as though that's the answer.

18   As you've just said, it's an answer

19   and depending on what you're looking at it may or

20   may not be a good way to look at it. So what I

21   would see is that there's multiple reports that

22   report out the data in some different ways so

1 that we could have, it would be very educative I

2 think for our newspapers.

3 It would be very educative for people

4 in the schools, for parents and so on. So that

5 is what I want to say on that.

6 Second, I want to talk a little bit

7 about the bollixing up that has happened at

8 Wilson and Walls. And I think most people are

9 now aware that there was a big score plummet at

10 Wilson and Walls.

11 And there's a back story to, nobody,

12 I want to say interestingly nobody thinks that

13 the reason there was a score plummet is because

14 suddenly achievement dropped 15, 25 points. So

15 everybody is trying to figure out kind of who to

16 blame, what happened.

17 But nobody is saying achievement

18 dropped. And I think it's important to note that

19 if we had this kind of score drop somewhere else

20 and we have in the past people get fired, schools

21 get reconstituted.

22 So it's really important that we have

1 a way of looking at this data and a way of

2 vetting it so that misleading data doesn't get

3 out there. Now I want to say a couple of things

4 about what happened at Wilson and Walls and the

5 reason I'm saying it is not to look backwards but

6 to be very specific about the kinds of issues

7 that we really have to make sure don't happen

8 next time.

9   And you alluded to at least one of

10 them in your comments which I'm really delighted

11 to hear. But let me raise them. So part of the

12 OSSE rules were very clear that students should

13 be taking the PARCC test that corresponds to the

14 course that they're enrolled in.

15   For reasons that I do not understand

16 and I still do not understand, DCPS did not

17 follow that rule in certain cases. And so what

18 you had at Wilson and Walls was a number of kids

19 being told to take tests in courses that they

20 were not enrolled in.

21   Most prominently, the one that's

22 gotten a lot of attention, but it's not just this

1   one is eleventh and twelfth graders who took

2   Geometry in eighth grade were asked to take

3   Geometry tests as eleventh and twelfth graders.

4   Now that makes absolutely no sense.

5   Getting those scores tells you nothing

6   about achievement at Wilson. It really doesn't

7   tell you anything relevant about the achievement

8   of those kids. So why were we testing them?

9   Everybody, starting with OSSE

10   understood that there was nothing to be gained by

11   testing kids in those classes. OSSE's rules

12   would not have required that.

13   But DCPS did it. A number of people,

14   it was raised with DCPS. It didn't get fixed.

15   People were asked to take these tests that were

16   clearly the wrong tests.

17   One result of that was the whole

18   testing operation lost credibility. So many

19   students who in previous years, you know, high

20   school students in none of our high schools, they

21   don't like taking these tests.

22   There's no stakes attached to it. But

1   people buckle down and they take them and that

2   has been the case, to some extent. And in this

3   year the credibility of the whole operation was

4   so undermined that many kids just decided not to

5   take them or in more cases what really happened

6   is people going in working on it for a few

7   minutes and leaving.

8   And the blame has been put on these

9   students and that's what the headlines in the

10   Washington Post were is that these students just

11   decided to tank their exams. But I think it's

12   important to understand that it started from this

13   lack of cooperation, lack of solving the problem

14   at the adult level. Jack, can I go just one more

15   minute?

16   PRESIDENT JACOBSON: Yes, I just want

17   to make sure --

18   MEMBER WATTENBERG: Just to do the

19   fixes.

20   PRESIDENT JACOBSON: -- they have time

21   to respond to your question. You're already over

22   time.

1   MEMBER WATTENBERG: That's fine. So

2   let me put out the fixes and then I'll leave this

3   comment which is what I really hope is one, that

4   you can provide some assurance to all of us that

5   next year the rules will be clear to all the

6   LEAs, including DCPS so that we don't have this

7   again, number one.

8   Number two, that if something like

9   this were to happen that there is a place where

10   school officials can go, teachers can go,

11   students can go, I can go and get this aired and

12   solved instead of everybody raising it and

13   everybody just watching everybody else blame each

14   other because that's what happened.

15   OSSE and DCPS blamed each other and

16   that didn't solve the problem. And there needs

17   to be a place to go for that. So I'll leave it

18   at that. I also want to raise a separate set of

19   issues which has to do with some technology

20   issues. But I'll leave it at that for now.

21   MS. BRANSON: Thank you. So just to

22   affirm the, you know, testing requirements

1 there's a federal requirement of course that

2 students test annually in grades three through

3 eight and once in high school.

4 And I think the history is important

5 here. Many states test more than once in high

6 school. DC transitioned from the DC CAS testing

7 a comprehensive assessment in tenth grade moving

8 to a course based assessment.

9 And I think that's important when we

10 think about our business rules. So OSSE did

11 release business rules, as you mentioned, that

12 indicated the testing requirements for high

13 school and your required assessments in

14 mathematics in particular.

15 For grades three and eight and the

16 vast majority of high school students the

17 enrollment decisions are very clear. And

18 however, there are some situations where, as we

19 mentioned with our middle school students who are

20 taking advanced math courses the decisions with

21 them are relatively nuanced.

22 So in the coming year, to your point,

1   something we are working on is ensuring that

2   these scenarios and FAQs related to the business

3   rules are incredibly clear. That is important to

4   us.

5   It is on a rare, kind of more edge

6   case situation. But it's still very important.

7   So in moving in the interest of moving forward

8   that is something that is important and something

9   that we care about and it is a priority to move

10   forward with clarifying.

11   The business rules that were made

12   available. But making sure everyone truly

13   understands what they look like.

14   PRESIDENT JACOBSON: Thanks so much.

15   We'll do another round. Additional Board Member

16   questions? Ms. Wilson Phelan from Ward 1.

17   MEMBER WILSON PHELAN: Thank you both

18   for being here tonight and for the time that

19   you've already put into making sure this data is

20   transparent and available to all. I for one

21   really appreciate the ability to download the

22   entire spreadsheet and sort it in the ways that I

1 would like to sort it to better understand, at

2 least from a test perspective, what's going on in

3 Ward 1 schools.

4 And I found that very accessible and

5 usable this year in a way that I could actually

6 do relatively quickly. So I appreciate that and

7 applaud all of the movement and work that OSSE in

8 general is doing to present data in ways that

9 make things more transparent. So thank you for

10 that.

11 I just want to echo some of the

12 comments from my colleagues in Ward 6 and 3. I

13 would love to see that growth data. And I would

14 put a tiny additional nuance on it, and I know

15 your databases are improving.

16 And so I don't know how possible this

17 is. But if it is, to give people a really

18 realistic picture of growth in schools I think

19 you have to add the mobility factor onto it.

20 So what I'm really interested in is

21 which schools are doing the best with different

22 types of populations, right. So if I'm a parent

1 I would be really interested in understanding how

2 various schools are helping maybe ELL students to

3 perform better.

4   Maybe they have strong programs there.

5 It might lead to a series of questions that would

6 better help me select a school for my child and

7 also to assess whether I think it's the right

8 fit.

9   And so one of the things that would be

10 really interesting to me in addition to following

11 cohorts which I strongly, strongly support is how

12 much of that cohort is still intact, right. So

13 if I quickly go through some of my school's data

14 I can see some of them have a 20 to 30 percent

15 improvement in test score results between grades

16 three and four.

17   But I don't know who from grade three

18 is still the same kid in grade four. And given

19 the level of mobility in the city that's

20 extraordinarily relevant if we're going to draw

21 any conclusions from that.

22   And then I'm sure you all are really

1   familiar with Raise DC's data analysis and the

2   work that they've done at the high school level.

3   But I think as a consumer, a taxpayer, elected

4   official and a parent and a former teacher, that

5   level of data I hope is what we strive for where

6   they actually were able to track school level

7   information about which schools were producing

8   the most growth for students, tracking students

9   year by year.

10   So I would just shout out the work

11   that they're doing and also appreciate that those

12   things take time to develop and really value all

13   the work you've already done. And so I don't

14   have a question. It's more of a shout out.

15   And I do just want to say, I do want

16   to shout out Ward 1 which overall had tremendous

17   growth. And I know that's because of the

18   incredible work of the teachers and the

19   principals and the groups that are supporting

20   their work. So go Ward 1 schools.

21   PRESIDENT JACOBSON: Thank you, Ms.

22   Wilson Phelan. Additional questions from Board

1   Members on the first round? Ms. Lord, our at

2   large member.

3   MEMBER LORD: Thank you, Mr. President.

4   Excellent questions. Mr. Weedon of course asked

5   mine. So, but I've got plenty of others.

6   First of all, I would, I think we're

7   getting better at the reporting of the data in

8   more user friendly ways. But I have to say

9   there's a lot of colors and graphs and charts.

10   It's not particularly user friendly.

11   So I'm committed to working with you

12   to get maybe a parent panel or some users

13   together to sort of see how it's working. Second

14   of all, how come we don't report science scores?

15   Our students have to take federally mandated

16   science assessments in middle, high school and

17   elementary school. And it just seems like it's

18   never a priority.

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

20   So as you know 2015, 2016 was the first

21   operational year for science which means it's a

22   slightly longer time line than future years.

1   So moving toward a more sustainable

2   time line. In first year of administration there

3   is the need to do performance level setting.

4   Again, as we saw with PARCC the extended time

5   line. So moving toward a more sustainable time

6   line.

7   So it is not that it's not a priority.

8   It's just that it's in it's first year of

9   conception and administration which means it's on

10 a more extended time line but moving towards a

11 more sustainable time line in the future.

12   So when we have that information on

13 scoring and performance levels that's something

14 we'll be sharing.

15   MEMBER LORD: And it is OSSE's

16 expectation that will be part of our performance

17 framework as it was in the past?

18   MS. BRANSON: So I know that currently

19 science is one of the options included in the

20 measure survey for ESSA that's available for

21 feedback. But accountability discussions are

22 still in progress.

1   MEMBER LORD: I'd also like to follow

2   up on Ms. Wattenberg from Ward 3's question. If

3   there is this drop off in attendance at the high

4   school level, if there was this miss match of

5   courses that students were taking versus courses

6   they were asked to test in whether it's Geometry,

7   Algebra 1 or Integrated Math, doesn't that cast

8   doubt on the reliability of all the scores for

9   high school?

10   You know we have some fantastically

11   high performing schools. Banneker I think had 98

12   percent proficiency rates. Some of our schools

13   east of the river had, you know, single digits or

14   even zero proficient.

15   And that's, I mean I'm trying to

16   figure out how we're going to tackle the

17   achievement gap when it really does go from zero

18   to 100. But also then to just question the

19   instruments.

20   If, you know, we can't really rely on

21   or if there was doubt cast on Wilson's School

22   Without Walls and Ellington, I kind of sort of

1   think the whole thing is in question.

2   MS. BRANSON: So to be clear I stand

3   behind and OSSE stands behind the data. And as a

4   measure of reliability and validity as an

5   assessment PARCC has demonstrated in its research

6   that it is both valid and reliable.

7   When it comes to actually looking at

8   the high school business rules because we've

9   mentioned the importance of communicating to

10   ensure enrollment decisions are made that are

11   appropriate. But it's also something where the

12   vast majority of students when we think about

13   competence have a very traditional pathway.

14   So we're looking at more edge cases

15   where it would be a decision that needed to be

16   made. So in summary, I think that is something

17   when it comes to communicating the high school

18   business rules and being very clear on that,

19   that's a priority.

20   But we do, we are very confident in

21   the data that we have available.

22   MEMBER LORD: But the fact remains

1   that we have enormous gaps in achievement as

2   measured on the PARCC exam and there are still

3   kind of just proxies for poverty levels or

4   English language abilities. And I'm seeing this,

5   I won't call it an opt out movement.

6   But there was certainly less than an

7   enthusiastic attendance at several of our

8   schools. And it just seems to me that this, it's

9   an opportunity to have a conversation about it

10   but, you know, are we harming the ability of our

11   struggling students to show what they know

12   because we don't have a measure of what's going

13   on at the top?

14   I mean I think there are some

15   consequences here that we're just, you know,

16   we're just not discussing.

17   MS. BRANSON: To your point about

18   looking at what works I think that was mentioned

19   twice about looking at bright spots. And I know

20   that in DCPS and PCSB's presentation they

21   highlighted some bright spots.

22   But that's something we're also

1   interested in looking at because we have seen

2   where it works across different subgroups and

3   it's not consistent. But ensuring that there's

4   an opportunity to look at what's working and use

5   that to push for improvement over time is

6   something that's important.

7   MEMBER LORD: Now we all talk about

8   using data to drive decisions. What decisions

9   are schools and districts going to be able to

10   infer from these results?

11   And the sort of question to add on to

12   that we had been using, at least some districts

13   had been using the scores on the state assessment

14   to evaluate teachers. We've had a second

15   administration of PARCC.

16   It's very different than the first one

17   which was a roll out. Are we prepared at this

18   point to say these are now two data points that

19   we can use to show growth, evaluate teachers and

20   that the third year will be sort of for real

21   because I know we've held schools and teachers

22   harmless for these last two years?

1   MS. YOUNG: So I think, I would say

2   that the first two years of PARCC are also for

3   real as we hope to use multiple years of trends.

4   I think I would like to answer the first part of

5   your question first which is what we hope that

6   schools and LEA's and teachers might do with this

7   data.

8   And I think there's multiple things

9   that we hope and that we know that schools and

10   districts use this data to do beyond examining

11   instruction both in the individual classroom

12   level and across grades and subjects and across,

13   and as we've said across trends across schools.

14   We know that schools also use this

15   information to allocate resources to see where do

16   our students need more attention? What type of

17   professional development and supports should we

18   be providing students across all grades and

19   subjects? So that's one important piece of your

20   question.

21   I think for the teacher evaluation

22   piece OSSE itself does not mandate teacher

1   evaluation. That's largely a District decision.

2   MS. BRANSON: And to the point about

3   instructional use I think what is particularly

4   excited about the PARCC assessments is the fact

5   that so much is transparent and publicly

6   available. So all of the PARCC blueprints, the

7   evidence statements, performance level

8   descriptors, practice tests, release items are

9   all available for educators, students, parents,

10 anyone who wanted to look at them.

11   So that is another way to dive into

12 the actual content and make that connection

13 between score and actually what is assessed on

14 the assessment.

15   PRESIDENT JACOBSON: Thank you so

16 much. Do additional Board Members have questions

17 for round one? I have two really brief

18 questions. One is a soft ball but I'm going to

19 save that for last.

20   The first is I noticed a striking

21 assessment completion rate at the high school

22 level between DC public schools and our very

1   diverse public charter schools where I think the

2   public charter schools out performed DCPS by

3   about 16 points if I remember that data correctly

4   in terms of completion rates.

5   MS. YOUNG: Excuse me, do you mean

6   participation rates?

7   PRESIDENT JACOBSON: Participation

8   rates, yes. And what is, where is that disparity

9   coming from? Where is that difference being

10 actualized?

11   And how are you instructing or

12 advising LEA's including our largest LEA, DC

13 public schools on what to do? And then where's

14 the accountability when participation rates are

15 incredibly low at the high school level?

16   MS. YOUNG: Yes. We did notice

17 differences in participation rates across

18 sectors. And I will say I don't think we have a

19 singular root cause that we can point to at this

20 point.

21   And that's one point of concern for us

22 as a state as we report on participation rates

1 and have to report that also to the US Department

2 of Education. So part of that process of

3 accountability is actually working with the

4 districts in working with them to look into the

5 rates at particular schools or across the

6 District to understand whether or not there might

7 be procedural issues in play or other types of

8 encouragement or clarification that might be

9 important at the state or school or District

10 level.

11 And so part of our job is to actually

12 work with them to identify those root causes

13 together and to ensure that there are plans in

14 place to increase participation. And of course

15 the reasons that we find participation is

16 important is because we want to make sure that we

17 can report on the growth and levels of on track

18 for all of our students and to make sure that

19 students are not being left behind because the

20 students who are not being reported on are the

21 ones that get left behind in the kinds of

22 supports that we can provide them.

1   PRESIDENT JACOBSON: Thank you. I'll

2 be very interested to see how that conversation

3 proceeds because we need to get that right. And

4 DCPS, if they're not doing it right internally

5 they need to ask for help and they need to work

6 with you all and other experts in the charter

7 sector who are getting it right so that they can

8 do it right.

9   My soft ball is there was, I was at

10 the press conference where the results were

11 released with the Mayor, the Deputy Mayor, the

12 Superintendent and I was really disappointed that

13 we missed an opportunity. The entire

14 conversation focused around three schools that

15 had drops in rates, three primarily upper middle

16 class schools, three primarily white schools that

17 had drops.

18   And we didn't do a lot of discussion

19 around the lower economically advantaged or

20 disadvantaged schools, our minority schools, our

21 ELL learners. Can you talk about the growth that

22 we've seen there?

1   And if you want to raise a couple of

2   schools that are doing it right and some of the

3   tactics they're using. You have about a minute

4   and a half.

5   MS. BRANSON: So in terms of, so

6   again, so five weeks in so bear with me. But so

7   what we have, we've shown is just across the

8   subgroups we were seeing improvements.

9   But I think to your point it is really

10   important to take a look at those bright spots,

11   as we mentioned, across different special groups

12   of students to see what's working and share that

13   information. And our role as support of the LEAs

14   thinking through how to facilitate and support

15   that conversation will be critical.

16   At this point I can't highlight

17   particular schools. But I think that is

18   something that can be done and DCPS and PCSB are

19   looking into that information and it's something

20   that we're interested in helping to facilitate.

21   MS. YOUNG: Yes. I would just add

22   that ironically because this is a very similar

1   presentation to the one used at that, at the

2   release I don't have slides and particular data

3   to share specifically about some of the schools

4   that are doing amazing things in terms of both

5   levels of on track and growth of students at all

6   levels.

7   I do think it is a point well taken

8   and a point that we don't want to miss that

9   really this is about making sure that all

10   students have an opportunity to learn, that we

11   are faced with higher standards for all of our

12   students in their futures and that this

13   assessment holds them to higher standards and we

14   know that everyone can reach those standards with

15   quality of teaching and supports that we are all

16   attempting to give across the city.

17   And so we look forward to bringing

18   more information with more detail about the great

19   work that is happening and that Ms. Wilson Phelan

20   also mentioned happening in her ward and is

21   happening in wards across the city and that we

22   shouldn't neglect an opportunity to celebrate

1 that and also to look again at "what's working"

2 and make sure that all students have those

3 opportunities. So thank you for raising it.

4 PRESIDENT JACOBSON: Yes. And I

5 think Board Members would probably appreciate

6 knowing the schools that did the best in their

7 wards and the schools that need to continue to

8 work so that we can reach out to those principals

9 and those school communities as well both to

10 celebrate and to get to work.

11 With that, we'll move to a second

12 round. If we could do a shorter maybe three

13 minute. We'll got Mr. Weedon, Ms. Wilson Phelan

14 and then Ms. Wattenberg and Ms. Lord.

15 MEMBER WEEDON: I just want to follow

16 up on a couple things. And first let me just

17 echo my colleague from Ward 1's comments about

18 her school.

19 Ward 6 schools saw growth across the

20 board, phenomenal things both DCPS and DC public

21 charters and just honored to be a part of that

22 community and seeing the growth and development

1   of our schools. I think there was a comment

2   before that we used the data to evaluate teachers

3   and that's a District decision.

4   I'd like to emphasize that's an LEA

5   decision not a District decision. That's done at

6   the individual local education agency level. And

7   I also wanted to talk a little bit and get your

8   thoughts about how you believe that schools are

9   and should be using data.

10   What I've seen this year first three

11   weeks of school my daughter moved from elementary

12   to middle school. She's doing a lot of testing,

13   a lot of diagnostic testing. There's a lot of

14   testing.

15   Why can't we truly take these results

16   we get from PARCC, make sure that data travels

17   with the students so that we reduce the need for

18   testing and diagnostic testing? And I think

19   another tangent on that question is should we be

20   using these tests as end of course tests to

21   ensure learning before we promote students?

22   I alluded to the fact that there are

1   a number of students who are well behind grade

2   level at the different levels, especially the

3   middle school. Again, I'll use my family as the

4   example here because I know the data.

5   We have students reading at a

6   kindergarten level in sixth grade. That is 100

7   percent unacceptable. Now we need to work with

8   those students and make sure they can achieve it

9   at level and we need to find the resources and

10   intervene.

11   But are we appropriately using the

12   data and moving students to where they should be

13   to get the results that we want to see? How can

14   we better use the data?

15   MS. BRANSON: So one thing I want to,

16   there was a couple of pieces of your question I

17   would like to respond to. One is on the concept

18   of ensuring that the assessments are streamlined.

19   And as you know you'll hear probably

20   in the ESSA conversation later there's an

21   opportunity to reflect on the assessments across,

22   you know, at the state level across down to the

1   LEA level to ensure that they're streamlined.

2   And I think when we come to this conversation

3   what's critical to look at is the purpose and

4   intended, the intended purpose of every

5   assessment.

6   A diagnostic will do something that

7   is slightly different than a statewide

8   assessment. So a diagnostic potentially adapted

9   has the opportunity to go really, really deep

10 into a particular area that a statewide

11 assessment doesn't have the power.

12   But when you think about using were

13 able to use these assessments layered to provide

14 good information but we want to make sure it's

15 still streamlined. So note that is something

16 that when we're thinking about our transition to

17 implementing ESSA streamlining and looking at

18 assessments and their purpose is a really

19 critical component.

20   So that's one important piece. When

21 it comes to using the data and how schools are

22 using data something that we are working on as a

1   priority is providing some additional assessment

2   literacy education and engagement around how do

3   you interpret and understand the results and how

4   do you use that partnering with our elementary,

5   secondary and specialized education team at OSSE.

6   So note that is something that we

7   think is really important and we're prioritizing

8   this year.

9   MEMBER WEEDON: Thank you. I

10   appreciate the response.

11   PRESIDENT JACOBSON: Ms. Wilson Phelan

12   and then Ms. Wattenberg.

13   MEMBER WILSON PHELAN: Just a super

14   quick question that might just reveal my

15   statistical ignorance. But I see you cut the N

16   off at 25.

17   So if anything, if there are 24

18   students in a class you don't report it. Given

19   the size of a traditional elementary school in

20   the city there is so, there are so many non

21   reporteds.

22   And so especially when we want to

1   dissect the information related to race and class

2   to actually understand where schools are closing

3   gaps between race and socioeconomic class among

4   students it's very difficult to see that at least

5   in terms of the public. I understand the whole

6   anonymity and protecting student privacy.

7   But 25 seems like a super high bar to

8   protect privacy just to my ignorant mind. And so

9   I'd love to just hear, so for example if you had

10   24 kids in a class one year that class comes off

11   line and you can't see what happened with that

12   class.

13   It, you could cut the data in

14   different ways, I think, to still protect student

15   privacy. What's the thinking around 25 kids?

16   MS. BRANSON: So to your point the N

17   of 25 is for the data privacy purpose. And at

18   the individual school level they have all of

19   their information and are able to cut across and

20   able to look in that way.

21   From a public perspective the N of 25

22   is for that data privacy purpose. Do you want to

1   add anything?

2   MS. YOUNG: No. I would just add that

3   the, that it's a point well taken and it's a

4   constant balance that we're looking at with our,

5   both at the state level for accountability

6   purposes for reporting purposes and with our LEA

7   partners, excuse me for using district before

8   it's just a, reliance on a term from a previous

9   life, with our LEA partners.

10   So I do think that is something that

11   we are taking into consideration and if it is

12   appropriate or possible to make changes in the

13   future.

14   MS. BRANSON: And I will say it did

15   come up. We had a really wonderful conversation

16   with the LEA leaders walking through their public

17   results website information. That did come up

18   and it was something that we took very seriously.

19   MEMBER WILSON PHELAN: That's great.

20   And just one tiny other comment about this. If

21   you all are doing the analysis because you

22   obviously have access to all of the student level

1   data and you can at least present conclusions

2   about trends that you're seeing, I'm particularly

3   interested in whether we do see schools that have

4   more diverse student bodies performing better or

5   not.

6   But you cannot get that information

7   based on the data that's published because there,

8   it is rare to find a school that has an N of 25

9   of classes and races. In fact, I don't think

10   there's any school that has that because it would

11   happen, you might actually see it in some of the

12   charters.

13   But even then you can't really tell.

14   You might have one charter for whom that's the

15   case. And so it would be amazing if we could

16   actually see. That's like a policy thing that

17   would matter to the Board as we're thinking about

18   things like school attendance and weighing in on

19   things that really matter to the public.

20   PRESIDENT JACOBSON: Great. Thank

21   you. Ms. Wattenberg and then Ms. Lord.

22   MEMBER WATTENBERG: Okay. Let me run

1   through some things very quickly and some not so

2   quickly. One, I want to really, really endorse

3   what Laura said about the importance of following

4   the kids and this whole idea of the longitudinal

5   improvements.

6   I think it's so, so important. And

7   while I'm saying that let me just say I regard

8   this very much as OSSE and the State Board will

9   be working together to revise the way in which DC

10   holds schools accountable and reports this data.

11   So I really regard this as sort of our

12   first public interaction about the kinds of

13   things that need to change. And it's a terrific

14   conversation and I look forward to many of them.

15   And as you can see for a lot of us, this issue of

16   the longitudinal growth is huge.

17   Second, I talk about the scoring

18   problem, I'm sorry the correspondence problem at

19   Wilson Walls. I also want to raise a, the

20   problem of logistics and technology at both

21   schools.

22   And I do not know that they are the

1   only schools like this or not. But I guess what

2   I want to say is some of the problems are

3   terrible and they have not been dealt with. We

4   were promised a year ago they would be dealt with

5   and they were not.

6   Let me just give you a sense of it at

7   least for Wilson which is there's not adequate

8   band width in the school, the result of which is

9   that there is only one place in the school where

10 the testing can be done. It has to be done with

11 carted in computers which I know a lot of people

12 have to do.

13   It's in the wing that has the library

14 as well as some other things. And only a certain

15 number of kids can go, the result of which is

16 one, the wing with the library in a high school

17 around finals time gets shut down for four to six

18 weeks.

19   Two, kids get pulled out of their

20 classes to go take the tests because for reasons

21 that I can't completely understand there's not

22 enough room to send whole classes. So kids end

1   up missing their classes.

2   Three, teachers get pulled from their

3   classes to proctor. And four, this because of

4   the band width issues and these logistical issues

5   it takes place over many weeks. And so you have

6   a total disruption of the school for a number of

7   weeks.

8   I know this is solvable and it's not

9   getting solved. And I just, I need you guys to

10   say you're going to get engaged in making sure

11   that all of the LEAs, including this one, are in

12   a position to allow the schools and the kids

13   there to test in a way that doesn't disrupt the

14   rest of the school.

15   And I just want to say while I was

16   sitting in a previous meeting I got an email from

17   somebody, from a constituent from somebody at

18   Wilson knows of several instances where classes

19   were canceled because teachers had to go proctor

20   for PARCC because too many kids were in testing

21   to be able to show, have a regular class, et

22   cetera.

1   So point made. But I really think you

2   need to, there needs to be a much better system

3   for eliciting from the ground where there are

4   issues because clearly they're not getting to you

5   or they're not getting somewhere and they really

6   need to.

7   Three, Mr. Weedon raised the issue of

8   the enormous number of tests that are going on in

9   all the schools. And one thing I really, really

10   hope that we will all do cooperatively is take

11   advantage of the provision in the ESSA law that

12   allows us to inventory the testing that is going

13   on across the city.

14   I think coming to grips with that will

15   go an enormous way in building up the credibility

16   of the testing program and it will allow us, as

17   Mr. Weedon has said, to sort of find some ways to

18   solve some of this. And lastly, you were talking

19   about teacher evaluation being only at the school

20   level.

21   And Joe was saying it's at the LEA

22   level. But last time there were provisions at

1   the state level and the SEA level. And so are

2   you suggesting that you are not going to, your

3   inclination is not to include anything on teacher

4   evaluation in your rules?

5   MS. YOUNG: No, I guess just to

6   clarify because I did give a very brief answer I

7   think the way that assessments are used there is

8   flexibility for LEAs in terms of how those are

9   and we have not yet finalized what future state

10   plans will include. In terms of use --

11   MEMBER WATTENBERG: So that's up for

12   discussion?

13   MS. YOUNG: Yes. But in the past we

14   have required that assessments be used as part of

15   evaluation in some way. But there's been

16   flexibility at the LEA level.

17   MS. BRANSON: So to the other two

18   points you raised about test administration and

19   making sure that runs really smoothly getting

20   feedback is really important on that to ensure

21   that we can support LEAs in the best way possible

22   to ensure that they have a smooth transition.

1   This is something that all states are

2   doing in transitioning to new assessments with

3   new windows. So one thing that we did do was

4   release a survey on test administration and how

5   it went with a number of different categories

6   including technology that all of the LEA test

7   coordinators were requested to fill out.

8   And we did close that survey

9   relatively recently and we do have the data. So

10   I'll be taking a look at that. And we have

11   opportunities for our monthly next generation

12   assessment LEA leaders meeting to engage with LEA

13   test coordinators on those, exactly those issues.

14   So it's an opportunity. So we would

15   encourage LEA leaders to raise those issues and

16   communicate because we are able to communicate

17   with them weekly through a bulletin but also

18   monthly for an in person back and forth.

19   So test administration is important

20   there. Some lessons learned. There were

21   technology readiness guidelines produced to help

22   schools assess where they are in their readiness

1 and make plans ahead of time so situations like

2 that don't occur.

3   So that's an opportunity to share

4 about information. But there's also an

5 opportunity to share across LEAs of what's

6 working.

7   Every situation in every school

8 building is going to have a different and unique

9 context when it comes to band width, technology,

10 classroom availability and scheduling. But there

11 are some good opportunities for lessons learned.

12   It's something we talk across states.

13 We can talk across LEAs and we can talk across

14 schools. So it's opportunities to build on that

15 looking forward into new test administration

16 windows.

17   So I hear you and I think that's

18 important. In terms of the streamlining of the

19 inventory for assessments, our ESSA conversations

20 are underway. So there's an avenue to have those

21 conversations. So there's more to come there.

22   MEMBER WATTENBERG: Thank you both

1 very much.

2 PRESIDENT JACOBSON: Thank you, Ms.

3 Wattenberg. Ms. Lord, our at large member.

4 MEMBER LORD: Thank you for bearing

5 with me. Okay. So I'm going to pick up on that

6 whole idea that there is too much testing. I

7 also have been contacted by constituents, by

8 teachers.

9 They're losing enormous instructional

10 time at the beginning of the school year for

11 diagnostics. And there's the test administration

12 itself. Has OSSE actually surveyed the LEAs to

13 see how much time is spent on practice tests,

14 interim pacing tests?

15 I know these are LEA decisions. But

16 if there's no good science or evidence that

17 practice tests actually lead to a better result

18 on the end test I think that's a conversation. I

19 think that's an opportunity for a conversation,

20 to use your words.

21 MS. YOUNG: Yes. I don't believe that

22 we have had formal, that we've had a formal

1   avenue for requesting information from our LEAs

2   on assessment use.

3   However, I would say that as my

4   colleague mentioned assessments are, come in

5   varying forms and formalities and uses. And I

6   know that those instructional decisions we leave

7   to the LEA to fit what is best for their

8   instructional programs and that I would, I think

9   I would also hesitate to say that majority of the

10   assessments that are teachers and instructional

11   LEAs are choosing are less practice tests and

12   more tests that might be either sort of formative

13   or diagnostic assessments that are helping

14   teachers serve those students better.

15   That's what they would hope. And so

16   we do encourage our LEA leaders obviously to make

17   the choices they think are best for their

18   situations and their students and that can be

19   quite varied.

20   MEMBER LORD: It just seems like an

21   opportunity to cut through the chaff and say

22   actually these are very smart ways to go or by

1 opposite there's no reason to be spending the

2 first six weeks of school on diagnostics

3 particularly if the previous PARCC results show

4 that they're very proficient.

5 And then to my second point I'm a

6 little perturbed at the idea that our kids, that

7 only 25, 29 percent of our students are on track

8 for college and career success. What does

9 proficiency mean and does that mean that anybody

10 below the line is going to either wash out in

11 college, careers or go in the military because I

12 don't think that's the case?

13 And if we continue to put out this

14 line that, you know, if you don't get above a

15 four or a five you're, you know, hopeless that

16 sends a completely perverse signal.

17 MS. BRANSON: Sure. And I don't think

18 that's the message that we would want to put out

19 at all. And I think it's again being really

20 clear about what these performance levels mean.

21 And I think the performance level

22 descriptors give a lot of rich information about

1   that. When it comes to the college and career

2   ready determination level, which is what I think

3   you're referring to the research and work that

4   went into that indicated that a student who

5   received a four or above they believe that they

6   were likely to receive a C or better in a credit

7   bearing entry level course.

8   That's what that says. When it comes

9   to performance levels and seeing growth from

10 maybe where you are in tenth grade or eighth

11 grade what does that indicate if you're not at

12 Level 4 and 5?

13   It helps you figure out what types of

14 supports you might be looking for in your next

15 grade or in your post high school experience be

16 it college or career. What types of supports do

17 you need?

18   Where are there areas of strength?

19 Where are there areas of challenge? Do I need to

20 find a program where it helps me a little more in

21 my writing because that's an area where I'm not

22 yet there yet?

1   So it's an opportunity to use the

2   information to have a really realistic look at

3   the types of strengths and challenges areas we

4   have.

5   MEMBER LORD: That's all well and

6   good. But if I'm an employer and I see someone

7   has got a one or a two I'm not necessarily going

8   to think that diploma is worth it and perhaps the

9   Board has to think about making this a

10   requirement for graduation.

11   PRESIDENT JACOBSON: Do Board Members

12   have additional questions? If not I'm going to

13   conclude this panel with two really brief

14   questions of my own to follow up on Ms. Wilson

15   Phelan's question on subgroups.

16   My understanding is that some states

17   have public reporting and accountability group

18   sizes as low as five. Is OSSE considering

19   reducing the number from 25 to a lower number as

20   a part of our ESSA discussion?

21   MS. YOUNG: I would say that those

22   conversations are in progress and that those

1   things are being considered. I'm not aware of

2   five. I think, well I will check the

3   regulations.

4   I believe that the US Department of

5   Education has set some parameters for us to work

6   within. And so, but it is something we are

7   considering about what might make the most sense

8   for our context given that, you know, the level

9   and size of the schools we serve and what is both

10   balancing sort of privacy and data quality with

11   the ability to find out the most important

12   things. We want to make them transparent to the

13   public.

14   PRESIDENT JACOBSON: Great. And my

15   understanding again is that the current DC

16   accountability workbook requires OSSE to report

17   groups of ten or more students publicly. What is

18   the plan for complying with that requirement?

19   MS. YOUNG: I'll have to check a

20   little bit about what that it. I think that

21   largely we made the decision based on both

22   accountability and reporting this year together.

1   So I can check and get, respond with more detail

2   and clarity on that.

3   PRESIDENT JACOBSON: If you could get

4   that information to our executive director he

5   will make sure that it gets to Board Members

6   including Ms. Wilson Phelan and myself.

7   MS. YOUNG: Great. Thank you.

8   PRESIDENT JACOBSON: With that, thank

9   you so very much for your time this evening.

10   These are complicated issues and the Board is

11   committed to working with you to reduce our

12   opportunity gaps and provide ability for every

13   student to succeed.

14   So thank you so much for your time and

15   welcome to OSSE.

16   MS. BRANSON: Thank you.

17   PRESIDENT JACOBSON: Now a year ago no

18   one thought that Congress would be able to work

19   together and reauthorize the Elementary and

20   Secondary Education Act. But with the passage,

21   but they did with the passage of ESSA, the Every

22   Student Succeeds Act.

1   ESSA offers states significantly

2   leeway in establishing new accountability

3   frameworks for their schools. Tonight we'll hear

4   from two national experts on what other states

5   are doing with this new leeway.

6   Kristen Amundson is the executive

7   director of the National Association of State

8   Boards of Education or NASB you'll hear a lot

9   tonight and a good friend of the DC State Board.

10   I saw Kris earlier.

11   There she is. She's getting ready.

12   And Peter Zamora is director of federal affairs

13   for the Council of Chief State School Officers,

14   which I believe Superintendent Kang is a member

15   of, if memory serves.

16   Welcome back to both of you. We are

17   glad to have you here tonight. Please take your

18   time, Kris. I believe you have a joint

19   presentation so if, hopefully we'll get that

20   within the ten minute time frame or so to leave a

21   little bit more time for discussion.

22   And once Jameka has it ready. And

1 we'll want to make sure the microphones are on so

2 that our viewers at home can hear as well.

3   MS. AMUNDSON: I'm about six weeks out

4 from knee surgery and would just like to say that

5 when I go through TSA screening the lights dim

6 all over the east coast. But it's terrific to be

7 here with all of you.

8   And I know many of you are going to be

9 with us in Kansas City in October and the goal is

10 no cane by then. We'll see. Peter and I are

11 delighted to be here with you and to talk with

12 you about the implementation of ESSA and some of

13 what we're learning and some of what we feel

14 still has to be learned or has to be sort of

15 sorted out.

16   So in no particular, for no particular

17 reason we decided I would go first, he would go

18 second. My sort of two areas of conversation are

19 around big decision points that states have to

20 make, state board and state chiefs have to make

21 and second, some examples of state leadership.

22   Peter is going to talk about the time

1   line and some pending regulations. I would say,

2   Mr. Chairman, when you were talking about last

3   December, you know, there was this sense of

4   euphoria in education.

5   We had won this battle to reauthorize

6   the No Child Left Behind legislation and frankly

7   nobody thought it was going to happen. But

8   fairly quickly after that, I think, we began to

9   recognize the wisdom of what George Washington

10 says to Alexander Hamilton in Act 2 of the

11 musical when he says winning was easy, young man,

12 governing is harder.

13   And that's where we are today. We are

14 talking to states across the country and

15 beginning to see some examples of what works and

16 what doesn't. First of all I think what works is

17 what's represented by the fact that Peter and I

18 are here together which is that when state chiefs

19 and state boards work together things work better

20 then when they go off on their own.

21   So I'll just say from a big top line

22 level, you have a number of key decisions. One

1   is before you get down to N Size and fifth

2   indicator and all of those things, make sure

3   you're clear again and can articulate to your

4   public what is your theory of action.

5   As you now again have the opportunity

6   to redesign how you will hold schools inside the

7   District of Columbia accountable, what's your

8   theory of action? What do you plan to have

9   happen as a result of what you're doing?

10   And I think that's just a good

11   question every now and then to sort of take that

12   back up one level. Other decision points that

13   you're going to have to be making. As you set

14   goals for your achievement levels for students

15   what is your goal?

16   Is your goal going to be 100 percent

17   proficiency because of course we all know one way

18   to achieve 100 percent proficiency is what I call

19   the Lake Wobegon effect which is if you set the

20   bar down here then of course it's easy to get

21   every child over it.

22   If 100 percent isn't your goal, which

1   children are you going to leave behind? On the

2   other hand is your goal closing gaps? And if

3   that's the case what is your role as a state in

4   setting meaningful goals for schools and LEAs?

5   How are you going to translate those

6   goals into improvement targets for LEAs and how

7   will all of this affect the ratings? Another big

8   decision point that you're going to have to face

9   will be what I call the fifth indicator problem.

10   And it's a problem. It's an

11   opportunity. It's whatever. But the law

12   requires that at least one, it says not less than

13   one additional indicator of school quality or

14   student success.

15   And the ones that I have listed below

16   are some of the indicators that other states are

17   using. So some of them are using school climate

18   and safety. How do you measure that?

19   Do you give, you know, do you give

20   questionnaires and then do you really want to

21   deal with the press stories about how the DC

22   Board of Education is giving a multiple choice

1   test on school climate? Engagement, how do you

2   measure that.

3   Attendance, access to or completion of

4   advanced course work, social and emotional

5   learning, all of those are things that states are

6   measuring. Hawaii is now measuring, I think it's

7   Hawaii that measures the number of students who

8   are registered to vote.

9   And another state, maybe Oregon is

10 looking at volunteer hours. So there is a wide

11 range of fifth indicator. I don't think anybody,

12 I don't think I've seen the perfect one yet.

13 Peter, I don't know about you.

14   So that's a big issue that you're

15 going to be faced with. And then finally, what

16 does stakeholder engagement look like? The law

17 says that state and local plans have to be

18 developed with timely and meaningful consultation

19 with the State Board of Education and then it

20 lists some other stakeholders.

21   And I will just tell you that what

22 that means and we're having a webinar tomorrow at

1   NASB, what that means across states varies widely

2   from don't worry your pretty little head about

3   we'll just tell you about it when it comes back

4   to some places where there's real collaboration.

5   And CCSSO has a wonderful handbook on

6   what community engagement and stakeholder

7   engagement looks like. And my favorite quote

8   from all of it is there's a big difference

9   between engaging people and having a meeting.

10   So two examples of, I think, great

11   state leadership. One is the State of Washington

12   which has taken stakeholder engagement very

13   seriously. They have, I think, 12 working

14   groups.

15   And it is my understanding and I was

16   just out there with them, I believe every

17   mentioned stakeholder is a part of every one of

18   the working groups except for one where the Board

19   intentionally said we should not be part of that.

20   So I think if you're really looking at

21   what stakeholder engagement looks like Washington

22   State is, has set the bar. Each of those groups

1   has a series of tasks that they're working on and

2   we're going to have Ben Rarick on the webinar

3   tomorrow to talk about it.

4   A second, I think, terrific and

5   interesting example of an accountability system

6   comes from the State of Kentucky where they have

7   determined that they want to graduate students

8   who are college and career ready. Now they have

9   defined, and if you look on their bottom line,

10 what they mean by college ready and what they

11 mean by career ready.

12   You might or might not agree with

13 those definitions. But I will say that the ACT

14 is their state summative exam. So that's one

15 reason why they can do that.

16   I think the interesting thing here is

17 that a school or an LEA gets one point if student

18 graduates college ready, one point if a student

19 graduates career ready. But if they can

20 demonstrate a proficiency in both areas the LEA

21 gets extra points on the state accountability

22 system.

1   And that translates into, I think,

2   some other things that are beneficial. And

3   finally, here is yours. Here are some of the

4   things that the District of Columbia is doing in

5   terms of laying out your time lines and the ways

6   that you are involving stakeholders.

7   And I just think that it's important

8   for you all to keep that in front of you

9   remembering that your goal is to get to March

10   6th, which is your goal for submitting your state

11   plan. And time lines are the thing Peter is

12   going to talk about.

13   So I'm sorry I've taken a couple more

14   minutes. So I hope we don't, I hope you will

15   give Peter back some of my time.

16   PRESIDENT JACOBSON: We'll indulge

17   both of you, of course.

18   MR. ZAMORA: Thank you. And I can

19   move relatively quickly along. I'm going to

20   address a few, you know, potential pitfalls and

21   sort of challenges that states are addressing as

22   they move into the ESSA implementation window.

1   And I think DC is very much on track.

2   But when we look at the overall time line, you

3   know, the flexibility waivers have expired back

4   in August. Now the state is planning and

5   engaging stakeholders.

6   This is sort of a transition school

7   year as we head into full implementation in '17,

8   '18 and that's when the new state plans take

9   effect. So the time line challenge is such that

10   this is a very complex endeavor.

11   And I think that there are some

12   substantial high profile issues that are likely

13   going to generate a lot of public debate, you

14   know, certainly accountability systems, you know,

15   strategies to turn around underperforming

16   schools, teacher evaluation systems. Those are

17   going to get a full sort of public airing.

18   But there are also, you know, dozens

19   if not hundreds, if not thousands of much sort of

20   smaller and but also very complex issues that are

21   going to have to be addressed in the context of

22   the state plan. And I think it's very important

1   that these not fall under the radar.

2   So, you know, just a few that I

3   grabbed out here sort of random a little bit.

4   But, you know, data collection and reporting for

5   example. They are new subgroups that are

6   required in the state and local report cards for

7   homeless, foster, military connected student

8   outcomes.

9   I don't know if either, if the systems

10   are in place now. But if not they are going to

11   have to be put in place fairly quickly. Another,

12   you know, potential sort of speed bump here is

13   school level fiscal reporting.

14   So the statute requires that school

15   level financial data be reported on a per pupil

16   basis broken down by source of federal, state,

17   local and personnel and not personnel. And

18   again, I'm not sure how well situated, we have

19   found a lot of districts in a lot of states, you

20   know, this is not how they budget.

21   They are not sort of prepared

22   immediately to publish this information. That's

1   potentially a major implementation concern.

2   Also we were hearing some about N

3   sizes and both for sort of accountability and for

4   reporting, you know, these are all questions that

5   are going to have to be figured out. SEA set a

6   sides. Their new opportunity is to set aside

7   three percent of the state Title 2A allocation

8   for a state focus on school leaders, principle

9   school leaders.

10   Also three percent set aside within

11   Title 1 around direct student supports. And

12   there are also sort of new additions to the

13   consolidated state plan. Some of those are in

14   statutes. Some of those have been proposed in

15   regulation.

16   And such that these end up being very

17   complex documents that can be, you know, hundreds

18   or in some cases thousands of pages. The new

19   state plan requirements include, you know,

20   performance management system descriptions across

21   dozens of different programs.

22   It's just going to be a fairly

1   voluminous application and I think the state is

2   going to have a lot of work to do to put it

3   together. And it all happens fairly quickly.

4   You know, here we are close to the end

5   of September and March 6th would be the deadline

6   for the first, these are all proposed in

7   regulations, for the first window would close on

8   March 6th. So you would have until March 6th to

9   apply and then July 5th is the next one.

10   Then the time line is such that the

11   Department of Education has 120 days to approve

12   or reject a state or request changes in a state

13   plan. And then again, this is, you know,

14   2017/'18 school year is around the corner.

15   So a lot of work to do. A lot of sort

16   of complicated issues in a fairly short period of

17   time. Also to add an additional level of sort of

18   uncertainty around this is that there are

19   currently four different packages of open

20   regulations that have been proposed.

21   And, you know, we know it was

22   proposed. We don't know yet, of course, what's

1 going to be in the final regulations. And so I

2 think that some planning and some work can happen

3 now to sort of prepare.

4 But you really can't start, you know,

5 completing the state plan until, you know, we

6 know what the final regs look like. That should

7 be by the end of the year.

8 But there's accountability reporting,

9 assessments, innovative assessment pilots. And

10 one that's, and those three have now been closed.

11 So the public comment is closed. The Department

12 has yet to issue their final rules.

13 But one that I would call particular

14 attention to here as well is the supplement not

15 supplant rule. And that's an open public

16 comment. The comments are actually due on the

17 7th of November this year.

18 And there's a fairly, sort of

19 aggressive interpretation that's been proposed by

20 the Department of Education. And it would

21 essentially seek to promote parity and per pupil

22 funding between Title 1 and non Title 1 schools.

1   And that's a laudable goal. And it's

2   certainly something that CCSSO supports. But

3   there's going to be a lot of complexity

4   potentially in implementation.

5   And, you know, one of the potential

6   methods for compliance and this is, you know,

7   only within the LEAs, so I think primarily here

8   in the District of Columbia we're talking about

9   DCPS. But, you know, it would require the LEA to

10   use one of four methodologies, one of which is a

11   weighted student funding formula which having

12   done a small amount of research into DCPS I

13   believe there is some weighting there.

14   But there are still some ongoing

15   questions as to, you know, under the proposed

16   regulations which again have not been finalized

17   that almost all state and district funding would

18   have to go through the weighted funding

19   calculation. So that is both a subjective sort

20   of question as to what constitutes almost all as

21   well as sort of whether compliance is in place

22   there.

1   And then also almost all of the

2   district level expenditures would also have to be

3   sort of equal or greater for Title 1 schools

4   versus non Title 1 schools. So school

5   construction, school transportation, you know,

6   food service if there is a construction activity

7   that's happening in a, you know, non Title 1

8   school does that then have to be, does that same

9   construction have to happen in a Title 1 school?

10   So a lot of these are open questions.

11   And they're open questions that are going to have

12   to be figured out relatively soon. So again,

13   under the proposed regulations which is not final

14   and it remains to be seen exactly where this is

15   going to head by December 10th of next year the

16   LEA would have to demonstrate to the SEA that it

17   has a methodology.

18   And again, so very much open questions

19   here. One other sort of aspect of uncertainty

20   that I would describe here is it's going to be a

21   new presidential administration that is

22   ultimately going to be receiving the state plans

1   and evaluating the state plans. There is a

2   tremendous level of uncertainty among states as

3   to how a new administration is going to interpret

4   regulations that are finalized at the end of this

5   administration or, you know, the process that

6   they're going to use to evaluate state plans.

7   And so generally what we're telling

8   our state superintendents and I'm sure what is,

9   you know, certainly is to come up with the best

10   plans that meet the state's needs and then be

11   prepared to defend to defend those plans.

12   MS. AMUNDSON: Some states are going

13   early. I mean Washington State is going to go

14   1st of December just to get it in because the

15   other thing even if there was a complete harmonic

16   convergence between the next Department of

17   Education and this one, which I think is highly

18   unlikely, remember that Congress did not approve

19   those senior level people in the Department.

20   They approved, you know, the

21   secretary. But then all of the people who

22   actually are going to do this work and move these

1   along, many of them were not approved for a very

2   long time.

3   So I think we're entering into a real

4   period of uncertainty. So there we are.

5   MR. ZAMORA: There we are. And we

6   have materials on both of our websites.

7   MS. AMUNDSON: We were a little over,

8   but not too much.

9   PRESIDENT JACOBSON: I think Board

10   Members will probably go over more than you have.

11   And with that, let's start Board Member questions

12   with five minutes each. I'd like to defer to

13   NASB's immediate past president, Mary Lord to

14   kick us off if she would like or we could go on

15   to someone else.

16   MEMBER LORD: I think we should have

17   others have a turn because I might get too down

18   in the weeds too quickly and chances are everyone

19   will ask my questions.

20   PRESIDENT JACOBSON: Great then, Ms.

21   Wilson Phelan first.

22   MEMBER WILSON PHELAN: I'd love to

1   just hear more about the supplement not supplant.

2   That's new information to me. And what I didn't

3   fully understand about what you shared was it

4   said that you needed parity between Title 1 and

5   non Title 1 students.

6   Though I thought the purpose of Title

7   1 was actually to provide additional supports to

8   students who need additional supports to succeed.

9   So could you just start by clarifying that a

10 little bit?

11   MR. ZAMORA: No, thank you for that

12 question. And so supplement not supplant is a

13 sort of longstanding fiscal rule and it sort

14 works in conjunction with other fiscal rules.

15   And basically the way that it's been

16 interpreted since it was first put in place in

17 1970 I think it was is that essentially that you

18 have to show that state and local funding

19 formulas are not being reduced by virtue of the,

20 of a school actually receiving Title 1 funds.

21   MEMBER WILSON PHELAN: Got it.

22   MR. ZAMORA: And so essentially, yes,

1   so I should have said parity in state and local

2   funds between. And so largely, so the new

3   interpretation would actually require sort of

4   equality of state and local funds or something

5   approaching equality before sort of putting the

6   Title 1 funds on top of that.

7   MEMBER WILSON PHELAN: Okay, got it.

8   MS. AMUNDSON: Here's the other piece

9   of that. A big part of why this has become such

10   a bloody battle is, well because the Department

11   believes correctly that state plans ought to be

12   looking at the issue of whether because so much

13   of school budget are, as you know, driven by

14   salaries and teachers who are more experienced

15   are also more expensive.

16   So a piece of this is a well-

17   intentioned effort to encourage districts and

18   schools to see that kids who need the most

19   experienced teachers are not always stuck with

20   the first year teacher. That's a perfectly

21   laudable goal and we all agree.

22   It's then that the Department got into

1   and we're going to tell you precisely how you

2   have to do that. And, you know, it gets back to

3   one size fits all which doesn't.

4   Now they're up to four sizes fits all.

5   But that to me is reminiscent of the old SIG

6   grants. And what we, I was at a think tank when

7   we analyzed SIG grants and all four of the

8   methods none of them worked or at least not

9   consistently.

10   What we're saying to the Department is

11   why don't you tell states this is our big goal

12   and then say please come back to us and tell us

13   how you plan to do that.

14   MEMBER WILSON PHELAN: Okay. Great.

15   Could you also, okay, now I've lost my question.

16   Just a second. Could you also define the role of

17   the state boards in those four additional

18   provisions that you outlined?

19   So my understanding is we know we

20   review ESSA and the application there. But are

21   there additional authorities associated with

22   those bills and laws?

1   MR. ZAMORA: So it would be sort of

2   part of the state's and the SEA's sort of general

3   enforcement authority over, you know, Title 1.

4   So this would be a sort of a Title 1 requirement

5   and it would sort of fall, you know, has the

6   jurisdiction has defined sort of authority over

7   federal programs.

8   MEMBER WILSON PHELAN: Okay, thank

9   you.

10   MR. ZAMORA: You're welcome.

11   PRESIDENT JACOBSON: Thank you. Other

12   Board Members with questions? Ms. Lord.

13   MEMBER LORD: I'm up. First of all,

14   thank you for coming out tonight. I see this as

15   not only a battle won but a huge opportunity to

16   finally get the next generation of school reform

17   launched with a bottom up approach as opposed to

18   a top down approach.

19   So first let me follow up on the whole

20   engagement thing that Washington State and others

21   are doing. We heard from the, at our annual

22   conference for NASB and other places that engage,

1   engage, engage particularly your teachers but

2   your parents, your employers.

3   I'm proud to say that the State Board

4   of Education has done a lot of engagement. We've

5   had forums in all eight wards. We have a survey.

6   It's still open. We're still getting comments.

7   So it's been great. But I feel like

8   we're kind of working in an environment where

9   people are over engaged but under involved or

10 feel that they are not involved in the decision

11 making process, that sort of engagement is for

12 show.

13   I'm confident that it isn't the case

14 in our point. But help me understand if there's

15 some particular points that have proved very

16 useful for other states in terms of engaging

17 their public.

18   MS. AMUNDSON: I think you've got to

19 be clear about what it is that your, you know,

20 your working groups or your listening groups get

21 to decide because ultimately, you know, it is you

22 and OSSE that are going to submit the plan. And

1   the problem always with advisory groups I have

2   found is that sometimes what they really want to

3   do is sit there and get the vote.

4   So you need to be clear about that.

5   But on the other hand, if you talk to enough

6   people it seems to me that themes emerge. And so

7   the states that are doing this now have not yet

8   moved I think to where they're saying, okay,

9   these are our recommendations specifically to the

10   state board.

11   They're still in that listening

12   process. I would say build in as much time for

13   listening as you can. Peter, anything else you

14   would say?

15   MR. ZAMORA: Just sort of a general

16   theme we've been urging the states to sort of

17   reach out to non-traditional partners and using

18   non-traditional, in other words, don't just go to

19   the usual suspects to hear the same things that

20   you would ordinarily intend to, you know, hear.

21   But reach out to different

22   communities. Try different mechanisms. We've

1   seen states that have done, you know, public

2   service announcements on the radio that are

3   having, you know, hash tag campaigns around

4   getting engaged.

5   So I don't know that there's sort of

6   a single way to do it. But, you know, I think

7   aggressively and thinking outside the box a

8   little bit.

9   MEMBER LORD: The Chamber of Commerce

10   this week said that higher ed, K-12 and employers

11   have to get out of their silos. So I think that

12   speaks to that non-traditional constituency.

13   The other question is do states have

14   the band width because we've been asked to do a

15   lot of heavy lifting and as you heard from our

16   earlier presentation, you know, just

17   administering the PARCC test in small city state

18   like ours has its challenges. So I'm wondering

19   if there are particular areas where we might want

20   to think of boning up on or doubling down on

21   human capital?

22   MS. AMUNDSON: I think you're going to

1   have to do some of that. I think you're going to

2   have to think also in terms of how you can use

3   outside organizations.

4   You know, I think CCSSO and NASB are,

5   can offer great policy advice for example. But

6   states got decimated in the recession. And so a

7   piece of what is going to have to happen if the

8   Every Student Succeeds Act is going to be

9   successful is for them to come back.

10   I do think that somebody needs to work

11   on a lot of the things that Ms. Wattenberg was

12   talking about, just the sheer nuts and bolts of

13   making sure that when schools and districts

14   administer exams that they have the band width

15   and the machinery and the personnel so that the

16   entire calendar does not read testing days

17   because if you want to guarantee that you will

18   create an opt out movement where you didn't have

19   one before it is having every day on the calendar

20   from March, April, May and June read testing.

21   MR. ZAMORA: And I would just sort of

22   pick up a little bit on Kris' point that, not to

1   reinvent the wheel sort in each jurisdiction.

2   And we have a lot of materials at CCSSO and we're

3   also hosting a series of meetings where we're

4   bringing together states and sort of pairing

5   states up and, you know, and learning from

6   colleagues in other jurisdictions.

7   MS. AMUNDSON: So really use us. Use

8   both these organizations. And just, you know, we

9   talk to each other multi times a week. So

10   there's really no daylight between us.

11   MEMBER LORD: And I guess my final

12   question is picking up on the theory of action,

13   how do we make sure that this isn't No Child Left

14   Behind like, that we just, we know how to do what

15   we do, we went through the waiver process, we

16   have bureaucracies set up to handle this?

17   That's kind of one of my biggest fears

18   because I see this as a real game changer if we

19   do it right.

20   MS. AMUNDSON: Remember that even

21   during No Child Left Behind which was a very

22   prescriptive piece of legislation states came

1   back multiple times and said, you know what, we

2   want to change how we measure this. We want to

3   change it to that accountability measure.

4   Don't view March 6th as setting

5   something in concrete. Continue to look. And

6   particularly on fifth indicator where the

7   measures just, the stuff I think you want to

8   measure the measurement tools are not very good

9   yet.

10   So what I would say is view this as a

11   process.

12   MR. ZAMORA: Absolutely. And I think

13   one of the areas where there's substantial

14   flexibility or almost sort of untrammeled

15   flexibility is around what we actually do in

16   schools that are identified.

17   And so, you know, there's some

18   flexibility around accountability. But there's

19   substantial flexibility around some evidence

20   based school improvements. And so I think in a

21   way I don't know that any state would replicate

22   that sort of escalating ladder of sanctions under

1   No Child Left Behind.

2   But, you know, engage communities.

3   Sort of evaluate community needs and then

4   implement evidence based interventions. That's

5   really I think a tremendous opportunity to shift

6   away.

7   PRESIDENT JACOBSON: Great. Thank

8   you, Ms. Lord. Next, Mr. Weedon from Ward 6.

9   MEMBER WEEDON: First, thank you.

10   Thank you for being here tonight. I really found

11   the conversation about supplement not replace

12   very enlightening because I believe that's a

13   problem that we've had in the District with local

14   at risk funds.

15   We've seen shifting around of budgets

16   and not clear transparency there. And I would

17   argue at least in the Ward 6 schools that has

18   occurred and we would like to make sure that the

19   funding that's supposed to go to the most at risk

20   kids actually goes there and is supporting those

21   students.

22   I wanted to get your thoughts on

1 another thing that's come up a couple times today

2 around how can we measure and report out the

3 growth of students as opposed to flat scores. I

4 think that's something that at least the citizens

5 in my ward are very interested in.

6 MS. AMUNDSON: I think that there are

7 some interesting models out there. I would say

8 that I don't know of one that I would just say

9 well just go to Tennessee and just, you know,

10 take theirs off the shelf because a piece of I

11 think what you want to do is find some way to

12 make sure that you're also measuring growth among

13 like schools so that you're not taking the

14 whitest most affluent school and measuring it,

15 you know, against perhaps a very low income

16 school.

17 So you've got to find bands or

18 quartiles or something that lets you do that. I

19 think that's the first thing. I think the second

20 thing is that there are some ways that you can

21 reward schools that may still be not achieving

22 proficiency but that are maybe showing greater

1   growth than a school that's kind of coasting and

2   sitting on its laurels.

3   It involves a lot of work with

4   statisticians. There are, and I'm going to send

5   to Washington State and I will be happy to send

6   to you all a couple of papers that were done back

7   in the days of the late and lamented think tank

8   education sector that addressed this issue that

9   might also help you think in terms of some new

10   ways of doing some things.

11   MEMBER WEEDON: We would appreciate

12   that. And I'd also love to get thoughts and let

13   you comment on this. But also on reducing the

14   achievement gap and how we can really reward

15   schools there.

16   MR. ZAMORA: Well and so we have some

17   materials on our website at CCSSO.org/ESSA where

18   we've sort of presented some descriptions of

19   different kinds of accountability models and

20   then, you know, we have a team of assessment

21   experts. And then, you know, partly what we do

22   is sort of look to other states.

1   So I think it was Colorado ten years

2   ago or so that started to make some initial moves

3   around growth models. And, you know, learning

4   from our colleagues around, you know, what's

5   worked well there. You know, what needs some

6   improvement.

7   You know, I don't know that there is

8   sort of a perfect way of measuring growth or a

9   perfect accountability system. But there's one

10   that reflects the values of the community.

11   And I think, you know, through the

12   stakeholder engagement combined with the

13   technical expertise, you know, that some of the

14   partners can bring to bear, you know, that could

15   end up coming up with a much better system.

16   MEMBER WEEDON: Thank you.

17   PRESIDENT JACOBSON: Thank you, Mr.

18   Weedon. Ms. Wattenberg and then Vice President

19   Williams.

20   VICE-PRESIDENT WILLIAMS: Thanks for

21   coming. It's been very interesting. I have a

22   couple of very quick questions and then I also

1   want to come back on the supplement not supplant.

2   First, the new law requires

3   disaggregation by a set of new categories as you

4   described homeless children, foster and military.

5   One question I have, one thing that I'm very

6   interested in is being able to disaggregate

7   according to lowest income because the school

8   lunch is no longer a good proxy for that.

9   And I'm curious why the federal law

10   didn't require, for example, disaggregation by

11   temporary assistance for needy families or

12   something like that. And do you have a

13   recommendation for how we should do that?

14   MR. ZAMORA: I mean I think that would

15   certainly be, it's not prevented by this statute.

16   It's not expressly required. But I think one way

17   to think about ESSA, you know, is it's the floor

18   but it shouldn't be the entire building or the

19   ceiling.

20   MEMBER WATTENBERG: And so they just

21   didn't include it because they were trying not to

22   put the kitchen sink in it?

1   MR. ZAMORA: And there is, you know,

2   there's another requirement that's sort of flown

3   under the radar is that the state is going to

4   have to make the data available in a format that

5   can be cross tabulated. So where you could

6   actually sort of connect different subgroups to

7   each other and sort of get much more granular.

8   And so that ended up succeeding.

9   MEMBER WATTENBERG: Well then I would

10   want this to be part of that. So, yes, good,

11   okay.

12   MS. AMUNDSON: It was a compromised

13   bill too.

14   MEMBER WATTENBERG: Okay. Second,

15   what, going back and I don't expect this to be

16   our situation, but going back to one of the

17   slides there's the first round where you can

18   submit and then there's the second round.

19   The second round I think was July 6th

20   and then Ed Department has 120 days. So what

21   happens either if after 120 days the Ed

22   Department rejects your proposal and/or what if

1   you don't get it in? What happens?

2   I mean it used to be they would take

3   away your money. Is that still the same thing?

4   MS. AMUNDSON: It's one reason that

5   we're, both organizations have actually asked for

6   a delay in the time line on implementation. And

7   I think that is actually something that we might

8   be successful in getting.

9   I feel like even if things moved

10 swimmingly and you got it in on the 6th of March

11 sort of the earliest that 120 day clock would

12 tick, you know, do the math and think about

13 starting a school year having had what, weeks to

14 implement all of the things that you had put in

15 your plan.

16   I just feel like this time line is too

17 aggressive. And so I wouldn't tell you to count

18 on it. But I will say we're asking for it. I

19 know the chiefs are asking for it. And actually

20 Secretary King has talked about it.

21   MR. ZAMORA: And part of that I think

22 was the time line for the identifying the schools

1 using the new systems. And so, you know, I think

2 they might end up moving back.

3   There has been some suggestion these

4 sort of submission windows. It's going to be an

5 ongoing process. And I think as Kris was saying

6 like none of it, it's not necessarily going to be

7 done in March.

8   MEMBER WATTENBERG: So if we get

9 something in we're likely to get --

10   MS. AMUNDSON: Something back.

11   MR. ZAMORA: And I wouldn't certainly

12 want to speak for the US Department, specifically

13 not for the next administration that we don't

14 know who they are yet. But I think, you know,

15 showing good faith moving forward and, you know,

16 looking to the history of No Child Left Behind.

17   You know, it took a couple of years,

18 if not more, for all state plans to be approved.

19   MEMBER WATTENBERG: Last quick

20 question and then this broader one. The last

21 quick one is just you listed under the fifth

22 indicator educator engagement.

1   And my question is my understanding is

2   that the fifth indicator has to be something you

3   can disaggregate at the student level. So how

4   can you, I'm just curious because a number of us

5   have talked about different educator engagement.

6   MS. AMUNDSON: Yes. I mean all I know

7   is that it is a thing that states are talking

8   about. I think they're not talking about doing

9   that as their only, as the only thing they would

10   do for that fifth indicator. But particularly if

11   you're doing a school climate indicator educator

12   engagement could be rolled into that.

13   MEMBER WATTENBERG: So part of it

14   would have to be disaggregatable but part of it

15   could be --

16   MS. AMUNDSON: Yes, right.

17   MR. ZAMORA: And then, excuse me just

18   under the proposed regulations also likely to

19   yield improved academic outcomes or that piece.

20   MS. AMUNDSON: Yes, which is where I

21   think that comes in stronger, educator engagement

22   comes in stronger there. But I think there's

1   going to be a lot of not very good fifth

2   indicators for a while.

3   Let me be honest. I think there will

4   be a lot. Either people will choose something

5   very simple like attendance that they already

6   collect the data on and can measure easily or

7   there will be stuff that is not very good

8   initially. I mean those are the two sort of

9   polar extremes.

10   MEMBER WATTENBERG: So my last one and

11   I'll make it short just as a request I guess for

12   information. So on the supplement not supplant

13   and following up on what Joe Weedon said, is in

14   DC in addition to the supplement not supplant

15   issue that comes down federally we have our own

16   local funds that are only supposed to go to at

17   risk, they're supposed to follow at risk students

18   and fund at risk programming.

19   And there is an ongoing difficulty

20   with making sure that they get to the right kids

21   into the right schools. So I'm very interested

22   and I think a lot of people would be very

1   interested in really trying to figure out how to

2   sort of roll these two together maybe or use a

3   common framework for dealing with both of them so

4   that part of the school report card and part of

5   the state report card gets as deep as we can to

6   clarify where the money is going programmatically

7   I guess.

8   And so any help, I don't even know

9   enough to explain it. But I think you get what

10   we want.

11   MR. ZAMORA: Absolutely.

12   MEMBER WATTENBERG: And any help you

13   could give us in finding models in how to do that

14   I think would be really, really appreciated.

15   MR. ZAMORA: Happy to do that. And,

16   you know, it's an extraordinarily complex issue

17   and also sort of very politically controversial.

18   You know, just this morning there was a hearing

19   before the House Education Committee where there

20   was a lot of sort of fireworks.

21   And I think there remains to be seen

22   sort of what will come out at the end of the

1   process. But a lot of states have a lot of

2   questions. You know, for example, you know,

3   school construction.

4   You know, if a new school is built

5   within a district and it's not a Title 1 school

6   does that mean that you have to build an

7   equivalent school that is a Title 1 school, you

8   know, at the same time or, you know, if there's a

9   lead abatement program and it doesn't affect all

10   schools equally is that going to hamstring?

11   And, you know, things getting as

12   granular as the health benefits of the employees.

13   You know, if one school there happens to have

14   more families and you're covered under family

15   health care that could put a school out of

16   compliance.

17   And so we very much appreciate the

18   impulse but have a lot of questions around how

19   it's going to work in practice.

20   MS. AMUNDSON: Thanks. Stay tuned.

21   There's going to be some significant policy,

22   advocacy, action by probably the original

1   coalition that supported ESSA.

2   PRESIDENT JACOBSON: And then we will

3   move to Vice President Williams and then Ms.

4   Jolly from Ward 8.

5   VICE-PRESIDENT WILLIAMS: Thank you

6   for coming. This is really quite informative and

7   interesting. Coming from an area where we have

8   lower performing schools it's been proven that

9   leadership and teachers are one of the better

10   indicators of how a school performs.

11   In the past before PARCC our teacher

12   were penalized under a system where if the

13   students didn't test well they faced negative

14   consequences. Under this system we have a way,

15   we have the opportunity to look at new measures

16   of teacher evaluations and success.

17   Can you recommend some states we can

18   look at or some things that we can look at while

19   we're looking at this process?

20   MR. ZAMORA: I mean we do have, that's

21   sort of one of the priority areas that we've

22   identified and so we do have some very good

1   materials and could connect with other states. I

2   mean the way that I'm thinking about a lot of

3   this stuff is that there's not necessarily a

4   perfect or an ideal.

5   But the question is sort of going back

6   to what are the values of the community and sort

7   of what do we want and, you know, how do we then

8   interpret those values through the new ESSA

9   statutory sort of opportunities. So I think

10   surveying what's out there and seeing what's the

11   best fit in DC is the way to go.

12   MS. AMUNDSON: I think, one other

13   thing I would point out is that the elimination

14   of the highly qualified teacher requirement is I

15   think a positive step under ESSA. When I was in

16   Fairfax we always, the school that we had the

17   most teachers who were not for some reason or

18   other certified was always Thomas Jefferson.

19   And it was because we got a PhD person

20   to teach some nuclear biology class and he or she

21   didn't have some stupid bulletin board class and

22   we've have to go down and beg the Department of

1   Education to certify them. You now have much

2   more flexibility in determining as a state what a

3   highly-qualified teacher would be.

4   And there are two places I would offer

5   up to you that you could really make a great

6   improvements I think. One would be in CTE

7   classes where you could really take practitioners

8   and move them into working with students and

9   eliminate some of that bulletin boardness, you

10 know.

11   And the second would be in the arts

12 where I think you could bring in again, you know,

13 people who are, you know, dancers or musicians

14 and might not want to go through all of the

15 certification requirements. So I just lift that

16 up as a positive part of the law.

17   VICE-PRESIDENT WILLIAMS: Thank you.

18   PRESIDENT JACOBSON: Thank you, Vice

19 President Williams. Ms. Jolly from Ward 8.

20   MS. JOLLY: Thank you. Thank you for

21 your time and input tonight. So one thing that

22 really strikes me about this conversation is that

1 so much of it still seems to echo the stick and

2 carrot of NCLB.

3   Walking into FO we are still looking

4 at this as well how can we use these rankings and

5 this accountability system to spur schools into

6 raising test scores as though the only reason

7 that teachers would want to raise test scores is

8 for some accountability system not that we become

9 teachers because we deeply care about students

10 and want to invest them in lifelong learning.

11   So I'm wondering then especially too

12 because you've so emphasized this is our

13 opportunity to show what we value as a state,

14 what opportunities do you see for a system that

15 wants to value things like deeper learning, that

16 wants to value meeting student's needs in the

17 ways that community schools do?

18   How do we show not just through the

19 factors that we've already talked about tonight

20 but through the non-academic measures that we

21 recognize that school quality is about more than

22 just test scores in a way that is really deep and

1   rich and doesn't kind of demean the role of

2   schools and teachers as horses who follow carrots

3   on sticks?

4   MS. AMUNDSON: I'll start and then

5   Peter can chime in. I would say two things. One

6   is to think about expanding even what you use as

7   your assessment. I think it is possible without

8   going into the innovative assessment pilot which

9   we could talk about a long time, but it is

10 possible to add things like performance

11 assessments.

12   And particularly I heard Ms. Lord

13 talking about the science assessment for example.

14 That would be a great opportunity there.

15 Portfolios are another opportunity that already

16 exists.

17   You don't have to ask anybody's

18 permission for that. And then I would say look

19 carefully at what you report to the public and on

20 what things are you going to measure schools

21 because you don't have to just say test scores

22 and, you know, grad rates.

1   You can do a much richer look.

2   Georgia has, I don't know how many indicators

3   Georgia has. Georgia probably has too many. But

4   they've got a very wide array of things.

5   The State of California has developed

6   a dashboard system and I think they're going to

7   be working on refining that. But that was done

8   absolutely intentionally saying we are trying to

9   promote deeper learning and how can we do that.

10   So there are some states that are

11   working toward it. I think the message we want

12   to leave with you is this is not a done deal in

13   March.

14   MR. ZAMORA: Absolutely.

15   MS. AMUNDSON: What else do you want

16   to say about how else states are doing that?

17   MR. ZAMORA: Well I think, you know,

18   again just to reiterate and we have also a

19   document around sort of state strategic vision

20   that we've created. Start with that as your, you

21   know, base line and then see the different areas

22   of the law that can be manifested.

1   So, you know, just say for example

2   deeper learning. You know, as we look at the

3   assessments is our assessment measuring what we

4   really value? You know, is our accountability

5   system, you know, some states are very interested

6   in career readiness indicators and have looked at

7   that.

8   And so you can manifest that value in

9   the accountability system. But also then maybe

10   in the school improvement space, you know. Do

11   you want, the state can create a list of evidence

12   based interventions for use in under performing

13   schools.

14   That can be an exhaustive or non-

15   exhaustive list. So you can basically identify a

16   lot of evidence that supports deeper learning or

17   career readiness or arts education or what have

18   you and sort of use these as mechanisms to

19   communicate the values sort of through policy.

20   MS. JOLLY: And this is just me

21   wondering aloud now because I have another 53

22   seconds. But I'm just wondering too how we might

1   be able to roll into our plan that we value more

2   than just the student test scores whether they're

3   measured through PARCC or through portfolios

4   because I mean I went to Garfield Elementary's

5   back to school night and their parent engagement

6   they do there is fantastic.

7   And I think that it should be

8   reflected in a greater way in the way that we

9   rank and categorize our schools.

10   MS. AMUNDSON: There would be no

11   reason you couldn't do that. There would be no,

12   there is nothing standing in the way of adding

13   that to some way that you would both measure, you

14   know, a school but also then report out.

15   MS. JOLLY: Yes, because I find often

16   in my school visits that the schools that I would

17   want to send my kids to their scores don't look

18   great. But what's happening in classrooms is

19   fantastic.

20   And as a career teacher I don't care

21   about the scores. I care about what I see. And

22   I'm just wondering how we can better capture that

1   in our accountability system. That's what we're

2   all wondering. But just thinking aloud.

3   MS. AMUNDSON: I think that's the big

4   challenge of ESSA and the big opportunity.

5   PRESIDENT JACOBSON: Do Board Members

6   have additional questions? Hearing none I would,

7   I don't have any myself. So I wanted to thank

8   you again for joining us tonight.

9   It's a challenging task that the

10   Congress and US Department of Education has put

11   before us. But I know that we are --

12   MS. AMUNDSON: Put on your laps. Not

13   us, you.

14   PRESIDENT JACOBSON: I know that we

15   are up to the task. And we look forward to

16   working with both of your organizations and I

17   think most of my colleagues will be attending the

18   national conference in three or four weeks in

19   Kansas City.

20   MS. AMUNDSON: We're looking forward

21   to it. We've got a terrific program planned. An

22   awful lot focused on the twin challenges of

1   excellence and equity.

2   And so we hope it will meet your needs

3   and we'll look forward to seeing you plus

4   barbeque is all I've got to say.

5   PRESIDENT JACOBSON: Wonderful. Thank

6   you very much. Terrific. With that we are

7   moving on to our last agenda item which is a

8   proposal from Ms. Wattenberg. So with that I

9   will turn it over to her.

10   MEMBER WATTENBERG: Okay, thanks. And

11   this is a simple motion. And the one thing I

12   want to say is based on some final feedback.

13   It's slightly, slightly changed from what some

14   people think it might have once been.

15   But hopefully it captures what

16   everybody or what many, many people wanted. So

17   the motion is that we establish three SBOE

18   committees. One named Governance, Personnel and

19   Administration to discuss these matters in detail

20   as necessary and bring discussion items and

21   proposed actions in this area to the Board.

22   One named Budget to discuss the

1 Board's proposed and ongoing budget and bring

2 discussion items and proposed actions to the

3 Board in this area. And one named Every Student

4 Succeeds to discuss ideas and proposals related

5 to ESSA and to bring discussion items and propose

6 actions to the Board in this area.

7   Two, that each committee meet at least

8 once prior to October 5th. That the Governance,

9 Personnel and Administration Committee be chaired

10 by Karen Williams. That the Budget Committee be

11 chaired by Joe Weedon and that the ESSA Committee

12 be chaired by Ruth Wattenberg.

13   And six, that each committee aim for

14 membership breadth with all members encouraged to

15 volunteer and all chairs urged to recruit.

16   PRESIDENT JACOBSON: Is there a second

17 on the motion?

18   MEMBER WILSON PHELAN: I'll second the

19 motion for discussion.

20   PRESIDENT JACOBSON: Thank you. Let's

21 open it for discussion. Ms. Wattenberg, did you

22 want to start?

1   MEMBER WATTENBERG: Yes. I just want

2   to say that I think all three committees will be

3   very beneficial to the Board in terms of allowing

4   for discussion of some urgent issues and to do so

5   in an expedited way and allow the Board to then

6   have fuller discussions based on committee

7   discussions.

8   PRESIDENT JACOBSON: Additional

9   discussion?

10   MEMBER WILSON PHELAN: Could I just

11   hear from the nominated chairs whether they have

12   interest in leading those subcommittees?

13   PRESIDENT JACOBSON: Let's do them

14   backwards. Ruth, are you interested in chairing

15   an ESSA Committee?

16   MEMBER WATTENBERG: Yes, I am. And I

17   did actually talk to all of the people. So

18   presumably they will all say, yes, with greater

19   or lesser enthusiasm.

20   MEMBER WILSON PHELAN: No pressure.

21   PRESIDENT JACOBSON: Mr. Weedon.

22   MEMBER WEEDON: I'm happy to serve.

1   PRESIDENT JACOBSON: Vice President

2   Williams.

3   VICE-PRESIDENT WILLIAMS: Since I'm

4   already doing it I guess I will continue to

5   serve.

6   PRESIDENT JACOBSON: Additional

7   discussion?

8   MEMBER WILSON PHELAN: I would just

9   say from an operational perspective I think it

10   would allow Board meetings to be much more

11   efficient by having worked on a committee vetted

12   by members who bring the perspective of

13   constituents to the table and then allow us to

14   get to decision points potentially more quickly

15   than we have been able to get to in the recent

16   past.

17   PRESIDENT JACOBSON: Ms. Lord.

18   MEMBER LORD: Just to put these things

19   in perspective, when we've had committees we have

20   been able to do a lot of heavy lifting. It's

21   been full participation.

22   I'm thinking for example of my Ward 4

1 colleagues Truancy Committee which convened

2 people. We had principals. We had parents. We

3 had students and we not only were able to

4 continue being part of a conversation around

5 truancy but to change the rule that was adopted

6 after some unintended consequences surfaced.

7   So it's a very useful tool for

8 forwarding the Board's work but also to provide

9 some continuity for the Board. As we heard

10 tonight, the Every Student Succeeds Act will be a

11 process.

12   It's not a one time deal. And I

13 totally support Ms. Wattenberg because she did a

14 lot of the heavy lifting on the waiver. But I

15 also think that all of us need to participate,

16 particularly in the Budget, Governance process

17 because that's not a little committee work.

18   That is our, the voice of the Board.

19 So as long as the committees are inclusive and

20 have a sense of structure and report regularly

21 out I think that's a very good way of providing

22 continuity for the Board because we are going to

1   be seeing some changes and some continuity for

2   the work.

3   PRESIDENT JACOBSON: Thank you, Ms.

4   Lord. Additional discussion? Ms. Jolly.

5   MS. JOLLY: Yes, I guess I'm just

6   curious about more than just who is willing to

7   chair these committees. Are there actually Board

8   Members who are willing to serve on these

9   committees because I want to make sure, I mean

10   the work silo has been bandied about a number of

11   times today.

12   I want to make sure that the Board's

13   work doesn't end up being siloed into committees

14   of just one or two people. I'm also, before I

15   can vote on a Personnel committee I want to know

16   exactly what it will be doing.

17   Like will the Personnel Committee be

18   managing the day to day actions of the staff?

19   Will they simply be in charge of performance

20   evaluations? How will that work? So I mean I

21   would like to know more about that.

22   MEMBER WATTENBERG: Well I'll just

1   respond a bit. But I think it's sort of up to

2   all of us. My sense is that there is a lot of

3   interest in participating in committees that will

4   be efficient and that will be able to bring stuff

5   to the Board where it can be acted on.

6   And I think having, even if it's only

7   two or three people on a committee having a few

8   eyes spend some time on it to bring it to a

9   bigger group I think is a plus. So that's what I

10   would hope for.

11   And I'm sorry, my mind is totally

12   failing. What was the second thing?

13   MS. JOLLY: Who wants to serve on them

14   and what would the Personnel Committee do

15   typically?

16   MEMBER WATTENBERG: So the Personnel

17   one would be to talk about sort of the governance

18   and how staffing works. That's more about that,

19   I would say.

20   PRESIDENT JACOBSON: Two points of

21   information regarding committee service. The

22   President, according to our current bylaws the

1   President shall be an ex officio member on every

2   such committee.

3   So the President would serve on all of

4   these. And to Ms. Lord's point and to yours, any

5   member of the State Board may attend an ad hoc

6   committee executive session. So any committee

7   meeting is open to any Board Member according to

8   our bylaws.

9   Additional discussion? Mr. Weedon.

10   MEMBER WEEDON: I'd just like to add

11   that I think there is a lot of work that goes on

12   behind the scenes. And I think part of this is

13   an effort to make sure that all of us as

14   representatives of our constituents are stepping

15   up and doing some of that work and removing the

16   burden from the officers or the Board and the

17   executive director.

18   We have a small staff. We need to all

19   step up and do our part. And some of these

20   conversations, I think, could be fleshed out and

21   options created and presented to come to the full

22   Board as opposed to having those conversations

1 whether it be in a working meeting or in a public

2 meeting.

3 So that's the vision that I see at

4 least for the Budget Committee. And again, I'm

5 happy to serve there. The one question I have

6 back in the fall, summer, whenever it was, I'm

7 blanking on the time frame but we established

8 priorities.

9 And we're omitting the priority of

10 graduation requirements in the committee

11 structure here. One was about governance. We

12 had the ESSA. So I'm wondering if we should also

13 do something to have a committee looking at the

14 graduation requirements.

15 PRESIDENT JACOBSON: I'm going to

16 interject here for a second. We had a retreat in

17 February. It was a day long. Board Members

18 attended and discussed our priorities at length.

19 Among our priorities was closing the

20 achievement gap and so we formed a committee on

21 that led by Tierra Jolly. Another, to my

22 recollection, was a committee on graduation

1   requirements as well.

2   So I think we've already created that.

3   We also decided at that meeting, there is a gnat

4   in front of my face so I apologize.

5   MEMBER WATTENBERG: It used to be over

6   here.

7   PRESIDENT JACOBSON: It's migrating.

8   We also discussed ESSA at great length. It had

9   just been passed. Kris Amundson from NASB

10   presented to us and we decided as a group at that

11   retreat that ESSA was something that was too

12   important to delegate to one person and one

13   committee chair to deal with and that we wanted

14   to deal with it as a Board.

15   I still feel that is the most

16   responsible way to deal with something this large

17   is to deal with it together. I would also

18   suggest that governance, personnel,

19   administrative issues and budget are all related.

20   If the Budget Committee doesn't know

21   what the Personnel/Administration Committee is

22   doing neither can make decisions. And I feel

1   like we are actually creating a little too much

2   bureaucracy here.

3   And if the Board does go forward with

4   this I would suggest that be collapsed into just

5   one administrative committee. I would also point

6   out that I suggested a version of this 20 months

7   ago when I was running for president of this body

8   and suggested that we have two vice presidents

9   one that headed administrative issues and one

10   that headed policy issues.

11   We are a policy making board or a

12   policy approving board technically. We need to

13   make sure that we continue to be very focused on

14   the educational needs of our students and I think

15   that we need to make sure that is where we spend

16   the bulk of our time and resources.

17   And having staff be required to

18   provide capacity to multiple committees is

19   challenging. I think we all recognize the

20   challenges our staff has in terms of capacity.

21   So if this body decides to move

22   forward I would suggest that we have a single

1   Administrative Committee and remain with ESSA

2   with the full Board.

3   MEMBER WILSON PHELAN: I thought about

4   that and I would be curious for the perspectives

5   of my colleagues. So I remember that

6   conversation and that we did assign

7   responsibility for graduation requirements.

8   I think it was a working group. I

9   don't think it was a committee and I do actually

10   believe there is a distinction in our bylaws.

11   And there is an official distinction.

12   So a committee structure requires that

13   we actually vote on a committee structure and I

14   believe there are things related to Open Meetings

15   Act to be followed and so on and so forth versus

16   a working group that just figures out how to go

17   forward with the work and brings proposals back

18   to the Board for consideration which might lead

19   to the creation of a formal committee.

20   I know that sounds bureaucratic but I

21   do think the distinction is relevant. I know we

22   haven't had any movement in the graduation

1 requirements area. So maybe we do need a

2 committee in order to move that forward on the

3 record.

4   In terms of your comments related to

5 ESSA in particular. I'm completely open to

6 creating one Administrative Committee if that

7 makes sense to other people. I personally feel

8 like we are asking similar questions with all of

9 the working and public meetings that we're having

10 related to ESSA.

11   And I do think that is because when a

12 collective body takes ownership over something

13 versus a certain group of people that feel

14 accountable to something it's very easy to just

15 think your colleague is going to bring it up.

16 Right, like that is human nature.

17   It's studied behavioral psychology.

18 I'm not bringing up new information. And so I

19 support this committee structure because I think

20 it will get us to a better set of questions that

21 progress us towards making a decision or at least

22 creating specific suggestions related to ESSA.

1   And I worry we will not get there if

2   we continue to spread the work among nine people

3   and not have a true designated voice from the

4   Board to carry that work forward. And we did do

5   that in the past and it seems to have worked with

6   broader engagement.

7   But it just helps to have a Board

8   Member leading that work to sort of bring the

9   questions out that might be on all of our minds.

10 Instead we're spending all of our working

11 meetings getting to all these same sorts of

12 questions rather than getting to the depth and in

13 the directionality that we need in order to

14 really provide significant and important feedback

15 on this topic. That's my personal observation.

16   PRESIDENT JACOBSON: Thank you for

17 that perspective. Vice President Williams.

18   VICE-PRESIDENT WILLIAMS: I agree on

19 ESSA. So I'm not going to talk about that. But

20 to have a separate Personnel and a separate

21 Budget Committee might be very cumbersome since

22 95, 90 percent of our personnel issues are budget

1 issues.

2 I mean our budget is 95 percent of.

3 So to have that broken out into two different

4 committees might be cumbersome. So maybe Joe and

5 I can work together if that's the way the Board

6 wants to have a committee.

7 MEMBER WEEDON: I'd just add that I

8 think the discussion was around personnel and

9 other administrative items. We need to do a

10 bylaws update. I think it's required every two

11 years.

12 So there's other administrative things

13 too which aren't directly related to budget. So

14 I think the idea was let's make sure that all of

15 these things get done and we get the appropriate

16 staff.

17 If it's one committee or multiple I

18 don't think it matters. But I think we need a

19 smaller group diving into some depth on these

20 issues.

21 MEMBER WATTENBERG: I accept that as

22 friendly.

1   PRESIDENT JACOBSON: Ms. Lord.

2   MEMBER LORD: Having served on a

3   number of boards there typically is a Finance

4   Committee. Everybody on the Board must weigh in

5   on things like budgets or things of immediate

6   concerns, you know, shortfalls, unexpected

7   resignations of people.

8   But it's important for the continuity

9   and the transparency. So I think if we think

10   about it not as budget but as kind of a financial

11   picture that includes budget, that includes

12   personnel we're going to be moving in the right

13   direction.

14   And it is sort of our fiduciary

15   responsibility, if you will, as a board to make

16   sure that everything is spent well and budgeted

17   correctly and staffed correctly.

18   PRESIDENT JACOBSON: So additional, I

19   just want to make sure we know where we are. I

20   believe we had a friendly amendment accepted to

21   one Administrative Committee.

22   And so that is currently the case and

1 an ESSA Committee. And is that an official

2 friendly amendment on a graduation requirements

3 committee, Laura, Ms. Wilson Phelan, I apologize.

4 MEMBER WILSON PHELAN: Actually it was

5 Joe that brought it up.

6 PRESIDENT JACOBSON: Okay. Is that

7 another suggested friendly amendment?

8 MEMBER WEEDON: I have not made that

9 motion. It would be up to the person who made

10 the original motion and we're still waiting for

11 the person who seconded the motion to accept the

12 friendly amendment that's on the table.

13 MEMBER WILSON PHELAN: I accept the

14 friendly amendment.

15 MEMBER WATTENBERG: Can I just suggest

16 in the interest of efficiency is that the

17 graduation requirement issue get saved until the

18 working meeting --

19 PRESIDENT JACOBSON: Happy to do that.

20 MEMBER WATTENBERG: -- and that we do

21 these two committees right now?

22 PRESIDENT JACOBSON: Any further

1   discussion? Ms. Jolly.

2   MS. JOLLY: I understand the need for

3   there being like a deeper dive into ESSA. But I

4   have to be frank as well and say that I am

5   uncomfortable with that work, I mean, I don't

6   know how much because it's Hatch Act, I can say.

7   But right now I think that the Members

8   of the Board whose communities have the most

9   students in them and who should have I think an

10   outsized input into the work of ESSA are folks

11   who because of other obligations that come along

12   with this job are not able to devote time to that

13   committee right now.

14   And I'm really uncomfortable with a

15   lot of the nitty gritty decision making work

16   about this thing that guides literally everything

17   else that we do being left to just three people.

18   MEMBER WATTENBERG: If I might, to

19   respond to that it would be my hope completely as

20   it is for the other committees is that the goal

21   of the committee is really to organize some

22   thinking and define stuff out and to be totally

1   about engaging the rest of the Board in a serious

2   way. That would totally be the point. So just

3   to be totally clear.

4   PRESIDENT JACOBSON: Any additional

5   discussion? If not I would like to call the

6   question and let's do a roll call vote. Ms.

7   Wattenberg, could you read the motion combining

8   the first two clauses as a single committee?

9   MEMBER WATTENBERG: Yes. That we

10   establish two committees, one named

11   Administrative, the Administrative Committee to

12   discuss. Well let me, one named Personnel,

13   Administration, Governance and Budget to discuss

14   these matters in detail as necessary and bring

15   discussion items and proposed actions in this

16   area to the Board.

17   And one named Every Student Succeeds

18   to discuss ideas and proposals related to ESSA

19   and to bring discussion items and proposed

20   actions to the Board in this area. Two, that

21   each committee meet at least once prior to

22   October 5th.

1   Three, that the Governance, Personnel

2   and Administration Committee be chaired by Karen

3   Williams and four, that the ESSA Committee be

4   chaired by Ruth Wattenberg. And then I would

5   suggest maybe the committee wants to sort of

6   figure out a co-chair thing.

7   But I'm not going to get into that.

8   That's my, and sorry, and last and that each

9   committee aim for membership breadth with all

10   members encouraged to volunteer and all chairs

11   urged to recruit.

12   PRESIDENT JACOBSON: And the second

13   agrees with those amendments, correct?

14   MEMBER WILSON PHELAN: Yes.

15   PRESIDENT JACOBSON: Great. Let's do

16   a roll call vote.

17   EXECUTIVE DIRECTOR HAYWORTH: Mr.

18   Jacobson.

19   PRESIDENT JACOBSON: Abstain.

20   EXECUTIVE DIRECTOR HAYWORTH: Ms.

21   Williams. Ms. Williams.

22   VICE-PRESIDENT WILLIAMS: Yes.

1   EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.

2   MEMBER LORD: Yes.

3   EXECUTIVE DIRECTOR HAYWORTH: Ms.

4   Wilson Phelan.

5   MEMBER WILSON PHELAN: Yes.

6   EXECUTIVE DIRECTOR HAYWORTH: Ms.

7   Wattenberg.

8   MEMBER WATTENBERG: Yes.

9   EXECUTIVE DIRECTOR HAYWORTH: Ms.

10   Anderson.

11   MEMBER ANDERSON: Yes.

12   EXECUTIVE DIRECTOR HAYWORTH: Mr.

13   Jones.

14   MEMBER JONES: Yes.

15   EXECUTIVE DIRECTOR HAYWORTH: Mr.

16   Weedon.

17   MEMBER WEEDON: Yes.

18   EXECUTIVE DIRECTOR HAYWORTH: Ms.

19   Jolly. Ms. Jolly.

20   MS. JOLLY: Abstain.

21   EXECUTIVE DIRECTOR HAYWORTH: Mr.

22   President the motion passes.

1   PRESIDENT JACOBSON: Wonderful. Thank

2   you, Ms. Wattenberg for bringing that issue

3   before us and making it a priority for this

4   Board.

5   MEMBER WATTENBERG: And we look

6   forward to all the ex officio participation.

7   PRESIDENT JACOBSON: If I had more

8   time. With that, I think that concludes our

9   business for this evening. If Board Members have

10   short statements or facts or events coming up

11   that they would like to tout briefly. Ms. Lord

12   and then Mr. Weedon.

13   MEMBER LORD: Thank you. I will be

14   brief. Earlier this month we celebrated the kick

15   off of attendance awareness month. It's actually

16   more than a month. It's attendance awareness

17   throughout the year.

18   We have these wonderful green

19   attendance bands. But the bottom line is the

20   easiest, most convenient and important way any

21   person can help a child is to get them to school

22   on time.

1   Punctuality is a great habit to foster

2   from the earliest years. I know the Metro can be

3   delayed. I've been caught in several instances

4   myself.

5   But just take a little moment to think

6   about how we can do just a little bit better

7   every day to get our kids on time. And then the

8   other thing is it is the start of the school

9   fundraisers and school auctions.

10   And I hope everybody will sign up for

11 the grocery stores, attend the auctions, come

12 away with lots of good stuff because this is the

13 difference between a teacher's aide in your

14 child's first grade class or an art program or a

15 foreign language program or a field trip.

16   So and mostly it's not just limited to

17 the school community. So thanks.

18   PRESIDENT JACOBSON: Mr. Weedon.

19   MEMBER WEEDON: Just wanted to make a

20 quick plug to ensure that everyone submits their

21 required health forms for attendance. It is a

22 requirement in the District for every student to

1 have a health form on file.

2   I know there are multiple schools in

3 my ward where a high percentage, let's say a

4 third of students don't have forms on file.

5 Let's make sure our schools and our children are

6 healthy.

7   And also just a shout out. Hope to

8 see everyone at Eastern's homecoming this

9 weekend.

10   PRESIDENT JACOBSON: Hearing no

11 further I would entertain a motion to adjourn.

12   MEMBER LORD: So moved.

13   PRESIDENT JACOBSON: Moved by Ms.

14 Lord. Is there a second?

15   VICE-PRESIDENT WILLIAMS: Second.

16   PRESIDENT JACOBSON: Second by Ms.

17 Williams. All in favor.

18   (Chorus of ayes)

19   PRESIDENT JACOBSON: We stand

20 adjourned.

21   (Whereupon, the above-entitled matter

22 went off the record at 8:01 p.m.)

63:13 113:16 120:18
entitled 17:7
entry 26:15 84:7
environment 39:4,4
  110:8
equal 103:3
equality 107:4,5
equally 27:6 127:10
equation 23:19
equity 137:1
equivalent 127:7
escalating 115:22
especially 68:2 70:22
  131:11
ESSA 2:15 8:17 9:2
  54:20 68:20 69:17
  77:11 80:19 85:20
  87:21 88:1 89:12
  96:22 108:20 120:17
  128:1 129:8,15 136:4
  138:5,11 139:15
  145:12 146:8,11
  148:1 149:5,10,22
  150:19 153:1 154:3
  154:10 155:18 156:3
essay 24:15
essentially 12:7 101:21
  106:17,22
establish 5:7 137:17
  155:10
established 145:7
establishing 88:2
et 76:21
euphoria 90:4
evaluate 58:14,19 67:2
  104:6 116:3
evaluating 104:1
evaluation 59:21 60:1
  77:19 78:4,15 97:16
evaluations 128:16
  142:20
evening 7:15 11:10
  21:19 22:2 87:9 158:9
event 11:20 13:13 16:9
events 158:10
everybody 18:19 41:16
  41:17 42:17 43:15
  45:9 47:12,13,13
  137:16 152:4 159:10
evidence 24:18 60:7
  81:16 115:19 116:4
  134:11,16
ex 144:1 158:6
exactly 14:5 79:13
  103:14 142:16
exam 20:22 57:2 95:14
examine 20:22
examining 59:10

example 23:8 68:4 71:9
  95:5 98:5 113:5
  120:10 127:2 132:13
  134:1 140:22
examples 89:21 90:15
  94:10
exams 20:13 46:11
  113:14
exceeded 25:22 30:10
  30:13
excellence 137:1
excellent 9:12 53:4
exception 27:10 30:14
excited 15:3 28:17,19
  29:18 31:2 60:4
exciting 25:7 26:18
excuse 15:6 61:5 72:7
  124:17
executive 1:16 2:4,9,17
  3:11,14,17,19,22 4:3
  4:6,9,12,16 10:19
  11:1,12 19:1,3,6,9,11
  19:14,17,20 20:1,4
  87:4 88:6 144:6,17
  156:17,20 157:1,3,6,9
  157:12,15,18,21
exhaustive 134:14,15
exists 132:16
expanding 132:6
expect 36:10 121:15
expectation 54:16
expectations 25:21,22
expedited 139:5
expenditures 103:2
expensive 107:15
experience 84:15
experienced 107:14,19
expertise 119:13
experts 8:12 63:6 88:4
  118:21
expired 97:3
explain 17:21 24:9 38:2
  126:9
explore 34:1
express 16:10
expression 24:2 32:13
expressly 120:16
extended 54:4,10
extent 46:2
extra 95:21
extraordinarily 51:20
  126:16
extremes 125:9
eyes 143:8

F

face 92:8 146:4
faced 65:11 93:15

128:13
facilitate 64:14,20
facing 31:18
fact 27:3 28:6 56:22
  60:4 67:22 73:9 90:17
factor 50:19
factors 131:19
facts 158:10
failing 143:12
Fairfax 129:16
fairly 21:5 90:8 98:11
  99:22 100:3,16
  101:18
faith 123:15
fall 9:1 98:1 109:5 145:6
familiar 12:1 52:1
families 32:20,20 33:16
  120:11 127:14
family 39:10 68:3
  127:14
fantastic 10:8 15:20
  135:6,19
fantastically 55:10
FAQ 33:16
FAQs 49:2
favor 6:2,18 7:11
  160:17
favorite 94:7
fears 114:17
February 145:17
federal 2:18 30:9 48:1
  88:12 98:16 109:7
  120:9
federally 53:15 125:15
feedback 54:21 78:20
  137:12 150:14
feel 89:13 110:7,10
  122:9,16 146:15,22
  149:7,13
feels 24:10
fiduciary 152:14
field 159:15
fifth 32:10 91:1 92:9
  93:11 115:6 123:21
  124:2,10 125:1
figure 43:15 55:16
  84:13 126:1 156:6
figured 99:5 103:12
figures 148:16
file 160:1,4
fill 79:7
final 101:1,6,12 103:13
  114:11 137:12
finalized 78:9 102:16
  104:4
finally 93:15 96:3
  109:16
finals 75:17

Finance 152:3
financial 12:18 98:15
  152:10
find 9:5 15:17 35:19
  36:15 40:3 62:15 68:9
  73:8 77:17 84:20
  86:11 117:11,17
  135:15
finding 126:13
fine 5:9,10 13:3 47:1
fired 43:20
fireworks 126:20
first 17:9 20:21 26:14
  36:21 39:5 41:7 53:1
  53:6,20 54:2,8 58:16
  59:2,4,5 60:20 66:16
  67:10 74:12 83:2
  89:17 90:16 100:6,7
  105:21 106:16 107:20
  109:13,19 116:9
  117:19 120:2 121:17
  155:8 159:14
fiscal 2:11,11 17:8
  98:13 106:13,14
fit 51:8 82:7 129:11
fits 108:3,4
five 9:18,19 21:8 25:20
  34:16 64:6 83:15
  85:18 86:2 105:12
fixed 45:14
fixes 46:19 47:2
flat 117:3
fleshed 144:20
flexibility 78:8,16 97:3
  115:14,15,18,19
  130:2
floor 120:17
flown 121:2
FO 131:3
focus 14:16 99:8
focused 13:19 63:14
  136:22 147:13
folks 38:16 154:10
follow 44:17 55:1 66:15
  85:14 109:19 125:17
  132:2
followed 148:15
following 41:12,15
  51:10 74:3 125:13
food 103:6
force 11:12
foreign 159:15
form 18:20 33:19 38:5,5
  160:1
formal 81:22,22 148:19
formalities 82:5
format 121:4
formative 82:12

formed 145:20
former 52:4
forms 82:5 159:21
  160:4
formula 102:11
formulas 106:19
forth 79:18 148:15
forums 110:5
forward 9:13 15:20 49:7
  49:10 65:17 74:14
  80:15 123:15 136:15
  136:20 137:3 147:3
  147:22 148:17 149:2
  150:4 158:6
forwarding 141:8
foster 98:7 120:4 159:1
fostering 9:8
found 50:4 98:19 111:2
  116:10
foundation 25:2
founder 11:12
four 27:19 29:6 40:5,8
  51:16,18 75:17 76:3
  83:15 84:5 100:19
  102:10 108:4,7,17
  136:18 156:3
Fourth 8:3
fractions 24:6
frame 88:20 145:7
framework 54:17 126:3
frameworks 88:3
framing 25:19 28:13
frank 154:4
frankly 90:6
friend 88:9
friendly 53:8,10 151:22
  152:20 153:2,7,12,14
front 14:7 42:14 96:8
  146:4
full 11:7 33:19 97:7,17
  140:21 144:21 148:2
fuller 139:6
fully 106:3
fund 125:18
funding 101:22 102:11
  102:17,18 106:18
  116:19
fundraisers 159:9
funds 106:20 107:2,4,6
  116:14 125:16
further 5:14 18:22
  34:13 153:22 160:11
future 10:15 25:11
  28:22 53:22 54:11
  72:13 78:9
futures 65:12

G

gain 29:3
gained 45:10
gains 25:5 27:22 28:20
  29:19
game 114:18
gap 55:17 118:14
  145:20
gaps 57:1 71:3 87:12
  92:2
Garfield 135:4
general 50:8 109:2
  111:15
generally 12:13 104:7
generate 97:13
generation 79:11
  109:16
Geometry 28:10 45:2,3
  55:6
George 90:9
Georgia 133:2,3,3
getting 45:5 53:7 63:7
  76:9 77:4,5 78:19
  88:11 110:6 112:4
  122:8 127:11 150:11
  150:12
give 10:6 25:19 27:14
  50:17 65:16 75:6 78:6
  83:22 92:19,19 96:15
  126:13
given 30:18 38:19
  51:18 70:18 86:8
gives 34:4 35:5
giving 12:18 92:22
glad 88:17
gnat 146:3
go 14:10 15:15 35:10
  42:1 46:14 47:10,10
  47:11,11,17 51:13
  52:20 55:17 69:9
  75:15,20 76:19 77:15
  82:22 83:11 89:5,17
  89:17 90:20 102:18
  104:13 105:10,14
  111:18 116:19 117:9
  125:16 129:11,22
  130:14 147:3 148:16
goal 37:13 89:9 91:15
  91:16,22 92:2 96:9,10
  102:1 107:21 108:11
  154:20
goals 91:14 92:4,6
goes 116:20 144:11
going 9:16 11:6 13:16
  14:10,16 16:3,4,7,8
  21:21 34:19 36:12
  40:2,22 46:6 50:2
  51:20 55:16 57:12
  58:9 60:18 76:10 77:8

77:12 78:2 80:8 81:5
  83:10 85:7,12 89:8,22
  90:7 91:13,16 92:1,5
  92:8 93:15 95:2 96:12
  96:19 97:13,17,21
  98:10 99:5,22 100:2
  101:1 102:3 103:11
  103:15,20,22 104:3,6
  104:12,13,22 108:1
  110:22 112:22 113:1
  113:7,8 118:4 121:3
  121:15,16 123:4,6
  125:1 126:6 127:10
  127:19,21 129:5
  132:8,20 133:6
  141:22 145:15 149:15
  150:19 152:12 156:7
good 3:3 7:15 11:9
  16:17 21:19 22:2
  42:20 53:19 69:14
  80:11 81:16 85:6 88:9
  91:10 115:8 120:8
  121:10 123:15 125:1
  125:7 128:22 141:21
  159:12
goodness 13:9
gotten 44:22
governance 137:18
  138:8 141:16 143:17
  145:11 146:18 155:13
  156:1
governing 90:12
GOVERNMENT 1:1
grabbed 98:3
grad 132:22
grade 13:9,22 14:14
  15:15,20 23:13 24:12
  26:3 27:10,17,19,20
  28:3,4,7,18 29:3,4,6
  29:10,12,15 30:19
  32:10 35:13,17 37:8
  38:20 45:2 48:7 51:17
  51:18 68:1,6 84:10,11
  84:15 159:14
grader 36:1
graders 29:13 45:1,3
grades 25:6,9,13 28:14
  28:15,20 29:1 30:12
  30:13 48:2,15 51:15
  59:12,18
grads 12:12
graduate 95:7
graduates 11:22 95:18
  95:19
graduating 12:12 40:14
graduation 85:10
  145:10,14,22 148:7
  148:22 153:2,17

grants 108:6,7
granular 121:7 127:12
graphic 38:1,17
graphs 53:9
great 11:20 13:10,18
  21:7 22:1 34:22 42:5
  65:18 72:19 73:20
  86:14 87:7 94:10
  105:20 108:14 110:7
  113:5 116:7 130:5
  132:14 135:18 146:8
  156:15 159:1
greater 17:4 28:20
  103:3 117:22 135:8
  139:18
green 158:18
grips 77:14
gritty 154:15
grocery 159:11
ground 77:3
group 85:17 143:9
  146:10 148:8,16
  149:13 151:19
groups 25:12 29:18,20
  30:6 52:19 64:11
  86:17 94:14,18,22
  110:20,20 111:1
grow 36:14
growth 20:21 21:15
  35:17,19 36:11,16
  37:18 38:10 40:7
  41:18 50:13,18 52:8
  52:17 58:19 62:17
  63:21 65:5 66:19,22
  74:16 84:9 117:3,12
  118:1 119:3,8
guarantee 113:17
guess 75:1 78:5 114:11
  125:11 126:7 140:4
  142:5
guessing 34:11
guests 7:20
guide 33:16
guidelines 79:21
guides 154:16
guys 15:7 76:9

H

habit 159:1
half 64:4
Hamilton 90:10
hammered 14:12
hamstring 127:10
hand 92:2 111:5
handbook 94:5
handle 114:16
Hanseul 10:5
happen 44:7 47:9 73:11

36:22 37:1,19 38:6
46:14 51:19 52:2,5,6
54:3 55:4 59:12 60:7
60:22 61:15 62:10
67:6 68:2,6,9,22 69:1
71:18 72:5,22 77:20
77:22 78:1,1,16 83:21
84:2,7,12 86:8 90:22
91:12 98:13,15
100:17 103:2 104:2
104:19 124:3
levels 25:20 26:1,7,9,22
28:18 30:12 38:11,13
54:13 57:3 62:17 65:5
65:6 68:2 83:20 84:9
91:14
library 75:13,16
life 13:11 72:9
lifelong 131:10
lift 130:15
lifting 112:15 140:20
141:14
lights 89:5
limit 21:21
limited 159:16
line 15:5,18 53:22 54:2
54:5,6,10,11 71:11
83:10,14 90:1,21 95:9
97:2,9 100:10 122:6
122:16,22 133:21
158:19
lines 14:7 96:5,11
links 31:19
list 134:11,15
listed 92:15 123:21
listening 110:20 111:11
111:13
lists 93:20
literacy 70:2
literally 154:16
literary 32:12
little 41:12 43:6 67:7
83:6 84:20 86:20
88:21 94:2 98:3 105:7
106:10 112:8 113:22
141:17 147:1 159:5,6
live 33:12
living 14:3 26:10
local 67:6 93:17 98:6,17
106:18 107:1,4
116:13 125:16
logic 17:21
logistical 76:4
logistics 74:20
long 105:2 132:9
141:19 145:17
longer 53:22 120:8
longitudinal 74:4,16

longstanding 106:13
look 9:13 22:10 23:13
23:17,21 24:7 26:18
27:15,17 29:1,2 30:12
32:3,17 35:12 37:10
37:14,18 39:6 40:10
42:1,20 44:5 49:13
58:4 60:10 62:4 64:10
65:17 66:1 69:3 71:20
74:14 79:10 85:2
93:16 95:9 97:2 101:6
115:5 118:22 128:15
128:18,18 132:18
133:1 134:2 135:17
136:15 137:3 158:5
looked 29:17 134:6
looking 13:19 14:13,19
15:19,22 27:21 28:14
28:21 29:5 30:5,8
37:8,10 38:9 42:15,19
44:1 56:7,14 57:18,19
58:1 64:19 69:17 72:4
80:15 84:14 93:10
94:20 107:12 123:16
128:19 131:3 136:20
145:13
looks 24:17 94:7,21
Lord 1:14 3:17,18 7:10
17:13,16 18:15,16
19:9,10 53:1,3 54:15
55:1 56:22 58:7 66:14
73:21 81:3,4 82:20
85:5 105:13,16
109:12,13 112:9
114:11 116:8 132:12
140:17,18 142:4
152:1,2 157:1,2
158:11,13 160:12,14
Lord's 144:4
losing 81:9
lost 45:18 108:15
lot 12:16 31:3 37:17
42:6 44:22 53:9 63:18
67:12,13,13 74:15
75:11 83:22 88:8
97:13 98:19,19 100:2
100:15,15 102:3
103:10 110:4 112:15
113:11 114:2 118:3
125:1,4,22 126:20
127:1,1,18 129:2
134:16 136:22 140:20
141:14 143:2 144:11
154:15
lots 41:21 159:12
love 16:9 35:7 40:16
50:13 71:9 105:22
118:12

low 61:15 85:18 117:15
lower 38:13 63:19
85:19 128:8
lowest 27:4,13 120:7
lunch 120:8

———— **M** ————

machinery 113:15
main 13:13
major 99:1
majority 29:20 48:16
56:12 82:9
making 21:14 49:12,19
65:9 76:10 78:19 85:9
91:13 110:11 113:13
125:20 147:11 149:21
154:15 158:3
man 90:11
management 99:20
managing 142:18
mandate 59:22
mandated 53:15
manifest 134:8
manifested 133:22
March 96:9 100:5,8,8
113:20 115:4 122:10
123:7 133:13
MARK 1:13
Mary 1:14 105:13
match 55:4
materials 33:12 105:6
114:2 118:17 129:1
math 20:16 23:13,14
25:9 30:11 35:13 36:2
40:13 48:20 55:7
122:12
Mathematica 26:12
mathematics 27:2,21
28:5,16 30:5 48:14
matter 73:17,19 160:21
matters 10:14 137:19
151:18 155:14
Mayor 40:21 63:11,11
mean 55:15 57:14 61:5
83:9,9,20 95:10,11
104:13 120:14 122:2
124:6 125:8 127:6
128:20 129:2 135:4
142:9,20 151:2 154:5
meaningful 92:4 93:18
means 53:21 54:9
93:22 94:1
meant 30:20
measure 35:20 36:16
54:20 56:4 57:12
92:18 93:2 115:2,3,8
117:2 125:6 132:20
135:13

measured 57:2 135:3
measurement 115:8
measures 22:13 93:7
115:7 128:15 131:20
measuring 93:6,6
117:12,14 119:8
134:3
mechanisms 111:22
134:18
Medic 12:21 14:9
meet 25:21 104:10
137:2 138:7 155:21
meeting 1:7 3:5 4:20
7:22 10:9,12,16 20:9
76:16 79:12 94:9
131:16 144:7 145:1,2
146:3 153:18
meetings 8:1,21 9:1
114:3 140:10 148:14
149:9 150:11
member 1:12,13,13,14
1:14,15,15 3:18,21
4:2,5,8,11 5:2,5,10,17
6:14 7:5,8 10:14
17:10,13,17,20 18:16
19:10,13,16,19,22
20:3 34:18 39:2 41:7
41:11 46:18 47:1
49:15,17 53:2,3 54:15
55:1 56:22 58:7 66:15
70:9,13 72:19 73:22
78:11 80:22 81:3,4
82:20 85:5 88:14
105:11,16,22 106:21
107:7 108:14 109:8
109:13 112:9 114:11
116:9 118:11 119:16
120:20 121:9,14
123:8,19 124:13
125:10 126:12 137:10
138:18 139:1,10,16
139:20,22 140:8,18
142:22 143:16 144:1
144:5,7,10 146:5
148:3 150:8 151:7,21
152:2 153:4,8,13,15
153:20 154:18 155:9
156:14 157:2,5,8,11
157:14,17 158:5,13
159:19 160:12
members 1:10 4:21
7:18 8:4 17:1,4 34:16
41:5 53:1 60:16 66:5
85:11 87:5 105:10
109:12 136:5 138:14
140:12 142:8 145:17
154:7 156:10 158:9
membership 138:14

121:16
situations 48:18 80:1
82:18
six 28:4 75:17 83:2 89:3
138:13
sixth 23:13 24:12 35:22
68:6
size 70:19 86:9 91:1
108:3
sizes 85:18 99:3 108:4
skills 13:12 22:14 23:7
slide 22:9 23:11 29:16
35:10
slides 26:5 65:2 121:17
slight 29:4
slightly 53:22 69:7
137:13,13
small 102:12 112:17
144:18
smaller 97:20 151:19
smart 82:22
smooth 78:22
smoothly 78:19
social 93:4
Society 12:22 14:10
socioeconomic 71:3
soft 60:18 63:9
solid 29:7,8,9
solvable 76:8
solve 23:19,22 24:6
47:16 77:18
solved 47:12 76:9
solving 22:15 46:13
somebody 76:17,17
113:10
somewhat 35:9
soon 103:12
sorry 7:10 74:18 96:13
143:11 156:8
sort 49:22 50:1 53:13
55:22 58:11,20 74:11
77:17 82:12 86:10
89:14,18 91:11 96:21
97:6,17,19 98:3,12,21
99:3,12 100:15,17
101:3,18 102:19,21
103:3,19 106:13,13
107:3,5 109:1,2,4,5,6
110:11 111:15,16
112:5 113:21 114:1,4
115:14,22 116:3
118:18,22 119:8
121:2,6,7 122:11
123:4 125:8 126:2,17
126:20,22 128:21
129:5,6,9 133:19
134:18,19 143:1,17
150:8 152:14 156:5

sorted 89:15
sorts 150:11
sounds 148:20
source 98:16
space 134:10
Spanish 9:6
speak 10:15 34:13
123:12
speaker 24:10
speaking 34:8
speaks 112:12
special 29:22 64:11
specialized 70:5
specific 25:12 29:18,20
30:6,12 33:15 40:3
42:10 44:6 149:22
specifically 65:3 111:9
123:12
speed 98:12
spend 143:8 147:15
spending 21:10 83:1
150:10
spent 81:13 152:16
spots 57:19,21 64:10
spread 150:2
spreadsheet 38:5 49:22
spreadsheets 33:15,15
spring 22:20,22
spur 131:5
SR16-5 17:7
St 1:8
staff 10:16 11:6 17:1
18:3 21:3 142:18
144:18 147:17,20
151:16
staffed 152:17
staffing 143:18
stakeholder 93:16 94:6
94:12,17,21 119:12
stakeholders 93:20
96:6 97:5
stakes 45:22
stand 56:2 160:19
standard 23:15
standards 24:20 65:11
65:13,14
standing 135:12
stands 56:3
start 14:16 22:11 38:8
41:11 101:4 105:11
106:9 132:4 133:20
138:22 159:8
started 12:22 46:12
119:2
starting 45:9 122:13
state 1:3,8 2:7,15 3:6
4:19 7:16,19,22 8:4,7
8:12,15,15 9:14 10:4

10:10 16:18,21 17:3,7
21:14 22:5 23:3 32:3
32:14 33:14 34:4
58:13 61:22 62:9
68:22 72:5 74:8 78:1
78:9 88:7,9,13 89:20
89:20,21 90:18,19
92:3 93:9,17,19 94:11
94:11,22 95:6,14,21
96:10 97:4,8,22 98:6
98:16 99:7,8,13,19
100:1,12,12 101:5
102:17 103:22 104:1
104:6,8,13 106:18
107:1,4,11 108:17
109:20 110:3 111:10
112:17 115:21 118:5
121:3 123:18 126:5
130:2 131:13 133:5
133:19 134:11 144:5
state's 104:10 109:2
stated 26:12
statements 60:7 158:10
states 20:14 48:5 79:1
80:12 85:16 88:1,4
89:19 90:14 92:16
93:5 94:1 96:21 98:19
104:2,12 108:11
110:16 111:7,16
112:1,13 113:6 114:4
114:5,22 118:22
124:7 127:1 128:17
129:1 133:10,16
134:5
statewide 22:7 69:7,10
statistical 70:15
statisticians 118:4
status 38:14
statute 98:14 120:15
statutes 99:14
statutory 129:9
stay 11:16 127:20
step 17:2 31:13 129:15
144:19
stepping 144:14
Stewart 10:21 11:2
stick 131:1
sticks 132:3
stores 159:11
stories 92:21
story 39:12 43:11
strategic 133:19
strategies 40:19 97:15
streamlined 68:18 69:1
69:15
streamlining 69:17
80:18
Street 8:3

strength 32:15 84:18
strengths 85:3
strikes 130:22
striking 60:20
strive 52:5
strong 25:8 28:15 51:4
stronger 124:21,22
strongly 51:11,11
structure 141:20
145:11 148:12,13
149:19
struggling 57:11
stuck 107:19
student 8:14 9:8,15,16
9:21 10:1,3 24:9
35:19 36:18 71:6,14
72:22 73:4 84:4 87:13
87:22 92:14 95:17,18
98:7 99:11 102:11
113:8 124:3 135:2
138:3 141:10 155:17
159:22
student's 131:16
students 8:19 9:3,17
12:13 16:4,5,5,16
20:17 22:16,19,21
23:6,19,21 24:5,13,22
25:13,16 26:13 27:4
27:13 28:7,9 29:2,5
29:10,18,20,21,21,22
30:1,2,4 31:4,7,14
32:7,12 35:13,14,18
36:5,8,14 38:12 39:6
39:10,13,16 40:14,15
44:12 45:19,20 46:9
46:10 47:11 48:2,16
48:19 51:2 52:8,8
53:15 55:5 56:12
57:11 59:16,18 60:9
62:18,19,20 64:12
65:5,10,12 66:2 67:17
67:21 68:1,5,8,12
70:18 71:4 82:14,18
83:7 86:17 91:14 93:7
95:7 106:5,8 116:21
117:3 125:17 128:13
130:8 131:9 141:3
147:14 154:9 160:4
studied 149:17
study 26:11
stuff 115:7 125:7 129:3
143:4 154:22 159:12
stupid 129:21
subcommittees 139:12
subgroups 58:2 64:8
85:15 98:5 121:6
subject 28:1 33:15 38:7
subjective 102:19

subjects 25:6 59:12,19
submission 123:4
submit 110:22 121:18
submits 159:20
submitting 11:3 96:10
substantial 97:12
   115:13,19
succeed 22:16 87:13
   106:8
succeeding 121:8
Succeeds 8:14 87:22
   113:8 138:4 141:10
   155:17
success 83:8 92:14
   128:16
successful 9:7 113:9
   122:8
suddenly 43:14
suggest 18:11 146:18
   147:4,22 153:15
   156:5
suggested 147:6,8
   153:7
suggesting 18:7 78:2
suggestion 123:3
suggestions 149:22
summary 34:2 56:16
summative 95:14
summer 145:6
Sunshine 2:10 10:20
   11:13 15:10,18 16:11
Sunshine.org 15:16
super 70:13 71:7
Superintendent 8:16
   9:9 10:5 22:5 63:12
   88:14
superintendents 104:8
supplant 101:15 106:1
   106:12 120:1 125:12
   125:14
supplement 101:14
   106:1,12 116:11
   120:1 125:12,14
support 8:6 12:8,14
   13:5 14:2,17 15:22
   16:8,11 18:16 22:18
   24:19 31:4 51:11
   64:13,14 78:21
   141:13 149:19
supported 12:15,20
   128:1
supporting 16:3 24:11
   24:18 52:19 116:20
supports 25:15 31:9,12
   32:19 59:17 62:22
   65:15 84:14,16 99:11
   102:2 106:7,8 134:16
supposed 116:19

125:16,17
sure 11:6 12:1,5,8,19
   13:15 14:4 15:7,9,13
   21:15 22:2 39:19 44:7
   46:17 49:12,19 51:22
   62:16,18 65:9 66:2
   67:16 68:8 69:14
   76:10 78:19 83:17
   87:5 89:1 91:2 98:18
   104:8 113:13 114:13
   116:18 117:12 125:20
   142:9,12 144:13
   147:13,15 151:14
   152:16,19 160:5
surfaced 141:6
surgery 89:4
survey 9:5 54:20 79:4,8
   110:5
surveyed 81:12
surveying 129:10
suspects 111:19
sustainable 54:1,5,11
swimmingly 122:10
switch 30:18
SY2015-2016 2:12
sympathetic 41:20
synthesize 24:14
system 8:9,18 77:2
   95:5,22 99:20 119:9
   119:15 128:12,14
   131:5,8,14 133:6
   134:5,9 136:1
systems 97:14,16 98:9
   123:1

T
---
table 17:11,16 18:11
   19:2 140:13 153:12
tabled 20:8
tabulated 121:5
tackle 55:16
tactics 64:3
tag 112:3
take 14:17 25:18 27:15
   31:15 37:14 44:19
   45:2,15 46:1,5 52:12
   53:15 64:10 67:15
   75:20 77:10 88:17
   91:11 97:8 117:10
   122:2 130:7 159:5
takeaways 25:5
taken 65:7 72:3 94:12
   96:13
takes 76:5 149:12
talk 12:2 25:3 26:6
   35:19 39:18 43:6 58:7
   63:21 67:7 74:17
   80:12,13,13 89:11,22

95:3 96:12 111:5
   114:9 132:9 139:17
   143:17 150:19
talked 29:15 122:20
   124:5 131:19
talking 14:5 38:2 39:1
   39:21 77:18 90:2,14
   102:8 113:12 124:7,8
   132:13
talks 33:2
tangent 67:19
tank 46:11 108:6 118:7
target 30:11
targets 30:13 92:6
task 136:9,15
tasks 95:1
taught 14:22 15:3
taxpayer 52:3
taxpayers 41:17
teach 15:1 129:20
teacher 32:10 52:4
   59:21,22 77:19 78:3
   97:16 107:20 128:11
   128:16 129:14 130:3
   135:20
teacher's 159:13
teachers 8:20 33:11
   36:6 47:10 52:18
   58:14,19,21 59:6 67:2
   76:2,19 81:8 82:10,14
   107:14,19 110:1
   128:9 129:17 131:7,9
   132:2
teaching 14:21 65:15
team 9:9 70:5 118:20
technical 12:9 119:13
technically 147:12
technology 47:19 74:20
   79:6,21 80:9
televise 13:14
tell 12:17 14:6 15:13
   36:4 39:11 45:7 73:13
   93:21 94:3 108:1,11
   108:12 122:17
telling 104:7
tells 45:5
temporary 120:11
ten 11:2 21:22 86:17
   88:20 119:1
Tennessee 117:9
tenth 48:7 84:10
term 72:8
terms 37:22 41:14 61:4
   64:5 65:4 71:5 78:8
   78:10 80:18 96:5
   110:16 113:2 118:9
   139:3 147:20 149:4
terrible 75:3

terrific 34:15 74:13 89:6
   95:4 136:21 137:6
test 27:8 28:10,12
   29:11 32:8 33:3,18,19
   39:21 40:18 44:13
   48:2,5 50:2 51:15
   55:6 76:13 78:18 79:4
   79:6,13,19 80:15
   81:11,18 93:1 112:17
   128:13 131:6,7,22
   132:21 135:2
testimony 10:13 11:4
testing 45:8,11,18
   47:22 48:6,12 67:12
   67:13,14,18,18 75:10
   76:20 77:12,16 81:6
   113:16,20
tests 33:21 44:19 45:3
   45:15,16,21 60:8
   67:20,20 75:20 77:8
   81:13,14,17 82:11,12
text 22:15 24:14,21
   32:12
texts 24:13
thank 9:9 16:13,14,15
   21:12 34:5,7,13,18
   41:2,10 47:21 49:17
   50:9 52:21 53:3 60:15
   63:1 66:3 70:9 73:20
   80:22 81:2,4 87:7,8
   87:14,16 96:18
   106:11 109:8,11,14
   116:7,9,10 119:16,17
   128:5 130:17,18,20
   130:20 136:7 137:5
   138:20 142:3 150:16
   158:1,13
thanks 16:9 20:7 49:14
   119:20 127:20 137:10
   159:17
theirs 117:10
theme 111:16
themes 111:6
theory 91:4,8 114:12
thing 12:22 13:6 29:17
   38:2 40:5 56:1 68:15
   73:16 77:9 79:3 95:16
   96:11 104:15 109:20
   117:1,19,20 120:5
   122:3 124:7,9 129:13
   130:21 137:11 143:12
   154:16 156:6 159:8
things 13:10 15:4 16:10
   38:15 39:5 41:13 44:3
   50:9 51:9 52:12 59:8
   65:4 66:16,20 73:18
   73:19 74:1,13 75:14
   86:1,12 90:19 91:2

validity 56:4
value 52:12 131:13,15
   131:16 134:4,8 135:1
values 119:10 129:6,8
   134:19
varied 82:19
varies 94:1
variety 25:15
various 51:2
varying 82:5
vast 29:19 48:16 56:12
version 147:6
versus 35:1 55:5 103:4
   148:15 149:13
vetted 140:11
vetting 44:2
VI 2:8
vice 5:22 6:12 119:18
   128:3 130:18 140:1
   147:8 150:17
Vice-President 1:12
   3:16 5:20 6:11 119:20
   128:5 130:17 140:3
   150:18 156:22 160:15
view 115:4,10
viewers 89:2
viewing 7:20
VII 2:11
VIII 2:12
virtue 106:19
vision 133:19 145:3
visit 9:3
visits 135:16
visual 31:22
vocabulary 32:13
voice 141:18 150:3
voices 10:3
voluminous 100:1
volunteer 93:10 138:15
   156:10
vote 93:8 111:3 142:15
   148:13 155:6 156:16

W

waiting 153:10
waiver 114:15 141:14
waivers 97:3
walking 72:16 131:3
Walls 43:8,10 44:4,18
   55:22 74:19
want 7:20 13:21 17:21
   22:11 31:11 42:7 43:5
   43:6,12 44:3 46:16
   47:18 50:11 52:15,15
   62:16 64:1 65:8 66:15
   68:13,15 69:14 70:22
   71:22 74:2,19 75:2
   76:15 83:18 86:12

89:1 92:20 95:7 111:2
   112:19 113:17 115:2
   115:2,7 117:11 120:1
   121:10 123:12 126:10
   129:7 130:14 131:7
   131:10 133:11,15
   134:11 135:17 137:12
   138:22 139:1 142:9
   142:12,15 152:19
wanted 9:8 40:6 60:10
   67:7 116:22 136:7
   137:16 146:13 159:19
wants 15:14 131:15,16
   143:13 151:6 156:5
ward 5:4 7:16 10:21
   14:15 16:7 35:11 39:6
   40:11 41:4,5 49:16
   50:3,12 52:16,20 55:2
   65:20 66:17,19 116:8
   116:17 117:5 128:4
   130:19 140:22 160:3
wards 65:21 66:7 110:5
wash 83:10
Washington 1:8 46:10
   90:9 94:11,21 104:13
   109:20 118:5
watching 47:13
Wattenberg 1:15 4:1,2
   5:2,3,5,10 18:7 19:15
   19:16 41:5,7,11 46:18
   47:1 55:2 66:14 70:12
   73:21,22 78:11 80:22
   81:3 113:11 119:18
   120:20 121:9,14
   123:8,19 124:13
   125:10 126:12 137:8
   137:10 138:12,21
   139:1,16 141:13
   142:22 143:16 146:5
   151:21 153:15,20
   154:18 155:7,9 156:4
   157:7,8 158:2,5
Wattenberg's 5:12
way 15:1 32:17 35:19
   36:15 40:4 41:22
   42:15,20 44:1,1 50:5
   60:11 71:20 74:9
   76:13 77:15 78:7,15
   78:21 91:17 106:15
   112:6 115:21 117:11
   119:8 120:16 128:14
   129:2,11 131:22
   135:8,8,12,13 139:5
   141:21 146:16 151:5
   155:2 158:20
ways 23:22 37:7,15
   41:21 42:3,22 49:22
   50:8 53:8 71:14 77:17

82:22 96:5 117:20
   118:10 131:17
we'll 5:8 10:9 15:22
   34:16 49:15 54:14
   66:11,13 88:3,19 89:1
   89:10 94:3 96:16
   137:3
we're 9:16 11:14 13:16
   13:19 14:1,1,13,18
   15:4,19 16:3,7,8
   21:20 26:7 27:5,7
   30:22 31:2,2,4 32:1
   33:22 34:2 36:14 39:3
   39:4 40:22 41:8,19
   51:20 53:6 55:16
   56:14 57:15,16,22
   64:20 69:16 70:7 72:4
   73:17 89:13 93:22
   95:2 102:8 104:7
   105:3 108:1,10 110:6
   110:8 114:2,3 122:5
   122:18 123:9 128:19
   136:1,20 145:9 149:9
   150:10 152:12 153:10
we've 8:21 11:17 13:11
   13:17 14:11 25:14
   37:12 38:15 40:20
   56:8 58:14,21 59:13
   63:22 64:7 81:22
   110:4 111:16,22
   112:14 116:13,15
   118:18 128:21 129:22
   131:19 133:20 136:21
   140:19 146:2
webinar 93:22 95:2
website 9:4 10:3 31:18
   31:21 33:13 72:17
   118:17
websites 105:6
Wednesday 1:5 3:4
   7:21 8:1
Weedon 1:15 4:10,11
   5:17,19 20:2,3 34:17
   34:18 39:2 41:3,12
   53:4 66:13,15 70:9
   77:7,17 116:8,9
   118:11 119:16,18
   125:13 138:11 139:21
   139:22 144:9,10
   151:7 153:8 157:16
   157:17 158:12 159:18
   159:19
weeds 105:18
week 112:10 114:9
weekend 160:9
weekly 79:17
weeks 18:13 21:8 64:6
   67:11 75:18 76:5,7

83:2 89:3 122:13
   136:18
weigh 152:4
weighing 73:18
weighted 102:11,18
weighting 102:13
welcome 7:20 8:5 87:15
   88:16 109:10
welcomes 10:10
well- 107:16
went 79:5 84:4 114:15
   135:4 160:22
wheel 114:1
white 30:4 63:16
whitest 117:14
wide 25:14 93:10 133:4
widely 94:1
width 75:8 76:4 80:9
   112:14 113:14
Williams 1:12 3:15,15
   3:16 5:20,22 6:11,13
   19:7 119:19,20 128:3
   128:5 130:17,19
   138:10 140:2,3
   150:17,18 156:3,21
   156:21,22 160:15,17
willing 142:6,8
Wilson 1:14 3:20,21
   6:14,16 7:5,7 17:10
   17:15,17,19,20 18:16
   19:12,13 43:8,10 44:4
   44:18 45:6 49:16,17
   52:22 65:19 66:13
   70:11,13 72:19 74:19
   75:7 76:18 85:14 87:6
   105:21,22 106:21
   107:7 108:14 109:8
   138:18 139:10,20
   140:8 148:3 153:3,4
   153:13 156:14 157:4
   157:5
Wilson's 55:21
window 96:22 100:7
windows 79:3 80:16
   123:4
wing 75:13,16
winning 90:11
wisdom 90:9
wish 10:8
witnesses 10:10,13,18
Wobegon 91:19
won 13:17 90:5 109:15
wonderful 11:5,20
   72:15 94:5 137:5
   158:1,18
wondering 112:18
   131:11 134:21,22
   135:22 136:2 145:12

C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: Board Meeting

Before: DC State Board of Education

Date: 09-21-16

Place: Washington, DC

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

_____
Court Reporter