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DISTRICT OF COLUMBIA STATE BOARD OF EDUCATION
PUBLIC MEETING

Tuesday, September 26, 2017

5:30 p.m.

Held At:

1350 Pennsylvania Avenue, N.W.

Suite 400

Washington, D.C.

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A P P E A R A N C E S

BOARD MEMBERS

Karen Williams, President, Ward 7

Ashley Carter, At Large

Laura Wilson-Phelan, Ward 1

Ruth Wattenberg, Ward 3

Lannette Woodruff, Ward 4

Joe Weedon, Ward 6

Marc Jones, Ward 5

Markus Batchelor, Ward 8

- And -

John-Paul Hayworth, Executive Director

C O N T E N T S

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2 I. Call to Order

3 II. Announcement of Quorum

4 III. Approval of Agenda

5 IV. Approval of Minutes

6 V. Comments from the President of the D.C. SBOE

7 VI. Public Comments

8 i. Claudia Concha, HRE USA

9 VII. Fiscal Year 2018 (Vote)

10 VIII. Fiscal Year 2019 Need for Appropriations (VOTE)

11 X. Deeper Learning

12 i. Don Long

13 ii. Dr. Loretta Goodwin

14 iii. Phillip Lovell

15 XI. Adjournment

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

2 **CALL TO ORDER**

3 PRESIDENT WILLIAMS: Good afternoon.

4 The time is 5:38 p.m. on September 26, 2017.

5 This is the public meeting of the District of

6 Columbia State Board of Education and is now

7 called to order. The roll will now be called

8 to determine the presence of a quorum.

9 Mr. Hayworth, would you please call the
10 roll?11 **ANNOUNCEMENT OF QUORUM**

12 MR. HAYWORTH: Ms. Williams?

13 PRESIDENT WILLIAMS: Present.

14 MR. HAYWORTH: Mr. Jacobson? Mr.
15 Jacobson?

16 (No response.)

17 MR. HAYWORTH: Ms. Carter?

18 MS. CARTER: Present.

19 MR. HAYWORTH: Ms. Wilson-Phelan?

20 MS. WILSON-PHELAN: Present.

21 MR. HAYWORTH: Ms. Wattenberg?

22 MS. WATTENBERG: Present.

1 MR. HAYWORTH: Dr. Woodruff?

2 DR. WOODRUFF: Present.

3 MR. HAYWORTH: Mr. Jones? Mr. Jones?

4 (No response.)

5 MR. HAYWORTH: Mr. Weedon?

6 MR. WEEDON: Present.

7 MR. HAYWORTH: Mr. Batchelor? Mr.

8 Batchelor.

9 (No response.)

10 MR. HAYWORTH: Madam President, you
11 have a quorum.

12 **APPROVAL OF THE AGENDA**

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

16 Members, we have a draft agenda before
17 us. Are there corrections or additions to the
18 agenda?

19 (No response.)

20 PRESIDENT WILLIAMS: Seeing no changes,
21 I would entertain a motion to approve the
22 agenda.

1 MR. WEEDON: So moved.

2 PRESIDENT WILLIAMS: Is there a second?

3 MS. WILSON-PHELAN: Second.

4 PRESIDENT WILLIAMS: The motion being
5 properly moved and seconded, I would ask for
6 yeas and nays. All in favor, say aye.

7 (Chorus of ayes.)

8 PRESIDENT WILLIAMS: All opposed?

9 (No response.)

10 PRESIDENT WILLIAMS: The motion is
11 approved.

12 **APPROVAL OF THE MINUTES**

13 PRESIDENT WILLIAMS: Members, we have
14 the minutes from our August 2nd and September
15 6th working sessions before us. Are there
16 corrections or additions to the August 2nd
17 minutes?

18 (No response.)

19 PRESIDENT WILLIAMS: Are there
20 corrections or additions to the September 6th
21 minutes?

22 PRESIDENT WILLIAMS: Seeing no changes,

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1 I would entertain a motion to approve the
2 minutes in block.

3 MS. WILSON-PHELAN: So moved.

4 PRESIDENT WILLIAMS: Is there a second?

5 MR. WEEDON: Second.

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

9 (Chorus of ayes.)

10 PRESIDENT WILLIAMS: All opposed?

11 (No response.)

12 PRESIDENT WILLIAMS: The motion is
13 approved.

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

15 PRESIDENT WILLIAMS: Good evening. My
16 name is Karen Williams, Ward 7 representative
17 and president of the State Board of Education.
18 On behalf of the member of the District of
19 Columbia State Board of Education, I would like
20 to welcome our guests and our viewing public to
21 our Tuesday, September 26th public meeting.

22 The State Board typically holds its
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1 regularly-scheduled meetings on the third
2 Wednesday of every month, here in the Old
3 Council Chambers at 441 Fourth Street,
4 Northwest. Today, we are the guests of the
5 Council of the District of Columbia in Room 412
6 of the John A. Wilson Building.

7 Tonight's agenda includes an expert
8 panel on Deeper Learning. The panel will delve
9 into the current research on Deeper Learning to
10 provide, as the State Board continues to push
11 District schools to provide all students with
12 an education that prepares them for college,
13 career and life.

14 The State Board is honored to receive a
15 grant from the National Association of State
16 Boards of Education to assist us in our work in
17 this area. The State Board will also be voting
18 tonight on two resolutions related to the
19 budget. Each year, the State Board approves a
20 need for appropriations that is sent to the
21 mayor for inclusion in her budget. Our fiscal
22 year 2019 request will provide the funding our

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1 three offices need to support the work we do to
2 help District children.

3 Second, we will consider a budget plan
4 for Fiscal Year 2018 that begins on October 1,
5 2017. This budget provides transparency to the
6 public on how we will spending their money. It
7 includes funding for our outreach and
8 engagement efforts and for policy research
9 related to the State Board's work. I want to
10 thank the staff and the members of the Board
11 for their hard work to create this budget over
12 the past few months.

13 One final note, I would like to thank
14 our staff member, Maria Sacichelli --
15 Salciccioli -- I'm sorry, Maria -- on spending
16 her 30th birthday with us tonight. We
17 appreciate your hard work and dedication to the
18 State Board. Thank you, Maria. I know you
19 didn't know that, did you?

20 MS. SALCICCIOLI: I didn't.

21 PRESIDENT WILLIAMS: The superintendent
22 is not here tonight, so we will not be having

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1 comments from her. So we will go on to the
2 public comment section of our agenda. The
3 State Board welcomes public participation and
4 activities under our authority. At every
5 public meeting, we begin with testimony from
6 public witnesses on education-related matters.
7 Your comments will become part of our official
8 record. If you are a member of the public and
9 would like to speak at a future public meeting,
10 please contact our staff by email at
11 sboe@dc.gov or by calling 202-741-0888.

12 Tonight we have a single witness,
13 Claudia Concha. Ms. Concha, are you here?
14 Please have a seat at the table. You have
15 three minutes to speak this evening. Please
16 note that you must use your microphone. You
17 have to push the button.

18 You will also see on your upper right-
19 hand side of the witness table, a timer. The
20 light will be green for the first two and-a-
21 half minutes and will turn yellow for the last
22 30 seconds and will turn red after three

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1 minutes. Please begin when you're ready.

2 **PUBLIC COMMENTS**

3 MS. CONCHA: Executive director and
4 Board members, thank you for the opportunity to
5 speak today. I would like to provide testimony
6 as D.C. Regional Representative for Human
7 Rights Educators USA, a national network of
8 human rights educators, advocates and civil
9 society organizations committed to promote
10 human dignity, justice and peace by cultivating
11 an expansive base of support for human rights
12 educators within the U.S.

13 HRE USA would like to urge the Board to
14 initiate the revision process D.C. social
15 status standards with particular emphasis of
16 the incorporation of human rights and human law
17 principals. This social status standards were
18 last reviewed and revised in 2006, more than 10
19 years ago. These students deserve updated
20 social status curricula so they can properly
21 analyze current events and issues that have
22 direct relationship with their classes of

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1 history, geography, economics, politics and
2 government. The incorporation of human rights
3 into the social status standards will help
4 develop these students inquisitiveness,
5 critical thinking, sense of civic duty and
6 respect for human dignity and diversity. Human
7 rights education could also provide D.C.
8 teachers with new tools to improve
9 teacher/student relations, school culture and a
10 school environment.

11 We understand that the SBOE cannot
12 start the revision process alone; hence, we
13 have sent the same request to OC, the deputy
14 mayor of education and Mayor Bowser in the hope
15 that they show leadership on that long-due
16 revision process. HRE USA has offered the
17 support of our network, including the curricula
18 resources and context with human rights
19 education professionals.

20 In closing, HRE USA urges the SBOE to
21 update a social status standards, taking stock
22 of our serious commitment to human rights,

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1 which is laid out on the 2008 DC Council
2 declaration of the District of Columbia as a
3 first human rights city in the nation.

4 Thank you.

5 PRESIDENT WILLIAMS: Thank you for your
6 testimony. Did you have a copy for us? Thank
7 you. Thank you.

8 MS. WILSON-PHELAN: I just want to say
9 thanks for coming. I've had that raised with
10 me by a number of people that our social
11 studies standards haven't been revised in a
12 very long time. So I am totally in support of
13 that request and I hope that it comes to us.

14 Thank you for coming.

15 **FISCAL YEAR 2018 BUDGET (VOTE)**

16 PRESIDENT WILLIAMS: Next on our agenda
17 is our Fiscal Year 2018 Budget Resolution. The
18 Resolution adopts the State Board's budget at
19 the Council's approved levels of \$1,711,267,
20 with \$242,382 being spent on program activities
21 and the remainder on personnel, as designated
22 in the FY 2018 agency goals budget that was

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1 provided to members and to the public.

2 I will remind members that the
3 Resolution adopts the top-line budget. If
4 there are additional changes to the agency
5 goal's budget, we can discuss these as well,
6 throughout the fiscal year.

7 Mr. Hayworth?

8 MR. HAYWORTH: Do the motion first.

9 PRESIDENT WILLIAMS: Okay. Is there a
10 motion on the Resolution?

11 MR. BATCHELOR: So moved.

12 PRESIDENT WILLIAMS: Is there a second?

13 MS. CARTER: Second.

14 PRESIDENT WILLIAMS: Having been
15 properly moved and seconded, Mr. Hayworth,
16 would you read the Resolution into the record?

17 MR. HAYWORTH: State Board of Education
18 Resolution SR17-11, D.C. State Board of
19 Education Fiscal Year 2018 Budget Resolution.

20 **WHEREAS**, in 2013, The District of
21 Columbia Council approved the "State Board of
22 Education Personnel Authority Amendment of

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1 2012," effective April 27, 2013, to ensure that
2 the District of Columbia State Board of
3 Education had the authority to operate as an
4 independent agency, including through the
5 hiring of its own staff and preparing its own
6 budget;

7 **WHEREAS,** the D.C. State Board of
8 Education staff have prepared a budget that
9 reflects the priorities of the three offices of
10 the State Board: the Office of the State Board
11 of Education, the Office of the Ombudsman for
12 Public Education and the Office of the Student
13 Advocate;

14 **WHEREAS,** the proposed budget has been
15 discussed at two working sessions of the D.C.
16 State Board of Education on August 2, 2017 and
17 September 6, 2017;

18 **WHEREAS,** the D.C. State Board of
19 Education is appreciative of the trust placed
20 in it by the residents and shall remain open
21 and transparent about its spending;

22 **WHEREAS,** in the fiscal year that begins
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1 on October 1, 2017, the D.C. State Board of
2 Education will have a budget of \$1,711,267,
3 with \$242,382 being spent on program
4 activities, and the remainder on personnel, as
5 designated in the attached FY 2018 agency goals
6 budget;

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

16 **WHEREAS**, any non-personnel expenditure
17 over the amount of \$2,500 shall require prior
18 approval by the Governance Committee of the
19 State Board of Education.

20 **NOW THEREFORE BE IT RESOLVED THAT** on
21 September 26, 2017, the State Board approves
22 its fiscal year 2018 budget.

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1 PRESIDENT WILLIAMS: Thank you. Is
2 there a discussion or are there amendments on
3 the Resolution?

4 MR. BATCHELOR: Madam President?

5 PRESIDENT WILLIAMS: Yes?

6 MR. BATCHELOR: I just wanted to take
7 a moment to thank our hard-working staff here
8 at the Board and also in the Ombudsman and
9 Student Advocates Office for really making
10 thoughtful recommendations to our Board about
11 our next fiscal year.

12 We know we don't have a lot to work
13 with, but I'm glad about these both frugal and
14 thoughtful investments that are going to help
15 our operations and our mission to the residents
16 of the District over the next year. Thank you.

17 PRESIDENT WILLIAMS: Any additional
18 discussion?

19 (No response.)

20 PRESIDENT WILLIAMS: Seeing none, I
21 would like to call the question. The motion is
22 on approval of the State Board Resolution 17-

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1 11. All in favor?

2 (Chorus of ayes.)

3 PRESIDENT WILLIAMS: All opposed?

4 (No response.)

5 PRESIDENT WILLIAMS: The motion is
6 approved. Next on our agenda is our Fiscal
7 Year 2019 need for Appropriations Resolution.
8 The Resolution adopts the State Board's request
9 for funds of \$1,765,000 with \$243,000 being
10 spent on program activities, and the remainder
11 on personnel. Is there a motion on the
12 Resolution?

13 MR. WEEDON: So moved.

14 PRESIDENT WILLIAMS: Second? Is there
15 a second?

16 MS. WILSON-PHELAN: Second.

17 PRESIDENT WILLIAMS: Having been
18 properly moved and seconded, Mr. Hayworth,
19 would you read the Resolution into the record?

20 **FISCAL YEAR 2019**

21 **NEED FOR APPROPRIATIONS (VOTE)**

22 MR. HAYWORTH: State Board of Education
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1 Resolution SR17-12, D.C. State Board of
2 Education Fiscal Year 2019 Need for
3 Appropriations Resolution.

4 **WHEREAS**, in 2013, the District of
5 Columbia Council approved the "State Board of
6 Education Personnel Authority Amendment Act of
7 2012," effective April 27, 2013, to ensure that
8 the District of Columbia State Board of
9 Education had the authority to operate as an
10 independent agency including through the hiring
11 of its own staff and preparing its own budget;

12 **WHEREAS**, DC Official Code, 38-2652(d)3
13 reads: Beginning in fiscal year 2013, the Board
14 shall prepare and submit to the Mayor, for
15 inclusion in the annual budget prepared and
16 submitted to the Council pursuant to part D of
17 subchapter IV of Chapter 2 of Title 1, annual
18 estimates of the expenditures and
19 appropriations necessary for the operation of
20 the Board for the year.

21 All the estimates shall be forwarded by
22 the Mayor to the Council for, in addition to

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1 the Mayor's recommendations, action by the
2 Council pursuant to Section 1-204.46 and 1 -
3 206.03(c).

4 **WHEREAS**, the DC State Board of
5 Education staff have prepared a budget that
6 reflects the need for appropriations to meet
7 the priorities of the three offices of the
8 State Board: Office of the State Board of
9 Education, Office of the Ombudsman for Public
10 Education and Office of the Student Advocate in
11 fiscal year 2019;

12 **WHEREAS**, the proposed fiscal year-2019
13 budget has been discussed at two working
14 sessions of the DC State Board of Education on
15 August 2, 2017 and September 6, 2017;

16 **WHEREAS**, the State Board of Education
17 is appreciative of the trust placed in it by
18 residents and shall remain open and transparent
19 about its spending; and,

20 **WHEREAS**, in the fiscal year that begins
21 on October 1, 2018, the DC State Board of
22 Education proposes a need for appropriations of

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1 \$1,765,000 with \$243,000 being spent on program
2 activities and the remainder on personnel, and
3 that this represents an increase of three
4 percent from fiscal year 2018 that is dedicated
5 to salary and benefit adjustment.

6 **NOW THEREFORE BE IT RESOLVED THAT,** on
7 September 26, 2017, the State Board approves
8 its fiscal year 2019 need for appropriations
9 and requests that the Mayor include in her
10 annual budget submission the estimate approved
11 herein.

12 PRESIDENT WILLIAMS: Thank you. Is
13 there a discussion or amendment to the
14 Resolution?

15 (No response.)

16 PRESIDENT WILLIAMS: Seeing none, I
17 would like to call the question. The motion is
18 on approval of State Board Resolution 17-12.

19 All in favor say aye.

20 (Chorus of ayes.)

21 PRESIDENT WILLIAMS: All opposed?

22 (No response.)

1 PRESIDENT WILLIAMS: The motion has
2 been approved. Deeper Learning is defined by
3 the Hewlett Foundation as a set of six
4 interrelated competencies, mastering rigorous
5 academic content, learning how to think
6 critically and solve problems, working
7 collaboratively, communicating effectively,
8 directing one's own learning and developing an
9 academic mindset.

10 At its heart, however, Deeper Learning
11 is a belief in a child's ability to grow.

12 Tonight, the State Board of Education welcomes
13 three experts in this field of Deeper Learning
14 to share with the Board the current research
15 into this phenomenon and how it can impact
16 students.

17 I would like to invite Don Long,
18 Loretta Goodwin, and Phillip Lovell to the
19 witness table while I tell the Board members
20 and the public about their accomplishments.

21 Don Long is a director of teaching,
22 leading and learning policy at the National

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1 Association of State Boards of Education, with
2 over two decades of experience in education
3 policy, advocacy and research at the national,
4 state, and local levels, Mr. Long focuses on
5 addressing issues of equity and excellence in
6 the education system.

7 Dr. Loretta Goodwin is a senior
8 director at the American Youth Policy Forum.
9 Dr. Goodwin is a nationally recognized
10 researcher in high school reform efforts,
11 experimental education and international
12 education.

13 Phillip Lovell is vice-president of
14 policy development and government relations at
15 the Alliance for Excellent Education, where he
16 leads the alliances advocacy for federal
17 policies that strengthen policies that will
18 ensure that high school graduates are prepared
19 for their futures.

20 Our panelists will be presenting in a
21 block tonight. Mr. Long, I believe you will be
22 kicking us off. Please begin whenever you are

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1 ready.

2 **DEEPER LEARNING**

3 MR. LONG: Thank you, Madam President,
4 Executive Director Hayworth and Board members.
5 I'm delighted to be here today on behalf of
6 NASBE and to serve on a panel with Loretta and
7 Phillip.

8 As you know, we at NASBE believe
9 strongly in your leadership as a citizen's
10 voice in public education, and so I have to
11 start by acknowledging the great work you've
12 already done in engaging public stakeholders
13 and development of your ESEA plan and
14 continuing this work with your two taskforces
15 on ESEA and the high school graduation
16 requirements. And I am pleased to be working
17 with the staff on that work.

18 We are here tonight to provide insight
19 into the power of Deeper Learning, to achieve
20 the primary equity and excellence goal today:
21 college, career and civic readiness for every
22 student. I will give a brief overview of what

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1 it is and why it's important; Loretta, on what
2 it looks like in schools; and Phillip, on
3 college and career readiness policies.

4 I am from Virginia, but in the interest
5 of time, I will be talking fast, like I'm from
6 New York. There are two keys to understanding
7 Deeper Learning. First, it gets to the very
8 core of student learning by connecting to the
9 student's intrinsic desire to learn, empowering
10 them as active learners.

11 And second, it enables students to
12 learn rich content by applying learning to the
13 real world. Learning by doing an authentic
14 context, and most importantly, the transfer of
15 learning from one context to a new one. I
16 believe all of this means deeper learning,
17 empowers active learners, active teachers, and
18 active leaders.

19 It is a set of competencies and
20 learning environments. There is not one size
21 fits all, but it's tailored to the strengths,
22 values, and needs of individual schools and

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1 students. This first take focuses on the
2 competencies. There are six core competencies,
3 and these have been developed through the
4 Hewlett Foundation for teaching initiative, to
5 research and advanced deeper learning for all
6 students, especially those for are underserved.

7 These are, as you mentioned, academic
8 mastery, problem-solving and critical thinking,
9 collaboration, communication, learning to learn
10 and academic mindset. I'm going to go over
11 them quickly, but you do have a handout that
12 goes into detail.

13 This is a critical point. These six
14 competencies are interwoven, mutually-
15 reinforcing so students can master core
16 academic content and to better retain it for
17 future use. This is a student-centered
18 pedagogy that makes content come alive. More
19 rigorous, relevant and usable, encouraging
20 students to even reach further.

21 In contrast to remote memorization and
22 drill-and-kill test prep exercises, students

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1 engage in higher order thinking skills,
2 problem-solving, critical thinking, creative
3 thinking, asking questions and defining and
4 solving new problems. Collaboration, along
5 with communication, gets to the heart of the
6 soft skills, employability skills that
7 employers demand and that all students need in
8 today's dynamic knowledge economy.

9 Students are able to work in teams,
10 appreciate and understand diverse perspectives,
11 provide constructive feedback. Deeper Learning
12 is about teachers listening to and affirming
13 student voice. It's about students listening
14 and communicating effectively with their peers
15 and teachers. Confidently presenting before
16 groups, leading conferences, and being able to
17 manage conflict.

18 These last two competencies, learning
19 how to learn and academic mindset are what are
20 most distinctive about deeper learning. This
21 is how they achieve and even exceed college and
22 career readiness standards for life beyond high

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1 school. In Learning to Learn, student take
2 ownership of their learning and grow as self-
3 directed learners, able to set goals, assess
4 their learning, monitor their progress, see
5 setbacks as opportunities for reflection and
6 growth. An academic mindset returns to the
7 beginning in engaging students' intrinsic
8 desire to learn, to make sense of the world.

9 Students trust in their own abilities
10 and believe hard work pays off. They persevere
11 through challenging material. They learn from
12 and support each other. Most importantly, they
13 have a joy and thirst of learning.

14 We are going to go over the research,
15 but briefly, because of time, but there are two
16 major reports of the National Research Council,
17 was a comprehensive literature review that
18 showed that Deeper Learning did lead to the
19 skills needed in a rapidly changing world of
20 being able to transfer to new situations.

21 And then the American Institute of
22 Research have done a series of studies on

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1 Deeper Learning. This is on a network of 10
2 Deeper Learning school models. The student
3 sample includes 60 percent low-income, 28
4 percent African-American, 40 percent Hispanic,
5 and in many cases, high concentrations of
6 English learners. And that is a summary of the
7 AIR findings, and you'll see that it leads to
8 stronger academic outcomes, improved behavior,
9 higher graduation rates and college going.

10 So this is the first take on what is
11 Deeper Learning. But to fully unpack the
12 "what" of Deeper Learning, you have to know the
13 why. And that why you can know why educators
14 and schools -- why educators boldly claim and
15 schools show that deeper learning is the
16 primary equity strategy. It can enable all
17 students to achieve and surpass college and
18 career readiness standards.

19 I want to put this in a context of
20 equity and excellence. The original ESEA
21 passed in 1965, was one of the many legislative
22 triumphs of the Civil Rights Movement and the

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1 efforts to address poverty. ESEA enshrines our
2 national commitment to a high-quality education
3 got every student. Now, 60 years later, we're
4 still fighting to close persistent achievement
5 in graduation gaps, but we should note that
6 considerable progress has been made that we
7 stand on the shoulders of giants. These giants
8 are not just educators and policymakers,
9 they're students. Their success stories are
10 the best testimony, the great teachers,
11 leaders, and schools. And their progress
12 confirms that we can and must do better.

13 These are more recent milestones that
14 shows that we're gathering momentum. The
15 Equity and Excellence Commission had five
16 recommendations that focused on funding,
17 effective teachers, early education, wraparound
18 services and accountability. We have college
19 and career readiness in every state for every
20 student. And ESEA, of course, provides you and
21 the District's leadership and innovation to
22 pursue these equity goals.

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1 Loretta Goodwin. I'm with the American Youth
2 Policy Forum, here in Washington, DC. If
3 you're unfamiliar with the American Youth
4 Policy Forum, we're an educational nonprofit.
5 We work in education, workforce and youth
6 development. And essentially, what we do is
7 put together learning events for policymakers
8 at the national level, state level, and local
9 levels.

10 I've been working on this Deeper
11 Learning work now for the last six years and
12 have, in that role, taken policymakers to 21
13 schools throughout the country on these study
14 tours that we run so that they can see what
15 deeper learning looks like in action.

16 And so what I wanted to share with you
17 this evening was an opportunity to see what
18 deeper learning looks like. So I want you to
19 just for a moment, think about a powerful
20 learning experience that you have had and what
21 made it a powerful learning experience.

22 Actually, can we go back one slide and

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1 play the video?

2 (Whereupon, a video was shown.)

3 DR. GOODWIN: So that was a video on
4 what is different about these Deeper Learning
5 environments in Maine. What I wanted to just
6 call out was some aspects of Deeper Learning
7 that we see there, and that we see in a lot of
8 the schools that we bring policymakers to.

9 Just calling out student ownership,
10 that there is voice and choice among students,
11 in terms of what they're learning. They have
12 great ownership, in terms of also showcasing
13 their learning. There's a lot of learning by
14 doing. They are involved in projects and you
15 heard about one of the projects mentioned in
16 the video, where they went and created a
17 documentary. They work in teams. They're
18 learning collaboration skills.

19 They're also really learning to revise,
20 it's not just once and done, in terms of
21 projects, but they have an opportunity to do
22 things over and over and get better and better

1 at what they're doing. They also have
2 performance-based assessments. So they have an
3 opportunity to put together portfolios and
4 showcase their learning through presentations,
5 exhibitions, and not only to peers and other
6 teachers, but also to members in the community.
7 So it's really hands-on and relevant real-world
8 learning that they're engaged in.

9 They have an opportunity to reflect on
10 the quality of their work. And what then
11 happens is that you have a very different role
12 for teachers. Teachers are supporting
13 students' personal development and getting to
14 know each child so that they can really help
15 them become competent and confident.

16 They have high expectations of all
17 students. They also facilitate learning and
18 are not in front of the classroom just
19 delivering lectures, but are really wandering
20 around the classroom making sure that students
21 are involved in projects and getting their work
22 done. And teachers are also challenging

1 students and helping them make connections as
2 they teach in many of these schools in
3 interdisciplinary teams with the math teacher,
4 biology teacher, et cetera.

5 And these teachers also have time to
6 collaborate with their colleagues because you
7 cannot put together a project, an
8 interdisciplinary project without a lot of time
9 to really plan that well.

10 I'll just highlight some other school
11 factors as well that are critically important
12 to these Deeper Learning agenda. There is a
13 sense, in these schools, of creating a
14 community of learners. That there is a culture
15 of high expectations and that they are helping
16 students think not just to high school
17 graduation, but what do they do after high
18 school?

19 There is also professional development
20 by and for teacher and leaders, and a high
21 priority is placed on that. And a culture of
22 lifelong learning is really an agenda in these

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1 schools. There are a variety of ways that
2 Deeper Learning has been implemented around the
3 country, in urban settings. And you have some
4 examples there. There is a project-based
5 emphasis at schools like High Tech High in San
6 Diego. Much closer to home. And if you'd like
7 to go see it, you can go right across the river
8 in Arlington to the career center. There is a
9 new school, Arlington Tech that really
10 showcases this Deeper Learning work and AYPF
11 has led various teams to already.

12 Expeditions are being done by
13 expeditionally learning now, AL education and
14 Capital City Public Charter School here in the
15 District is one such school. School within a
16 School, Los Angeles High School of the Arts in
17 California. This work is not just happening in
18 isolated school, but really has been taken to
19 the District level. And one of the networks
20 that is doing that really successfully is the
21 New Tech network. One of the schools is Napa
22 New Tech.

1 I will leave you and I will be leaving
2 this book with you, book on Deeper Learning by
3 Monica Martinez. Very readable. And this
4 highlights work in eight Deeper Learning
5 Schools. That gives you a little bit more
6 information on what this looks like on the
7 ground.

8 Thank you for the opportunity to talk
9 with you this evening.

10 MR. LOVELL: I clearly need to apply
11 some Deeper Learning skills to my PowerPoint.
12 There we go. Thank you very much. I'm Phillip
13 Lovell with the Alliance for Excellent
14 Education. I appreciate the opportunity to be
15 here with you this evening.

16 The Alliance is a national nonprofit
17 organization dedicated to ensuring that all
18 children have the opportunity to graduate from
19 high school, college and career-ready. We have
20 a goal of ensuring that 90 percent of students
21 graduate from high school by 2020. We've made
22 a lot of progress towards that goal, but we

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1 know that it's not enough for student to just
2 graduate from high school. We want them to
3 graduate ready, with the Deeper Learning
4 competencies so they'll be prepared for the
5 economy of today and the economy of tomorrow.

6 I'm going to present a bit on the why
7 of Deeper Learning from an economic and from an
8 equity perspective and I'll leave you with some
9 thoughts around policy recommendations.

10 All right. So from an equity
11 perspective, we know that today, more than half
12 of public school students are either students
13 of color or low-income students. We know that
14 the Latino enrollment in public schools has
15 increased by nearly 50 percent, by 47 percent
16 between 2001 and 2011. We know that the white
17 population in public schools has actually
18 declined by 12 percent between 2001 and 2011.

19 And what this means is that we need to
20 do better for the kids that we have
21 historically done the least well with from an
22 equity perspective. Translating that into the

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1 economic perspective, we know that by 2025, 68
2 percent of jobs will require at least some
3 level of post-secondary education. So if we do
4 not do better by the kids that we have done the
5 least for, we will be hurting them from an
6 equity perspective and we will be hurting our
7 country, from both an equity perspective and an
8 economic perspective.

9 The good news, like I said, is that we
10 are making progress. This shows our graduation
11 rate from high school and our graduation rate
12 from post-secondary. The District of Columbia
13 is actually doing better than the national
14 average when it comes to the post-secondary
15 graduate rate, but there is still certainly
16 work to be done in order to ensure that all
17 kids are ready for today's economy.

18 In 2015 -- we know that for some
19 people, for probably everyone in this room, the
20 moral imperative for a high-quality education
21 is enough to motivate us to be in this room to
22 do the hard work of educating kids every day.

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1 If the Bible, if our ethics don't do it for us
2 in order to get us in the room and make us
3 motivated by education, the Bible doesn't work;
4 the billfolds will.

5 If 90 percent of kids have graduated
6 from schools in 2015 instead of the almost 70
7 percent, DC would have seen an additional \$9.2
8 million in spending, \$12.9 million increase in
9 earnings, additional investments, \$31 million
10 in home sales, \$2.7 in auto sales. All these
11 estimates demonstrating that the economy is
12 really dependent upon what we do in our
13 classrooms.

14 But like we said, we can't assume that
15 every student who graduates from high school is
16 actually prepared or that they're not just
17 graduating with a piece of paper in hand, where
18 they are actually college and career-ready.
19 This is critical, because if you look at the
20 job growth since the great recession, 99
21 percent of the jobs that have been created went
22 to people with more than a high school diploma.

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1 Only one percent went to just people with a
2 diploma or below.

3 DC is actually doing pretty well in
4 comparison to many of its peers across the
5 country when it comes to actually preparing
6 student for college, as measured by the ACT.
7 DC performances has improved considerably over
8 the last five years. Fundamentally, I would
9 make the argument that DC is on the right path,
10 and I would like to share a few thoughts as to
11 why.

12 I know that the Council is considering
13 -- is reviewing DC's graduation requirements.
14 And I have to tell you that as our organization
15 has looked at graduation requirements across
16 the country, I think that DC is among the
17 strongest. So if anything, I would definitely
18 recommend that you do nothing to weaken them.

19 DC has one set of criteria for
20 graduation and they are aligned tiered
21 standards. A number of states, believe it or
22 not, they might have college and career-ready

1 academic standards, but those standards -- but
2 their graduation requirements are not actually
3 aligned to those standards. Many states have
4 multiple pathways to a diploma, whereas DC has
5 one set of standards. And what we see in the
6 states that have multiple pathways to a
7 diploma, multiple, does not mean all equally
8 rigorous. And the students who tend to get the
9 less rigorous diploma are our historically
10 underserved students.

11 So I just urge a lot of caution as DC
12 pursues this -- or explores this, to not lower
13 your standards and to ensure that all kids are
14 not just -- are encouraged to achieve to the
15 highest and that lower pathways are not
16 permitted as part of the DC system.

17 In addition, your assessment system is
18 strong. You're using the PARC Assessment,
19 which is aligned to the state standards, the
20 high school level. They are also incorporating
21 the SAT as part of the state's accountability
22 system. Speaking of the accountability system,

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1 you have what I think are a well-balanced array
2 of indicators in the plan that was approved by
3 the Board to implement the Every Student
4 Succeeds Act. You include as part of your
5 school quality measures at the high school
6 level, measures of AP and IB performance and
7 participation. You also include in there the
8 performance on the SAT. So I think that you're
9 doing a good job of pushing towards more than
10 just a high school diploma.

11 And in addition, your plan is very
12 equity-focused. Very few states, where they
13 have a rating system, look at the overall
14 rating and say we're going to ensure that at
15 least a certain percentage of that rating is
16 focused on the performance of historically
17 underserved students. In DC, 25 percent of
18 your overall school rating is based on the
19 performance of historically underserved
20 students. Not many states took that approach,
21 and I applaud you for doing so.

22 So I think that you are on the right

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1 path here in sustaining the growth that DC has
2 seen over time. A few opportunities to
3 consider moving forward, especially as the new
4 Every Student Succeeds Act gets implemented,
5 just to ensure and concentrate on ensuring that
6 all kids have access to rigorous course work,
7 whether that's advanced placement,
8 international baccalaureate, dual enrollment,
9 making sure that all kids have the chance to
10 earn college credit while they're still in high
11 school. One way to think about it.

12 Another thing to consider is how DC can
13 enhance, as Dr. Goodwin and Mr. Long were
14 describing, these type of work-based learning
15 experiences, experiential learning for kids.
16 And one thing that a number of districts are
17 doing in some states, statewide are looking at
18 is how to integrate career and technical
19 education with rigorous academics, work-based
20 learning, and dual credit. And we can talk at
21 greater length on this, but we've seen that
22 what is happening with quality is the kids are

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1 graduating from high school with the goals that
2 we all have in mind, really prepared for
3 college and going on to post-secondary
4 education.

5 Just a few resources for you.
6 Deeperlearningforall.org; great website for
7 resources. The research that our organization
8 has done, learning about different diploma
9 pathways, there's a link to the report. And
10 for an update on what's happening at the
11 federal level in education policy, we do a
12 quick five-minute video update that I thought I
13 would share in case it is of interest.

14 Like I said, I appreciate your time and
15 attention and your commitment to these topic
16 and thanks very much for having us.

17 PRESIDENT WILLIAMS: Thank you for
18 joining us tonight. And if you don't mind,
19 we'll let the Board members ask you some
20 questions so it can get a little deeper
21 learning tonight. We're going to limit their
22 first round to four minutes a piece.

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1 I'll start with Mr. Batchelor.

2 MR. BATCHELOR: I'll pass. I'm still
3 writing mine down.

4 PRESIDENT WILLIAMS: Oh. All right.

5 MS. CARTER: I just have a couple of
6 quick questions. I really loved that you
7 passed around the six core competencies,
8 especially hitting on not just mastery of
9 content and memorization but really making sure
10 that we're working on critical thinking,
11 analytical problem-solving, et cetera. You
12 often see a lot of that at post-secondary and
13 even in law school. It's one of the things
14 that I always talk about is really learning the
15 critical thinking skills required for today's
16 world.

17 Can I just quickly ask, how many states
18 do you guys know offhand have integrated any
19 form of Deeper Learning in their curriculums
20 into any schools?

21 MR. LONG: I can speak to some of the
22 states. I wouldn't be able to give you a

1 number, but I can point to --

2 MS. CARTER: I've gotten some
3 highlights.

4 MR. LONG: -- Virginia, New Hampshire,
5 Iowa, as leading states in integrating Deeper
6 Learning into their curriculum. And with New
7 Hampshire and Iowa, they have followed a
8 competency-based model --

9 MS. CARTER: Right.

10 MR. LONG: -- but not Virginia.

11 MS. CARTER: Okay. And I love that,
12 Dr. Goodwin, that you mentioned urban because
13 that was one of my questions, urban area. With
14 that comes, I guess especially the schools that
15 we saw in Virginia and DC, those are charter
16 schools who often have smaller class sizes.
17 Because of the problem-solving skills, the
18 group learning, would you suggest and even the
19 amount of responsibility each student has to
20 take on with Deeper Learning practices, would
21 you suggest making class sizes smaller in
22 integrating these curriculums? And how would

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1 you best go about that in a classroom layout?

2 DR. GOODWIN: I will answer that and
3 say that the class sizes, in most of the
4 schools that we have been bring people to, the
5 majority of them are smaller schools; however,
6 one of the things we really focused on going
7 forward is really highlighting the places where
8 this work has been taken to scale and scaled up
9 to what we would consider regular high schools.

10 So for example, in Napa, California,
11 they started out at Napa New Tech, which is a
12 relatively small school, but the public high
13 school in Napa is now also a Deeper Learning
14 School and that work has been taken up to the
15 District level and scaled up. And the New Tech
16 Network is doing that in several states
17 throughout the country. And they're not the
18 only ones, but they are the more prominent
19 network that is doing this work right now.

20 The class size, depending on how well
21 the teachers are trained and can facilitate
22 this work, it doesn't necessarily mean that you

1 have to reduce the class sizes. I think that a
2 lot of this work really depends on making sure
3 that teachers get the kind of training to be
4 facilitators. And a lot of teachers are still
5 trained in very traditional ways of standing in
6 front of a classroom and delivering lectures.
7 And so that's something that we also pay
8 attention to, in terms of thinking about how
9 teachers can be trained differently.

10 Places like High Tech High have put in
11 place their own teacher training programs and
12 graduate their own teachers so that they have a
13 full staff that is familiar with how to do this
14 Deeper Learning work. So that's another piece
15 to pay attention to. If you're going to put
16 Deeper Learning in place, you really have to
17 think about how you're going to train the
18 teaching force that's going to make this
19 happen.

20 MS. CARTER: I have just one more
21 follow-up question. In regards to implementing
22 Deeper Learning, especially in urban areas, we

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1 see children from multiple different
2 backgrounds, multiple different families,
3 different situations which attendance in school
4 plays a large part. And with the core
5 competencies of Deeper Learning, this requires
6 more attendance-based in the classroom and more
7 responsibility on the student. Have you seen
8 any correlations between attendance?

9 Perhaps, this makes attendance rise
10 because students feel a need to be responsible.
11 Have you seen any correlation between Deeper
12 Learning and attendance?

13 MR. LOVELL: I'm not sure that I have
14 seen it studied, but I think that what you're
15 saying, sometimes -- some research confirms the
16 obvious, but I think that it's safe to say that
17 absent -- that chronic absences is a problem
18 when you're trying to educate kids. And
19 frankly, the fact that DC has prioritized
20 chronic absenteeism as part of this
21 accountability system, to me, is part of the
22 policy infrastructure that is helpful and

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1 necessary to implement Deeper Learning. I'd
2 say it's not sufficient, but that the District
3 is doing the right thing in prioritizing
4 chronic absenteeism as part of its policy
5 framework.

6 DR. GOODWIN: And I will say from
7 visits that we've taken people to, when we talk
8 to the students, they talk about the fact that
9 they're much more engaged in their learning
10 because of the projects that they're working
11 on. A lot of the projects take them into the
12 communities and really have them interacting
13 with and working on priorities that are
14 important to them. And that's what brings them
15 into the school.

16 I'd also really underscore that
17 relationship piece that was mentioned in the
18 video and the fact that when teachers have
19 really strong relationships and each student
20 feels like they're known not just by one
21 individual in the school but by many, that's
22 what keeps them coming to school.

1 Many of these schools also have
2 advisory periods, which are opportunities to
3 really get to know a cohort of students really
4 well, and one teacher moves with that cohort,
5 oftentimes in many of these schools, from 9th
6 grade all the way through to 12th grade. So
7 when they have that support system at the
8 school, that's what also keeps them coming back
9 to the school.

10 MR. LONG: May I briefly add that as I
11 mentioned, the core strength of Deeper Learning
12 is engaging students their intrinsic desire to
13 learn. And there are other studies that we
14 didn't mention of schools in California and New
15 York that show a much better attendance and
16 behavior and it's a much more responsible
17 student engagement in schools.

18 MR. CARTER: Very nice. Thank you very
19 much. No further questions.

20 PRESIDENT WILLIAMS: Ms. Wattenberg.

21 MS. WATTENBERG: Hi. Thanks for
22 coming. I have a one-minute question for Mr.

1 Long and then three minutes directed, I guess,
2 directed mainly to Mr. Lovell, but also to
3 everybody.

4 So the first question is when you
5 spoke, and I also see it in the Hewlett six
6 competencies, it talks about students build
7 their academic foundation in subjects like
8 reading, writing, math, and science.

9 And I was very disturbed and distressed
10 that social studies was not in there,
11 especially because anybody who follows my
12 tweets, I was just recently tweeting a Robert
13 Marzano chart that shows that the vocabulary
14 and the background knowledge that you need for
15 reading comprehension, 50 percent of it
16 actually comes from social studies. Why is it
17 not in there?

18 MR. LONG: Well, I think that might be
19 more an issue related to the research, but I do
20 know that Deeper Learning schools provide many
21 opportunities for students to really deeply
22 engage in social studies and community service.

1 Designing research projects to define problems
2 in their communities. Engaging in civic life
3 and doing presentations before State Boards of
4 Education, engaging in government activities.

5 So I think the principals of Deeper
6 Learning really permit the kinds of strengths
7 in social studies of inquiry-based learning,
8 asking questions and groups of people coming
9 together to try to effect change. That is
10 actually one of the principle for Maine, their
11 guiding principles related to Deeper Learning
12 is empowering students to be change agents.

13 MS. WATTENBERG: I totally agree with
14 you and I would just encourage -- I just think
15 there is such as disposition to drop the social
16 studies and we've seen it all over the place.

17 And I would just really encourage you,
18 as you move forward with this and in your
19 materials, I would hope that you would include
20 social studies and even talk specifically about
21 history, and geography, civics and so on. So
22 that was my one minute.

1 MR. LONG: Right. As a former major in
2 history in college, I couldn't agree more.

3 MS. WATTENBERG: Okay. My three-minute
4 question is, starting with Mr. Lovell, you
5 talked about how our requirements are very high
6 for high school graduation here in DC, and I
7 think that's true. As you probably also know,
8 we have a big issue that many students who
9 graduate, if you use the PARC scores, as an
10 example, or if you use higher education
11 persistence as an indicator, they're not
12 necessarily graduating proficient in those
13 things.

14 How do you propose to measure that?

15 Do you propose -- I mean, we have the
16 high requirements at some level, they are doing
17 their very best to bring students to these
18 higher levels. Should students not graduate if
19 they have it? What do you propose?

20 MR. LOVELL: I may not be understanding
21 the question. You said how do you propose to
22 measure?

1 MS. WATTENBERG: Well, I mean, we
2 graduate students based on meeting the
3 requirements, but we know that just meeting the
4 requirements --

5 MR. LOVELL: Is insufficient. Well,
6 that all kids are not actually --

7 MS. WATTENBERG: Right. Right. So
8 would you recommend -- I mean, we have a high
9 school graduation taskforce that's thinking
10 about these issues. Would you recommend that
11 the requirement for graduation should be
12 something different than just taking these
13 courses?

14 MR. LOVELL: So in other words --

15 MS. WATTENBERG: And passing the
16 courses?

17 MR. LOVELL: Yes. Does performance
18 actually matter?

19 I think it's perfectly appropriate to
20 consider raising the bar somehow or another or
21 at least giving credit for performance. For an
22 example, in Indiana, a legislation passed that

1 in addition to the state's core 4D
2 requirements, which are essentially equivalent
3 to DC's graduation requirements, in addition to
4 that, students have to demonstrate an area of
5 college and career readiness. And now their
6 Board and their Department are considering what
7 those pathways for college and career readiness
8 are, so there will be some flexibility, but
9 there will also be more of a push to ensure the
10 students are preparing and are graduating with
11 more than a diploma in hand.

12 MS. WATTENBERG: But you don't yet know
13 what they're going to propose?

14 MR. LOVELL: So the legislation
15 outlines seven areas that require some
16 additional flushing out. For example, it
17 includes things like advanced placement,
18 international baccalaureate, dual-credit, and
19 then the Board will be working with the
20 department, is my understanding, to outline the
21 decision rules around the implementation.

22 MS. WATTENBERG: Anybody else?

1 (No response.)

2 PRESIDENT WILLIAMS: Thank you. Mr.
3 Jones.

4 MR. JONES: Thank you, Madam President.
5 Thank you all for coming. My questions are
6 going to be directed towards Phillip Lovell.
7 I'm pronouncing your name correctly?

8 MR. LOVELL: Lovell, but I've responded
9 to far worse.

10 MR. JONES: Well, I appreciate the way
11 you tied your presentation to economics with
12 increased high school graduates. But I'm
13 curious, where did some of those numbers come
14 from?

15 Assuming that we can get to 90 percent,
16 did you say 950 more graduates?

17 MR. LOVELL: Yes, which actually, in
18 the grand scheme of things, in comparison to
19 other states, isn't that many. I think in
20 comparison to the 9th grade cohort in DC, it's
21 actually a decent number.

22 So the source for the graduation data
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1 is largely based on the education data. The
2 economics estimates come from a firm with which
3 we contract. And I'd be happy to share the
4 methodology information with you offline if
5 that's helpful.

6 MR. JONES: Okay. And those are
7 specifically related to the District?

8 MR. LOVELL: Yes.

9 MR. JONES: Now, is there an
10 assumption, or maybe you don't know, that after
11 they graduate, is there a post continued
12 education?

13 MR. LOVELL: So the model looks at DC's
14 data on post-secondary enrollment and estimates
15 the percentage of new graduates that will go
16 onto post-secondary, as part of that model.

17 MR. JONES: All right. So what you
18 showed doesn't translate to those high school
19 graduates and the economic numbers and
20 purchasing power. It assumes that they're
21 going to continue in their education, and as a
22 result, those economics kick in.

1 MR. LOVELL: So not all of the
2 graduates, but it looks at DC's prior data on
3 the percentage of students that are enrolling
4 in post-secondary and graduating. And then
5 from that, drives the estimate.

6 So it doesn't assume that 100 percent
7 of the new graduates are going to go into post-
8 secondary.

9 MR. JONES: Okay. Because you tied it
10 to housing sales and new car sales.

11 MR. LOVELL: Yes. So the estimates are
12 based on the earnings of the new graduates in
13 the midrange of their careers. So by age 39.

14 MR. JONES: Okay.

15 MR. LOVELL: And the impact of just
16 this one class of new graduates. So for the
17 total impact on the economy, you can think to
18 yourself, that's just one class. If we
19 increase the graduation rate for multiple
20 classes, those economic benefits would
21 aggregate.

22 MR. JONES: Okay. Now I feel better

1 about those numbers. I was a little concerned
2 about those numbers if you didn't have the
3 relevant data behind it.

4 MR. LOVELL: Sure.

5 MR. JONES: Now, the new car sales, I
6 am a little concerned about that. Where did
7 those numbers come from?

8 MR. LOVELL: So it's the same economic
9 guesstimates based on prior data, which I would
10 be happy to share with you.

11 MR. JONES: Are they assuming they're
12 buying those cars in the District or just
13 nationally?

14 MR. LOVELL: That, I can't tell you. A
15 disproportionate amount of the parking is off,
16 in my experience.

17 MR. JONES: Okay. Because for me, the
18 economics is all local. And so whether it's
19 income tax, sales tax, rea estate tax, the data
20 for me is focused on this city. And it's less
21 important to me if those are national numbers.

22 MR. LOVELL: Oh, sure. And those are

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1 the DC numbers. I can share with you the
2 national numbers.

3 MR. JONES: Okay. All right. Well, I
4 appreciate that. Thank you.

5 MR. LOVELL: Sure.

6 MS. WILSON-PHELAN: Thank you all for
7 being with us this evening. I was curious
8 about whether you know of a state that's
9 implemented very effective career standards. I
10 think we often talk about career and college as
11 if it's one word.

12 As the co-chair of the High School
13 Graduation Taskforce in the city, one of the
14 questions we're wondering about is who is
15 developing strong career standards and really,
16 is the PARC aligned with so-called career
17 outcomes and standards?

18 I know there has been research
19 associated with success in college for,
20 especially, freshmen, who are persevering and
21 are prepared for college, but in terms of
22 career, I haven't seen any of that data.

1 MR. LOVELL: So there is a lot
2 happening in this space. I'll give you one
3 example from the state of California. In
4 California, an initiative was started called
5 linked-learning. It started in nine districts
6 about a decade ago. And the idea behind
7 linked-learning was exactly that, to prepare
8 students not just for college and not just for
9 career, but really for both.

10 So in nine districts, they started by
11 integrating rigorous career and technical
12 education with rigorous academics, with work-
13 based learning and with student supports. I
14 think someone had me mentioned that kids bring
15 a lot of issues, sometimes into the classroom.
16 So you had to meet their comprehensive needs in
17 additional to their academic ones.

18 The state provided, over the years,
19 they found this to be successful and the state
20 has done a number of things in terms of their
21 policy, to expand this. A lot of it having to
22 do with funding. Some of it having to do with

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1 clarity around their dual enrollment policy.

2 But basically, to expand this idea.

3 The research on it is showing that
4 students in high quality pathways, and quality
5 really matters here because work-based learning
6 can be great and work-based learning can just
7 be something else that students are doing.

8 PRESIDENT WILLIAMS: But for high
9 quality programs, they're showing increases in
10 the graduation rates and they're showing
11 increases in post-secondary enrollment.

12 MS. WILSON-PHELAN: I'm curious about
13 your comment related to lowering standards or
14 lower pathways is another set of terms that you
15 use.

16 MR. LOVELL: Yes.

17 MS. WILSON-PHELAN: And I would just
18 love for you to define what lower means.

19 MR. LOVELL: So broadly, it would be
20 standards that are not aligned -- graduation
21 standards that are not aligned to the
22 District's college and career-ready standards.

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1 Specifically, if you are to be requiring fewer
2 credits in math, for example, or not include,
3 say, Algebra II, as part of your standards,
4 that would be a lowering of the standards. In
5 a number of states, they do not have, they do
6 not require as many credits per subject as what
7 DC requires.

8 MS. WILSON-PHELAN: And how, in your
9 experience, does that align to actual success
10 in life associated with student?

11 So what I'm saying by that is to my
12 colleague from Ward 3's point, what we have
13 right now are a number of students who are
14 receiving a diploma who are actually not
15 prepared for the next steps because their
16 diploma actually says that you can get a D- in
17 every subject from freshman all the way through
18 your senior year and you could receive the
19 diploma. And that accumulated loss of content
20 knowledge wouldn't serve you well.

21 And so when you're talking about
22 lowering standards, it's tricky to figure out

1 like, what does that really mean when already
2 we have students that are not well-prepared for
3 life after college. Even some of our students
4 who have high GPAs are telling us that.

5 MR. LOVELL: Oh, sure. I couldn't
6 agree more with you. I think that the
7 standards that you currently have are a good
8 starting point. Modifying those standards,
9 though, is not going to result in students
10 being better prepared. I think it's more of an
11 issue of instruction or access to rigorous
12 coursework.

13 It's ensuring that when students are
14 earning in credit that it's with more than just
15 a D, as you were saying. And like I said
16 earlier, I think that the approach that Indiana
17 is taking, where in addition to meeting the
18 course requirements that they're adding a
19 requirement around college and career
20 preparation as defined by the seven options
21 that are -- I wouldn't say that they are all
22 equally rigorous, but that's an option that

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1 would be worth considering so that you're
2 really concentrating on content.

3 MS. GOODWIN: And I think also just
4 looking at the California ones again, because
5 they have alignment between the high school,
6 what students are learning in high school and
7 what they need to be successful as they enter
8 University of California state school system.

9 And so there is alignment between those
10 courses, which really has cut back on the need
11 for remediation. So I think just looking at
12 that intersection as well, between what's
13 happening in the high schools and what's
14 happening in post-secondary arena, is also
15 really critically important.

16 MR. LONG: I would like to add that in
17 our work with our Deeper Learning stipend
18 states, we are doing a lot of work on career
19 readiness. And I'd be glad to share some of
20 that with you. We have identified a number of
21 states that have very good definitions and
22 standards for college career readiness and the

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1 policy alignment that goes along with it. I
2 think that might be very helpful for your
3 taskforce.

4 MS. WILSON-PHELAN: That would be
5 great. Thank you so much.

6 MR. LONG: You're welcome.

7 MR. WEEDON: I wanted to echo the
8 sentiment that a couple of my colleagues have
9 expressed about lowering standards for some
10 students to achieve graduation. I think that
11 happens far too commonly.

12 Also, as a proud Illinois graduate,
13 express some concern of relying too much on
14 anything that comes from Indiana. But the why
15 of Deeper Learning is something that I think we
16 all, at least, something we all should be
17 striving for. I think it's also something
18 that's happened at back-to-school nights across
19 my wards and my part of the city that we ask
20 school about and they say it's happening, but
21 I'm not necessarily sure it is happening.

22 What are the types of indicators that

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1 we, as policymakers, should be including on
2 things like school report cards that would
3 indicate for parents whether or not this is
4 really happening in our school. What are the
5 types of things that we should including in
6 those measures?

7 MR. LOVELL: I feel like I've been a
8 microphone hog, so I apologize. So a couple of
9 things. I would look at the type of work being
10 done in the classroom. And then there are more
11 quantifiable things that some would consider to
12 be more proxies for Deeper Learning. But I
13 think that looking at performance and advanced
14 placement, performance in an international
15 baccalaureate, for example, the types of
16 projects that are required as part of the
17 international baccalaureate experience is an
18 example of -- is a great example of Deeper
19 Learning.

20 There are other experiences that are
21 harder to quantify, but that some of the groups
22 of schools that are implementing deeper

1 learning, the implement really rigorous
2 projects. So not just let's put together a
3 poster and present to put together a PowerPoint
4 and present on a couple of slides. These are
5 students that are making calculations and
6 models on how to build a bridge.

7 They've got 3-D printers in their
8 classroom. They're doing robotics. So there's
9 a robustness to the classroom experience that
10 really speaks to Deeper Learning. And at the
11 same time, you want to not just see something
12 that's neat in the classroom, you want to make
13 sure that it's rigorous and that it's
14 transferrable, that it matters for college.
15 You look at the percentage of students that are
16 earning credit for college while they're in
17 high school. So you have a balance between the
18 -- you look at the percentage of students who
19 are entering college without remediation.
20 Huge.

21 So you look at these things that are
22 proxies for the measure.

1 DR. GOODWIN: I think that in addition
2 to those, a lot of these Deeper Learning
3 schools, students are putting together
4 portfolios of their work and they're not just
5 doing it in the final grade of high school. So
6 they're starting in 9th grade.

7 So you're looking for that progression
8 of learning over time: 9th grade 10th grade.
9 It gets a little bit more rigorous, and then
10 11th grade and then in 12th grade. A lot of
11 times they also have prep classes where they
12 are being taught these skills so that they can
13 be successful in putting together those
14 presentations of their learning.

15 I think there is also a number of
16 schools that we're pushing them now to really
17 not just think about the data on getting
18 students into that first year of post-
19 secondary, but how many students are actually
20 persisting and are you tracking your students
21 to show how many students are actually
22 graduating successfully from post-secondary.

1 And then how many years are they doing that?

2 So keeping track of that data and
3 having a better sense of how students are
4 progressing. I will also just point you to the
5 Asian Society Schools, which is one the
6 networks. Their students are engaging in trips
7 overseas. And so there are those kinds of
8 opportunities of learning where students are
9 going abroad and doing project abroad and
10 coming back to share that learning. They are
11 also very invested in doing community-related
12 projects which they have to research and then
13 invite the community into.

14 So there are a number of different ways
15 to try and get a handle on this, but
16 admittedly, it's tough because we don't have a
17 lot of different ways to assess this. But I
18 think another way that you can really get a
19 better sense of it is really to go on a
20 listening yourselves and go to some of these
21 schools and see what students are doing.
22 Things that don't happen in a lot of public

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1 schools that we think of. Myself, I'm in
2 Arlington County and I keep pushing, for
3 example, for student-led conferences.

4 Schools where there are student-led
5 conferences have students taking ownership of
6 their work from 9th grade and they are leading
7 those parent/teacher/student meetings. They
8 are not sitting passively by, but they are the
9 ones that are taking ownership of their
10 learning, talking about their goals and
11 assessing where they are in terms of their own
12 learning. And this is how you learn Deeper
13 Learning competency. So those are just some of
14 the things that you could see in some of these
15 schools.

16 MR. WEEDON: Thank you all. We are
17 well over time so I won't say too much here,
18 but student-led conferences, I think, are
19 fabulous. And many of the DC public schools
20 and charter schools in my ward and across the
21 city have those.

22 I'm very proud of the push in Ward 6 at

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1 Eastern High School, Elliott High Middle School
2 for IB. I think it's phenomenal, but I do
3 question the implementation and the fidelity to
4 the model. One of my big pushes over the last
5 year has been around resource allocation, and
6 you look at Elliott High Middle School and the
7 DC budget, the promise and the actual
8 implementation are two different things.

9 So in getting back to some objective
10 measure that informs parents and communities
11 about whether or not we're meeting this -- and
12 this goes back to the equity issue, we're not
13 achieving that standard that we're striving
14 for.

15 I'm hearing things about 3-D printers
16 and robotics; often we hear that these programs
17 are offered and they're really not or they are
18 on paper only. So I would be really interested
19 in continuing the conversation about how do we
20 verify whether or not these things are
21 happening, especially for our most at-risk
22 student in our most at-risk schools.

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1 PRESIDENT WILLIAMS: Dr. Woodruff?

2 DR. WOODRUFF: Yes. Thank you for your
3 presentation. I am an advocate for
4 expeditionary learning. I believe that it
5 should start in Pre-K. I believe that we have
6 many monastery schools that are existing here
7 in the District, and that's kind of what
8 happened before we got to the expeditionary
9 learning title because a lot of it started in
10 monastery. And a lot of those families, I can
11 see them immediately looking for programs that
12 can take their child in the pathway of
13 expeditionary learning from Pre-K, all the way
14 through high school.

15 I'm interested in knowing if there has
16 been any studies done where it shows how
17 children are faring academically, and on
18 assessments when they've been in a program that
19 has expeditionary learning that start in
20 earlier grades and takes them through high
21 school.

22 I think it's wonderful to have them in

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1 high school, but I also believe that it's
2 something that must start earlier than high
3 school. As we look at high school
4 requirements, it would be great if requirements
5 in middle school and elementary school have
6 same pathways so that by the time the children
7 get to high school, they're not new to
8 presenting their projects.

9 So the question that I have for you all
10 is I am totally an advocate for college-ready,
11 but I also recognize that there is so many
12 children in the District that that may not be a
13 pathway. So expeditionary learning in trades
14 are just as important. I see people come into
15 my home and they learn to be an electrician or
16 a plumber and it started because they had a
17 parent that would take them with them. That's
18 expeditionary learning with them. And as a
19 result, they got certification and they learned
20 how to have their own business.

21 That may not be a pathway to college,
22 but it is a pathway to a paycheck. They make

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1 more money than I do. So I look at the fact
2 that yes, I would love to see all our students
3 go onto a university, but I also believe that
4 expeditionary learning can be done in trade as
5 well. I would like to see it spoke to and what
6 you all think of that particular way of
7 addressing expeditionary learning.

8 MR. LONG: In a former life, I used to
9 work in apprenticeship programs and workforce
10 development programs. And I can say that when
11 we talk about college and career readiness and
12 the importance of post-secondary education,
13 that includes two-year colleges, vocational
14 colleges. And I would definitely think that
15 would include apprenticeship programs. And the
16 key is are they aligned with high demand, a
17 high-skilled and high paying jobs. I
18 definitely support that view that
19 apprenticeships are something that will be very
20 valuable. And that follows along with the
21 work-based learning that is encouraged in
22 Deeper Learning.

1 So when we say they're not going to
2 college, we always ought to be very careful;
3 people often thinks that means a four-year
4 college. No. Two-year, technical, community
5 colleges can be very good. The key is that a
6 high school diploma really just not is enough
7 in today's economy.

8 MR. LOVELL: I second that completely.
9 I would strongly associate myself with Mr.
10 Long's comments. I would just note that I
11 think that DC and every other state has a real
12 opportunity to enhance that type of experience
13 as the new law gets implemented. Specifically,
14 the law requires that any high school where a
15 third of students aren't graduating, they have
16 to implement comprehensive support and
17 improvement.

18 That intervention really gets defined
19 locally, it just has to be based on evidence.
20 There is a lot of evidence behind the type of
21 education that you're describing, whether
22 you're looking at the National Academy

1 Foundation, there is a lot of evidence showing
2 that when students start their career or
3 orientation, their career awareness in high
4 school or beforehand, when there is a career
5 overlay to the academics, that they do better.

6 In fact, the research done by MBRC was
7 showing gains in earnings as a result of
8 national academies and then as a result, they
9 get preferential hiring treatment from pretty
10 big companies like AT&T, Xerox, JP
11 Morgan/Chase. So there are plenty of examples
12 to draw from.

13 DR. WOODRUFF: Thank you.

14 PRESIDENT WILLIAMS: Mr. Batchelor?

15 MR. BATCHELOR: Thank you, Madam,
16 President. I got it now. I'm ready.

17 Really quickly, so I know, well one,
18 obviously, I'm in full agreement with the
19 principles of Deeper Learning. I know it's
20 sorely needed in communities like I represent,
21 very low income, high-minority populations.
22 But what I'm most concerned about and what a

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1 lot of us are always concerned about is doing
2 education policy that really trickles down to
3 classroom, and it's a long trickle, is the
4 practice, right.

5 So there's the principle that I think
6 we set, but then there's the practice inside
7 the classroom. And so we know that Deeper
8 Learning takes more time, that it takes more
9 investment and that it really takes a shift in
10 a school's culture to really make it meaningful
11 for students in their and practice to make it
12 meaningful for students. And I think when we
13 were having our conversation around our plan
14 around the Every Student Succeeds Act, we
15 really thought about how we used this plan to
16 really inform practice at the school level so
17 that the intended consequence that we thought
18 of at the top actually happens where it matters
19 most.

20 In terms of Deeper Learning, and in
21 terms of policies that we may set, and more
22 particularly around the Every Student Succeeds

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1 Act, in the stage where we are now, do you have
2 any recommendations on how we use ESEA to
3 really inform or really encourage Deeper
4 Learning practices at the school level?

5 MR. LONG: I would strongly encourage
6 you to use the Title II opportunities in ESEA
7 for promoting effective school leadership and
8 teachers. There are unprecedented
9 opportunities for school leadership in Title
10 II. And you can use a lot of those dollars to
11 create pipelines, to improve prep for leaders,
12 the Learning Policy Institute will be coming
13 out with a paper soon of teacher prep and
14 leadership prep for Deeper Learning.

15 So I am a strong believer, also, that
16 most learning, adult learning happens in
17 schools, so I would really encourage you to use
18 the ESEA definition of effective professional
19 learning, which is sustained and collaborative
20 and its job-embedded, it's intensive. It's
21 informed by data and it's focused on classroom
22 problems. And I think that is really one of

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1 the keys to Deeper Learning is, you're right,
2 it's not just the policies and implementing
3 standards or curriculum, it's the capacity in
4 the schools.

5 The school leaders and the teachers, as
6 you all know, are about 60 percent of the
7 impact on student learning. So that would be
8 my encouragement is that look at Title II and
9 continue on. You've already got your plan in
10 place, but to continue to look at all the new
11 developments, in terms of promoting great
12 teachers and leaders.

13 MR. BATCHELOR: Great. And I think
14 even separate from teachers and leaders, I'm
15 kind of going one level up now, what about
16 LEAs?

17 What do you say to LEAs to encourage
18 that practice?

19 What advice would you give them to
20 encourage that practice at the school level?

21 DR. GOODWIN: I think that from what
22 we've seen in the spread of Deeper Learning,

1 it's really helpful if they actually see what
2 it looks like in action and have opportunities
3 to see it for themselves. And I will say a lot
4 of times, the folks that we bring along on our
5 study tours, for example, the last time, many
6 of them were in school when they were back
7 in high school.

8 And so high school looks very
9 different. And before you can really advocate
10 for this kind of learning that looks very
11 different that is project-oriented, that's very
12 student-focused, that is not very teacher-
13 focused, it helps that you, yourself, become
14 convinced that this is learning that can really
15 matter and can make a difference.

16 I think the other thing I will also
17 just add is I had mentioned Monica Martinez's
18 book on Deeper Learning. She has also written
19 a planning guide to how schools can start
20 working to think about implementing Deeper
21 Learning. And the guide is available, it's on
22 the Web. It's a way for schools to

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1 systematically start thinking about how they
2 can actually make this work. So step-by-step.

3 And I think that making those kinds of
4 resources available to people -- and that
5 doesn't cost any money because that's just
6 something that's out there already, but making
7 people aware of the fact that these resources
8 do exist and the Alliance's website on Deeper
9 Learning has a plethora of resources. That is
10 one of the reasons I showed you the video as
11 well this evening. There are four of those
12 videos that are available. Maine is just one
13 of the states that is highlighted, and then
14 there are three other examples of Deeper
15 Learning. That is a quick and easy way for
16 people to access in four and-a-half minutes,
17 get some idea of what it is we're talking about
18 that can then spark a conversation. So I would
19 really urge the use of all of those.

20 MR. LOVELL: Real quickly, in terms of
21 implementation, LEAs, states and the District
22 are required to use at least 7 percent of the

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1 Title I allocation to implement school
2 improvement activities among identified
3 schools. So that 7 percent of Title I is a
4 major opportunity to advance Deeper Learning if
5 it's implemented well.

6 Another opportunity is that there is a
7 flexibility, you don't have to do this but you
8 can allocate up to 3 percent of the District's
9 Title I allocation for what we call Direct
10 Student Support Services. It can be anything
11 from making advanced coursework available where
12 it's currently not, to providing opportunities
13 for a CTE that lead to an industry-recognized
14 credential. That's another major opportunity.

15 The third opportunity would be around
16 the Title IV funds. Although the program was
17 authorized at \$1.6 billion, but last year
18 Congress funded it at \$300 million. It's
19 likely to receive an increase according to what
20 the House and what the Senate had proposed, but
21 those dollars can be used also to advance
22 Deeper Learning. You can use that for digital

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1 learning. You can use that for access to
2 rigorous coursework.

3 MR. BATCHELOR: Great. Well, I know
4 four minutes goes much faster up here than it
5 does in the real world, so I'll save my other
6 question for a second round.

7 Thank you.

8 PRESIDENT WILLIAMS: There is no second
9 round.

10 MR. BATCHELOR: Oh, I don't know. I
11 just assumed. I can keep asking. I just got
12 one more if that's fine.

13 PRESIDENT WILLIAMS: Go ahead.

14 MR. BATCHELOR: Thank you. Okay. So I
15 think as you mentioned in your presentation
16 that teachers really do play a role.
17 Obviously, Deeper Learning is about letting
18 students lead and explore. But teachers do
19 play a role.

20 What advice would you give to school
21 districts in particular, in terms of
22 professional learning opportunities, in terms

1 of evaluation systems?

2 What would you encourage school systems
3 to do to better prepare their teachers for this
4 type of work?

5 I know there are a lot, but what are
6 those big things that need to be done for
7 teachers to feel comfortable doing this work
8 and not feel under the gun, in terms of all the
9 other things?

10 Deeper Learning also takes time, right.
11 And unfortunately, teachers feel like there's
12 not a lot of it in the school year. They're
13 budgeting every minute. So how would you
14 encourage school systems to assist and
15 encourage teachers to do this work?

16 DR. GOODWIN: I'll just give you one
17 quick example from our site visit to Los
18 Angeles High School of the Arts. What was
19 really interesting is that they are a linked-
20 learning school and they talked about the fact
21 that they were very excited to become a linked-
22 learning school, but that initially, they

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1 jumped all in and were trying do project-based
2 learning all over the place. And they soon
3 realized that they really had to take a step
4 back and make sure that teachers were well-
5 trained and started off small.

6 So I think making these changes, it's
7 critical to make sure that teachers are trained
8 and then also to give them a lot of support.
9 One of the examples they gave, for example, was
10 saying we're designing these massive projects
11 that were taking place over months, and months,
12 and months and we also were requiring that all
13 four major subject content teachers be involved
14 in that project. And we pretty soon realized
15 that that was not necessarily realistic. We
16 weren't quite there yet. We needed to step
17 back, reevaluate and start small.

18 So I think that's one caution that I
19 would urge so that as this work is embarked on
20 that you really take time to make sure that the
21 individuals who are heavily impacted in doing
22 it feel supported and feel like they've had an

1 opportunity to really also see what this looks
2 like.

3 So there are numerous institutes now
4 run by the various networks. At High Tech
5 High, for example, they have opportunities for
6 people to come and see and learn from the
7 teachers that have been trained there. They
8 also run an institute that happens every March
9 where practitioners come from all over the
10 country and all over the world to learn from
11 them. And there are a lot of teachers,
12 primarily, at those kinds of institutes.

13 Those are opportunities for
14 professional development for those individuals
15 so that they feel much more comfortable going
16 back into their own environment. I think a lot
17 of these schools of education now are also
18 doing a lot more to prepare teachers to teach
19 in these ways of not just the project-based
20 learning, but also the interdisciplinary
21 learning. So making connections between math
22 and science, for example, or math and social

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1 studies. And having teachers co-teach those
2 kinds of classes. And that kind of preparation
3 is not widespread, but it's increasing and
4 that's really promising as well, another option
5 to help train teachers.

6 MR. BATCHELOR: Great. Thank you.

7 PRESIDENT WILLIAMS: Thank you, Mr.
8 Batchelor. No more questions?

9 MS. WATTENBERGZ: Yes. So my questions
10 have been -- I think each of you or some of you
11 have talked about AP courses, especially as a
12 way of adding rigor and assuring some level of
13 performance.

14 My question is that is so often
15 recommended. I know that -- well, we have so
16 many students who are entering high school so
17 many years behind. And so the question is
18 whether that's the best thing to do.

19 And let me just say, I think it's a
20 good thing to do and I do want to acknowledge
21 our own local star, Laura Fuchs, who an AP
22 teacher, who was featured in the New York Times

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1 magazine section for teaching AP in classes
2 where it might not be the norm, and I think is
3 quite successful at helping kids reach a
4 certain level. So I don't want to say it's not
5 a good thing. I know with my own child, who
6 wasn't actually ready for it in a formal sense,
7 the fact that you get exposed to a higher level
8 of material, that's a plus.

9 With that said, it sometimes feels like
10 it's recommended because it's there. And is
11 there not some other approach when you're
12 working with students who are many, many years
13 behind that would make more sense? So it's a
14 question. I mean, it's easy in an ESEA
15 accountability thing to say oh, how many kids
16 are taking AP? And then we make that the basis
17 on which, oh, we've helped improve the school
18 because we've added AP courses.

19 My question is, is that the right thing
20 to do or is there something else that would
21 also make sense?

22 MR. LOVELL: I would say that adding AP
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1 to the accountability system is definitely
2 insufficient. I think that it is a good step.
3 That when you look at participation, you also
4 have to dive into those numbers and look at
5 well, who is participating? Because even
6 though there might not be formal tracking,
7 there is likely to be informal tracking within
8 a high school and it's not equitably
9 distributed as to who all is participating.

10 I think there are other experiences
11 that high schools can provide that are not AP
12 that can get to what you're looking at. I
13 think we see that most common in dual
14 enrollment or in early college high schools.
15 And so Jobs for the Future is an example of an
16 organization that offers programming, where
17 they're looking at students who are over-aged
18 and under-credited and rather than remediate,
19 they work at accelerating.

20 And over time, these are students who
21 are earning dual-credit. So while they are in
22 high school, they are also earning college

1 credit or credit for post-secondary, and then
2 graduating. It may take more than four years,
3 but they're graduating.

4 I would be happy to share with you the
5 information about Jobs for the Future as an
6 example and their work with dual enrollment and
7 early college.

8 MS. WATTENBERG: So in short, you're
9 saying that the best response is college prep
10 material for students who are very far behind?

11 You would say that's the preferred
12 practice as of now?

13 MR. LOVELL: I think that you don't
14 start in the 9th grade with an AP class, but
15 you do start and sometimes it's double-dosing
16 in the core material. Going into the data and
17 really figuring out why students are behind,
18 sometimes it's inadequate preparation.
19 Sometimes it is a range of experiences that are
20 happening with a student outside of the
21 classroom that are influencing their
22 achievement.

1 So it really takes a comprehensive
2 approach. From the academic perspective, I
3 think it takes -- but with the goal of still
4 accelerating students through high school,
5 having them graduate and prepare for post-
6 secondary. So it's not lowering the standard,
7 but it's surely helping them meet the higher
8 ones.

9 DR. GOODWIN: I'll just add that, for
10 example, in one school that we visited in
11 Oakland, California, they talked about the fact
12 that a lot of students come in behind and what
13 they do is really targeted support systems,
14 starting in the 9th grade, and making sure that
15 if they need additional tutoring in whatever
16 the subject is, they're getting that. And it's
17 not just being done by the teachers at the
18 school, but they really pull in community
19 volunteers as well. So there is a very
20 targeted effort to make sure to get students as
21 on track as possible.

22 I would say that making sure, like
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1 Phillip said, that the system of comprehensive
2 support is in place because you're not just
3 dealing with a lot of issues at the school, but
4 students oftentimes coming in with other
5 concerns and that's part of the reason why they
6 bring in support from the community as well.

7 And I would also just say that the
8 project-based nature of a lot of the work that
9 students are engaged in is of a higher level,
10 typically, of what what's happening in a lot of
11 more traditional high schools.

12 MR. LONG: I will add on to what my
13 colleagues just said in that I think you ought
14 to look at Deeper Learning as being integrated
15 with other kinds of important ways of really
16 understanding all the needs of students. And
17 so I'm thinking about social/emotional
18 learning, where your focusing on their self-
19 awareness, self-management, their social
20 awareness, relationship building skills,
21 effective decision-making. And that was
22 actually integrated at the schools we visited

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1 in Oakland.

2 And that full-service community school
3 model, where we can see kids who really have
4 been ignored and neglected, all the way up into
5 high school, suddenly, they are full members of
6 a school community. That's how you can turn
7 them around and that's how you can add rigor to
8 their learning.

9 MS. WILSON-PHELAN: Just a very quick
10 question. Is there any reason schools just
11 couldn't pursue this on their own and why it
12 requires distinct action?

13 MR. LOVELL: Not that I know of.

14 PRESIDENT WILLIAMS: Okay. Last but
15 not least, I'd like to thank you for coming.
16 This was very informative. I would just like
17 to say my two cents since the rest of the Board
18 talked and asked questions.

19 I think this is a wonderful approach.
20 We are so happy that NASBE has partnered with
21 the State Board to do this work. And I agree
22 with Dr. Woodruff that we need to start in Pre-

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1 K and not in 9th grade. Our children would
2 fare so much better. We would need less
3 resources to do this work if we started
4 earlier.

5 So after we get the Deeper Learning
6 embedded in our school system, let's make it
7 start earlier, okay?

8 We look forward to continuing working
9 with you. Thank you for helping us improve the
10 atmosphere of education in the District of
11 Columbia. I hope we can call on you in the
12 future to talk to other groups at other times
13 when we have questions. Is that possible, Mr.
14 Long?

15 MR. LONG: Madam President, I'll speak
16 for the panel. It's just been our pleasure to
17 be here tonight, and of course, you could call
18 me, NADBE and Dr. Goodwin and Mr. Lovell
19 anytime. We would love to be able to help.

20 **ADJOURNMENT**

21 PRESIDENT WILLIAMS: Thank you. With
22 no further business before the Board, I would

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1 like to entertain a motion to adjourn.

2 MR. BATCHELOR: Madam President?

3 PRESIDENT WILLIAMS: Yes.

4 MR. BATCHELOR: Could I just --

5 PRESIDENT WILLIAMS: No.

6 MR. BATCHELOR: Point of privilege,
7 Madam President. I promise. I just wanted to
8 make sure all of us wished our newest student
9 member a happy birthday.

10 PRESIDENT WILLIAMS: I was going to say
11 that.

12 MR. BATCHELOR: Oh, see. Didn't know
13 that. See, I guess I took your thunder. I'm
14 sorry.

15 PRESIDENT WILLIAMS: No. It's Talia's
16 birthday. You were late, so we've already
17 addressed Maria's.

18 And I would like to adjourn the meeting
19 and then we can tell Talia happy birthday. So
20 can we do this in that order?

21 MR. BATCHELOR: Yes.

22 PRESIDENT WILLIAMS: Okay. With no

1 further business before the Board, I would like
2 to entertain a motion to adjourn.

3 DR. WOODRUFF: So moved.

4 PRESIDENT WILLIAMS: Is there a second?

5 MR. BATCHELOR: Second.

6 PRESIDENT WILLIAMS: All in favor?

7 (Chorus of ayes.)

8 PRESIDENT WILLIAMS: Opposed?

9 (No response.)

10 PRESIDENT WILLIAMS: The ayes have it
11 and the public meeting of the District of
12 Columbia State Board of Education is adjourned
13 at 7:26.

14 (Whereupon, at 7:30 p.m., the State
15 Board of Education Public Meeting was
16 adjourned.)

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