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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           And so now, with that context, this is  
2     the definition of equity today, that I think is  
3     most compelling and powerful for you. We  
4     define equity as policies and practices that  
5     ensure that every student has access to an  
6     education focused on meaningful learning.

7           Deeper Learning skills, contemporary  
8     society requires are taught by competent and  
9     caring educators who are able to attend to the  
10    student's social, emotional, and academic  
11    needs. And that comes from Linda Darling-  
12    Hammond and Pedro Negara.

13           So I will leave it here that we have  
14    ever rising expectations in this world. And  
15    the why of Deeper Learning is to educate and  
16    enable every high school graduate to succeed in  
17    today's accelerating rate of change at work,  
18    society, technology and the economy. And I  
19    would say that I think we've never come closer  
20    to that goal or nor is it more urgent.

21           Thank you.

22           DR. GOODWIN: Good evening. My name is  
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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.)

17 \* \* \* \* \*

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