

GOVERNMENT OF THE DISTRICT OF COLUMBIA

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STATE BOARD OF EDUCATION

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WEDNESDAY,
DECEMBER 21, 2016

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The Public Meeting of the District of Columbia State Board of Education convened at 441 4th Street, NW, Washington, DC, 20001, at 5:30 p.m., Jack Jacobson, President, presiding.

BOARD MEMBERS PRESENT:

JACK JACOBSON, President
KAREN WILLIAMS, Vice-President
KAMILI ANDERSON, Member
TIERRA JOLLY, Member
MARY LORD, Member
LAURA WILSON PHELAN, Member
RUTH WATTENBERG, Member
JOE WEEDON, Member

ALSO PRESENT:

JOHN PAUL HAYWORTH, Executive Director

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION:

HANSEUL KANG, State Superintendent

STUDENT REPRESENTATIVES:

ALEXANDER DOROSIN

APPEARANCES:

CHAD ALDEMAN
JASON BOTEL
KAHN BRANCH
KEVIN JACKSON
KIRSTEN JONES
JAMIKKA KENDRICK
BETHANY LITTLE
DAVID OSHER
RAYMOND WEEDEN

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

5:30 p.m.

PRESIDENT JACOBSON: Good afternoon.

The time is 5:30 p.m. on December 21, 2016, and this public meeting of the District of Columbia State Board of Education is now called to order. The roll will now be called to determine the presence of a quorum. Mr. Hayworth, please call the roll.

EXECUTIVE DIRECTOR HAYWORTH: Mr.

Jacobson?

PRESIDENT JACOBSON: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

Williams?

VICE-PRESIDENT WILLIAMS: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

MEMBER LORD: I'm thinking about it,

I'm thinking about it. Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

Wilson Phelan? Ms. Wilson Phelan? Ms.

Wattenberg?

MEMBER WATTENBERG: Here.

1 EXECUTIVE DIRECTOR HAYWORTH: Ms.
2 Anderson?

3 MEMBER ANDERSON: Here.

4 EXECUTIVE DIRECTOR HAYWORTH: Mr.
5 Jones? Mr. Jones? Mr. Weedon?

6 MEMBER WEEDON: Present.

7 EXECUTIVE DIRECTOR HAYWORTH: Ms.
8 Jolly?

9 MEMBER JOLLY: Present.

10 EXECUTIVE DIRECTOR HAYWORTH: Ms. Hall?
11 Ms. Hall? Mr. Dorosin? Mr. Dorosin? Mr.
12 President, you have a quorum.

13 PRESIDENT JACOBSON: A quorum has been
14 determined and the State Board will now proceed
15 with the business portion of our meeting.
16 Members, we have a draft agenda before us. Are
17 there corrections or additions? Seeing none, I
18 would -- for the agenda. Ms. Lord?

19 MEMBER LORD: Yes, I would like to make
20 an addition to the agenda, as proposed, to
21 introduce a report, a research report from our
22 policy fellows concerning graduation

1 requirements. It would just be to essentially
2 put the report on the record and to have the
3 Board receive it.

4 PRESIDENT JACOBSON: Thank you, Ms.
5 Lord. Any discussion? All those in favor,
6 please say aye.

7 (Chorus of ayes.)

8 PRESIDENT JACOBSON: All those opposed?

9 MEMBER JOLLY: Aye. Or nay.

10 PRESIDENT JACOBSON: Motion carries.

11 MEMBER JOLLY: Can I object as a point
12 of order?

13 PRESIDENT JACOBSON: Yes.

14 MEMBER JOLLY: I'm actually deeply
15 concerned that this report was not introduced to
16 Board Members or to the public until last night,
17 which I think is in violation of our bylaws. So,
18 I don't know that we can actually proceed to
19 amend the agenda to include this.

20 PRESIDENT JACOBSON: I'm going to ask
21 our parliamentarian to weigh in on that, please.

22 EXECUTIVE DIRECTOR HAYWORTH: According

1 to our current bylaws, materials would need to be
2 introduced to Members prior to last evening in
3 order to be adopted by the Board at this meeting.

4 PRESIDENT JACOBSON: I have a
5 clarification, is there a mechanism to override
6 bylaws?

7 EXECUTIVE DIRECTOR HAYWORTH: Yes. The
8 bylaws can be suspended with a two-thirds vote.

9 PRESIDENT JACOBSON: All right. You've
10 raised a point of order, will you be objecting,
11 per the bylaws? To the bylaws violation?

12 MEMBER JOLLY: Yes.

13 PRESIDENT JACOBSON: Okay. Ms. Lord,
14 you'd have the opportunity to ask for a vote to
15 suspend the bylaws and allow your item to be
16 added.

17 MEMBER LORD: I would -- is that a
18 motion or a request?

19 PRESIDENT JACOBSON: You would move to
20 suspend the bylaws.

21 MEMBER LORD: Okay. I would move to
22 suspend the bylaws in this case, which is in

1 order to accept work that was done for the Board
2 on the taxpayers' dime earlier this year. And
3 so, that's why I'm putting it on the agenda.

4 PRESIDENT JACOBSON: Does Ms. Lord's
5 motion require a second, Mr. Hayworth?

6 EXECUTIVE DIRECTOR HAYWORTH: Yes, it
7 does require a second to suspend the rules.

8 PRESIDENT JACOBSON: Is there a second
9 to Ms. Lord's motion?

10 MEMBER WEEDON: Second.

11 PRESIDENT JACOBSON: Seconded by Mr.
12 Weedon. All in favor -- or do we need a roll
13 call vote on this?

14 EXECUTIVE DIRECTOR HAYWORTH: Since
15 it's a two-thirds, I would prefer a roll call.

16 PRESIDENT JACOBSON: Okay.

17 MEMBER WATTENBERG: Point of
18 clarification, what's the reasoning -- why do we
19 need to accept this? I'm just not clear on the
20 purpose of this.

21 PRESIDENT JACOBSON: Our bylaws
22 stipulate that materials to be considered by the

1 Board need to be circulated to Board Members and
2 to the public, I think both in compliance with
3 our bylaws and I believe Open Meetings Act as
4 well, at least 48 hours in advance of the
5 meeting.

6 MEMBER WATTENBERG: No, I'm saying, why
7 do we -- not why do we have that bylaw, but
8 what's the purpose of accepting this report
9 tonight?

10 PRESIDENT JACOBSON: I'll defer to Ms.
11 Lord on that.

12 MEMBER WATTENBERG: I mean, what is the
13 -- why do we need to accept the report and why do
14 we need to do it tonight?

15 MEMBER LORD: I think -- well, first of
16 all, the purpose of accepting the report, much
17 like we do with committee reports and other
18 things, is to establish the public record so that
19 it's there for the consideration of Boards in the
20 future. And since it sort of occurred on my
21 watch and since I'm exiting off the Board, I
22 thought, well, we put it on tonight and it is

1 there, available to be acted on, considered, or
2 abandoned as future Boards would like. So, it's
3 essentially putting it on the record.

4 MEMBER WATTENBERG: I see. So, it's
5 not a vote of approval or disapproval or anything
6 like that?

7 MEMBER LORD: It's not a vote of
8 approval, it's -- there are recommendations
9 embedded in a PowerPoint. It is a research
10 report comparing graduation requirements in all
11 50 states in sort of a grid.

12 And I just -- I thought that it was
13 important to have in the materials as the Board
14 moves forward to consider at some later date. We
15 have talked about graduation requirements over
16 many years and this is a very, very thorough
17 piece of work. It is unbiased. There are some
18 recommendations, which may or may not prove
19 controversial or beneficial, but at least it
20 provides a foundation on which to proceed.

21 PRESIDENT JACOBSON: Any additional
22 questions from Board Members or discussion on the

1 motion?

2 MEMBER JOLLY: I just don't understand
3 how we can be asked to accept something that
4 Board Members are asking about the contents of on
5 the dais right now. Especially when it's
6 something that was just, I mean, it was just
7 introduced. This is in violation of our bylaws,
8 it serves no functional purpose, and, I mean, the
9 idea of setting a Board's agenda for potentially
10 years to come on an issue that hasn't been
11 discussed, on a report that hasn't been able to
12 be properly viewed and discussed by the Board, I
13 think is irresponsible.

14 MEMBER LORD: Well, just for --

15 PRESIDENT JACOBSON: Ms. Lord?

16 MEMBER LORD: Sorry, Mr. President.
17 When we have documents, they are in the record,
18 they are available for public view, they form a
19 part of the conversation. It doesn't tip
20 anybody's hand, it doesn't mean that we accept
21 the findings or that we act on the findings, but
22 unless it is part of the public record, it

1 becomes lost to the public, it does not become
2 part of the discourse.

3 And it's simply putting on the record,
4 making sure people can see it, can review it, you
5 can share it with constituents or triangulate off
6 of other things. Otherwise, it literally becomes
7 lost in the archives somewhere and it is not
8 officially raised in any public forum.

9 PRESIDENT JACOBSON: And I'm going to
10 interject to note for the record that Ms. Wilson
11 Phelan from Ward 1 has joined us. Is there
12 additional discussion regarding Ms. Lord's
13 amendment -- motion to override the bylaws and
14 approve --

15 MEMBER WEEDON: I call the question.

16 PRESIDENT JACOBSON: Thank you. Let's
17 call the roll.

18 EXECUTIVE DIRECTOR HAYWORTH: The
19 question is on suspension of the rules. Mr.
20 Jacobson?

21 PRESIDENT JACOBSON: Nay.

22 EXECUTIVE DIRECTOR HAYWORTH: Ms.

1 Williams? Ms. Williams?

2 VICE-PRESIDENT WILLIAMS: Nay.

3 EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

4 MEMBER LORD: Aye.

5 EXECUTIVE DIRECTOR HAYWORTH: Ms.

6 Wilson Phelan?

7 MEMBER WILSON PHELAN: Nay.

8 EXECUTIVE DIRECTOR HAYWORTH: Ms.

9 Wattenberg?

10 MEMBER WATTENBERG: Nay.

11 EXECUTIVE DIRECTOR HAYWORTH: Ms.

12 Anderson?

13 MEMBER ANDERSON: Nay.

14 EXECUTIVE DIRECTOR HAYWORTH: Mr.

15 Jones? Mr. Jones? Mr. Weedon?

16 MEMBER WEEDON: Nay.

17 EXECUTIVE DIRECTOR HAYWORTH: Ms.

18 Jolly?

19 MEMBER JOLLY: Nay.

20 EXECUTIVE DIRECTOR HAYWORTH: Ms. Hall?

21 Ms. Hall? Mr. Dorosin? Mr. Dorosin? Mr.

22 President, the motion fails.

1 PRESIDENT JACOBSON: Thank you, Mr.
2 Hayworth. Are there additional amendments to the
3 agenda as presented? If not, I would entertain a
4 motion to approve the agenda.

5 MEMBER WILSON PHELAN: So moved.

6 PRESIDENT JACOBSON: Moved by Ms.
7 Wilson Phelan. Is there a second?

8 MEMBER JOLLY: Second.

9 PRESIDENT JACOBSON: Second by Ms.
10 Jolly. All in favor?

11 (Chorus of ayes.)

12 PRESIDENT JACOBSON: Any opposed? The
13 agenda is approved. Next on our agenda is
14 approval of the minutes from the December 7
15 working session. Are there corrections or
16 additions to the minutes? Hearing none, I would
17 entertain a motion to approve the minutes.

18 VICE-PRESIDENT WILLIAMS: So moved.

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

21 MEMBER WATTENBERG: Second.

22 PRESIDENT JACOBSON: Second by Ms.

1 Wattenberg from Ward 3. The motion being
2 properly moved and seconded, I will ask for the
3 yeas and nays. All in favor, please say aye.

4 (Chorus of ayes.)

5 PRESIDENT JACOBSON: Any opposed? The
6 motion is approved. Good evening. My name is
7 Jack Jacobson and I am the President and Ward 2
8 Representative of the State Board of Education.
9 On behalf of the Members of the District of
10 Columbia State Board of Education, I want to
11 welcome our guests and our viewing public to our
12 Wednesday, December 21, 2016 public meeting.

13 The Board typically holds its
14 regularly scheduled meetings on the third
15 Wednesday of every month in the Old Council
16 Chambers at 441 Fourth Street Northwest. Tonight
17 is our last meeting of the calendar year. It has
18 been one of the most productive years since the
19 State Board was established.

20 I want to thank my colleagues for
21 their dedication to the students of the District
22 of Columbia. It is because of the men and women

1 on this dais that our adult students can now earn
2 a state diploma, that our high schools can
3 utilize competency-based learning, and that
4 students from kindergarten to 12th grade now have
5 health education standards that provide knowledge
6 they need to make healthy decision and to thrive.

7 I would be remiss if I did not also
8 acknowledge the staff of the Offices of the State
9 Board, the Ombudsman, and the Student Advocate,
10 who work tirelessly on behalf of District
11 students every day. Without them, none of this
12 would be possible. On behalf of the entire State
13 Board of Education, I want to publicly thank
14 Jamikka Briscoe-Kendrick, Joyanna Smith, Faith
15 Gibson Hubbard, Beth Tossell, Clarence Parks, Dan
16 Davis, Khadijah Williams, Paul Negrón, Sean
17 Chalk, a former employee of ours, and John-Paul
18 Hayworth for their service this year.

19 Your support is vital and we could not
20 serve the students throughout the District
21 without your talent and your dedication. Thank
22 you so very much.

1 We will begin our meeting tonight with
2 votes on a number of items designed to provide
3 the State Board and its staff with a solid
4 foundation for operation. Up for consideration
5 tonight are new bylaws, which include the Offices
6 of Ombudsman and Student Advocate, a new policy
7 manual to provide clarity to our staff and Board
8 Members, a year in review report that highlights
9 the activities of the State Board, and a list of
10 budget needs that the State Board will be facing
11 in Fiscal Year 2018, which begins on September
12 30, 2017.

13 The State Board will also consider a
14 two year strategic plan that provides us with a
15 foundation for the actions the State Board
16 intends to take on accountability, graduation
17 requirements, and other issues critical to the
18 success of all District students. I believe this
19 transparency will be quite helpful to the public
20 and to us.

21 The State Board will also hear from
22 five individuals in its continuing work on the

1 new school accountability system under the
2 federal Every Student Succeeds Act. We are very
3 appreciative that our witnesses are willing to
4 join us and look forward to their insight. If
5 you are interested in learning more about ESSA
6 and its potential for District students, please
7 visit our website at sboe.dc.gov/essa. There,
8 you will find a wealth of information about our
9 work.

10 Before we move to public comment, I
11 would like to invite our Superintendent of
12 Education, Hanseul Kang, to provide some opening
13 remarks. Superintendent Kang?

14 SUPERINTENDENT KANG: Thank you,
15 President Jacobson. Again, my name is Hanseul
16 Kang and I'm the State Superintendent of
17 Education. And I want to echo the President's
18 remarks about how productive the past year has
19 been.

20 We've appreciated our engagement and
21 partnership on important issues, including the
22 state diploma, competency-based learning, and the

1 health education standards, and have been excited
2 to be able to work together on these important
3 initiatives and move them to implementation.

4 Similarly, we're excited about our
5 ongoing engagement and partnership on the Every
6 Student Succeeds Act and the work of designing an
7 accountability system that works for our
8 students, families, and educators in DC. We're
9 looking forward to the panel discussion this
10 evening and I'm also excited to provide a brief
11 update to the Board on our ongoing engagement to
12 date and the timeline moving forward.

13 And, finally, I just wanted to take a
14 moment to thank and appreciate the Board Members
15 who we've had the chance to work with at OSSE for
16 the past year, for whom this is the last meeting.
17 I know there is a ceremonial resolution coming
18 later, but I just want to thank Tierra Jolly,
19 Mary Lord, and Kamili Anderson for all your
20 dedication and service. It's been a pleasure
21 working with each of you.

22 PRESIDENT JACOBSON: Thank you,

1 Superintendent Kang, for those remarks. I just
2 did want to let Board Members and the public
3 know, when Mr. Jones arrives, we will be taking a
4 brief recess to take a class photo of the nine
5 Board Members. So, I just wanted to throw that
6 out there for everyone's preparation. We're now
7 going to move to public comment.

8 The State Board welcomes public
9 participation in activities under our authority.
10 At every public meeting, we begin with testimony
11 from public witnesses on education related
12 matters. If you are a member of the public and
13 would like to speak at a future public meeting,
14 please contact our staff at sboe@dc.gov or by
15 calling 202-741-0888.

16 Tonight, Kirsten Jones, Kahn Branch,
17 and Kevin Jackson, all former State Board Student
18 Representatives, have joined us. Please -- I
19 know I at least saw Kevin, could come down to the
20 table. Is -- we'll postpone it until Kevin
21 arrives. And in the meantime, let's move to
22 governance items.

1 Tonight, the State Board of Education
2 will consider five items related to its
3 governance and administration. We will begin
4 with the proposed bylaws. The revisions to our
5 bylaws provide a much needed update to our
6 operating rules.

7 Although the operation of the official
8 business of the State Board is generally governed
9 by Robert's Rules of Order, with our Executive
10 Director serving as parliamentarian, these bylaws
11 provide specific information about how we
12 function. They have been reviewed by the Office
13 of the Attorney General and by the Ombudsman of
14 Public Education and the Chief Student Advocate.

15 Is there a motion on the bylaws as
16 proposed? Once we get a motion and approval on
17 the -- a motion and a second on the bylaws, we
18 can begin discussion and amendments to bylaws.
19 Ms. Wilson Phelan?

20 MEMBER WEEDON: Just for consideration?

21 Yes. So moved.

22 PRESIDENT JACOBSON: Moved by Ms.

1 Wilson Phelan. Is there a second?

2 REPRESENTATIVE DOROSIN: Second.

3 PRESIDENT JACOBSON: Second by Mr.

4 Weedon. Discussion on the bylaws? Or amendments
5 to the bylaws?

6 MEMBER WATTENBERG: I have amendments.

7 PRESIDENT JACOBSON: Ms. Wattenberg
8 from Ward 3.

9 MEMBER WATTENBERG: Okay. Three, I
10 think, simple amendments, you can just do them up
11 and down. First, in Section 5.2, originally, I
12 had asked at our previous meeting to have the
13 language here altered so that it would be clear
14 that anybody could, any Board Member could
15 propose an ad hoc committee.

16 That change was made, but in so making
17 it, it lost the idea, both that the President
18 might propose such a committee, and I think that
19 should be in there, and it also ended up
20 requiring that the initial resolution would
21 include the composition of the committee, not
22 just the charge.

1 And these are just simple amendments
2 to remedy each of those, and you've got them in
3 front of you. So, I would say, these are pretty
4 non-substantive, other than exactly what I said,
5 and the next two, more so.

6 PRESIDENT JACOBSON: So, Ms. Wattenberg
7 has -- you're moving just the first amendment at
8 the moment?

9 MEMBER WATTENBERG: Well, in the --
10 yes. The amendments related to Section 5.2. So,
11 there's three --

12 PRESIDENT JACOBSON: Great.

13 MEMBER WATTENBERG: -- small changes.

14 PRESIDENT JACOBSON: Is there a second
15 to Wattenberg Amendment Number 1?

16 REPRESENTATIVE DOROSIN: I'll second.

17 PRESIDENT JACOBSON: Seconded by Mr.
18 Weedon. Is there discussion on the Wattenberg
19 Amendment Number 1? If not, I'll call the
20 question. All in favor of Wattenberg Number 1,
21 please signify by saying aye.

22 (Chorus of ayes.)

1 PRESIDENT JACOBSON: Any opposed? Any
2 abstentions?

3 MEMBER WILSON PHELAN: Yes.

4 PRESIDENT JACOBSON: Motion carries.
5 Abstention by Ms. Wilson Phelan.

6 MEMBER WATTENBERG: Okay. Amendment --

7 PRESIDENT JACOBSON: Ms. Wattenberg,
8 Amendment Number 2.

9 MEMBER WATTENBERG: Amendment 2, in
10 Section 5.2.4, a prior part of the bylaws
11 indicate that a committee might include only a
12 couple or three or four people, which would not
13 meet a quorum. If the committee did not have a
14 quorum when it met, it might not put forward
15 public notice, it might have a meeting more
16 informally.

17 And the language here suggests that
18 all committee meetings, implies that all these
19 committee meetings would in fact be putting
20 forward public notice and that items not on the
21 agenda could not be added.

22 So, my argument would be, sometimes

1 committees are informal and sometimes the point
2 of a committee is to have a free flowing
3 conversation. So, to suggest that you couldn't
4 add items to the committee would not make sense.

5 And anything, I just want to clarify
6 this, anything that a committee did comes to the
7 State Board of Ed. The committee itself would
8 not be and does not take any formal action to
9 commit the Board to anything. So, I see these
10 simply as amendments that allow the committee to
11 function as it needs to to get the Board the
12 right information. And so, I move it.

13 PRESIDENT JACOBSON: Is there a second
14 to Ms. Wattenberg's motion on her Amendment
15 Number 2? To allow, basically, the ad hoc
16 committees to operate a little more freely?

17 MEMBER LORD: Second.

18 PRESIDENT JACOBSON: Second by Ms.
19 Lord. Any discussion? If not, I'll call the
20 question. All in favor of Wattenberg Amendment
21 Number 2, please signify by saying aye.

22 (Chorus of ayes.)

1 PRESIDENT JACOBSON: Any opposed? Any
2 abstentions?

3 MEMBER WILSON PHELAN: Abstain.

4 MEMBER WEEDON: Abstain.

5 PRESIDENT JACOBSON: Mr. Weedon and Ms.
6 Wilson Phelan abstain. Motion carries. Ms.
7 Wattenberg has a third amendment.

8 MEMBER WATTENBERG: Yes. In 7.4, it
9 says that Board Members, that staff and Board
10 Members cannot -- now I can't find it -- cannot
11 lobby other governmental agencies on items under
12 the jurisdiction of the State Board. And it just
13 strikes me that that is awfully vague and awfully
14 difficult to stick to.

15 Part of our jobs all the time is to
16 talk to people in governmental agencies and to
17 talk to people related to the Mayor and related
18 to the City Council and we may be talking about
19 things that relate to education and our mission,
20 our authority includes advising on education.

21 So, I don't know where the -- if
22 there's a formal definition for lobbying, but I

1 think sometimes lobbying is talking to people and
2 giving your opinion and I wouldn't want to
3 restrict Members from doing that.

4 PRESIDENT JACOBSON: Is there a second
5 on Wattenberg Amendment Number 3?

6 MEMBER LORD: Second.

7 PRESIDENT JACOBSON: Second by Ms.
8 Lord. Any discussion?

9 MEMBER WILSON PHELAN: Discussion.

10 PRESIDENT JACOBSON: Ms. Wilson Phelan
11 from Ward 1.

12 MEMBER WILSON PHELAN: I actually think
13 there is an understood and widely circulated
14 definition of lobbying. So, since it's
15 prohibited in many places, including, in the
16 federal government, one year after you leave an
17 office. So, I -- instead of just sort of
18 throwing out that there's probably no definition,
19 there is a specific definition. And so --

20 MEMBER WATTENBERG: What is it?

21 MEMBER WILSON PHELAN: I don't know, I
22 haven't pulled it up. But -- I mean, maybe --

1 PRESIDENT JACOBSON: I might --

2 MEMBER WILSON PHELAN: -- Jack knows.

3 PRESIDENT JACOBSON: I might interject,
4 because I actually did ask BEGA a number of years
5 ago for an opinion on this regarding my own
6 activities. Lobbying is technically when there
7 is an exchange of money for your actions. If
8 someone were to lobby another agency and be paid
9 for that work, that would be lobbying.

10 I think what -- Ms. Wattenberg, the
11 point you're trying to get to is, you want to be
12 able to advocate to other agencies on issues
13 important to you and to your constituents and
14 issues citywide that are education related. And
15 I don't think that would be prohibited as the
16 bylaws are --

17 MEMBER WATTENBERG: Well, if your
18 definition of lobbying is in fact what is meant
19 here, I certainly don't have an objection to
20 keeping it in.

21 PRESIDENT JACOBSON: Terrific. I think
22 --

1 MEMBER WATTENBERG: As long as we
2 understand that.

3 PRESIDENT JACOBSON: -- that's the case
4 and I think that is the understanding that we now
5 have on the record, that lobbying would be an
6 exchange of money for intervening with another
7 agency or other -- lobbying or other gifts. I
8 mean, cash or other gifts. Ms. Lord?

9 MEMBER LORD: In the absence of a
10 definition, I think that Ms. Wattenberg's point
11 is well taken, that, like art, it's in the eye of
12 the beholder, unless there is a specific
13 definition. But, furthermore, and I think this
14 Board should be a little bit chary of becoming
15 the nanny state in its bylaws, because there are
16 ethics rules that govern all of our elected
17 officials, including this Board, and some of
18 those prohibitions are clearly spelled out.

19 If you are lobbying on behalf of Exxon
20 pipeline and you come in and try to influence
21 legislation about the pipeline, that's clearly
22 lobbying. A number of Board Members have outside

1 employment, outside interests, outside volunteer
2 activities, that involve in some way, shape, or
3 form, education programs, and that could easily
4 be seen as, not lobbying, not advocacy, but
5 something in that gray area.

6 So, I was a little bit troubled by
7 some of the provisions. In the interests of
8 transparency and accountability, they make a lot
9 of sense. But in point of fact, they start to
10 sound like -- they raise red flags about the
11 behavior and the ethics of the Board Members, and
12 I don't think that was intended, but that could
13 easily be how people read it from the outside.
14 So, I would support Ms. Wattenberg, that in the
15 absence of a clear definition of what we mean,
16 that this could become a slippery slope.

17 PRESIDENT JACOBSON: Mr. Hayworth, I
18 believe you have a definition of lobbying from
19 BEGA, which governs government activities. Could
20 you read that into the record, please?

21 EXECUTIVE DIRECTOR HAYWORTH: Sure.
22 From the BEGA website, in the lobbying disclosure

1 forms, there is a FAQ on lobbying and it says,
2 Under the Ethics Act, "lobbying" is communicating
3 directly with any official in the legislative or
4 executive branch of the District government with
5 the purpose of influencing any legislative action
6 or administrative decision.

7 The term "lobbying" does not include:
8 the appearance or presentation of written
9 testimony by a person on his or her own behalf,
10 or representation by an attorney on behalf of any
11 such person in a rulemaking, which includes a
12 formal public hearing, rate-making, or
13 adjudicatory hearing before an executive agency
14 or the Tax Assessor; information supplied in
15 response to written inquiries by an executive
16 agency, the Council, or any public official;
17 inquiries concerning only the status of specific
18 actions by an executive agency or the Council;
19 testimony given before the Council or a committee
20 of the Council, during which a public record is
21 made of such proceedings or testimony submitted
22 for inclusion in such a public record; a

1 communication made through the instrumentality of
2 a newspaper, television, or radio of general
3 circulation, or a publication whose primary
4 audience is the organization's membership; and
5 communications by a bone fide political party.

6 PRESIDENT JACOBSON: Any additional
7 discussion? Ms. Wattenberg?

8 MEMBER WATTENBERG: Well, I would just
9 say that, that says nothing about payment, so I
10 would stick with what I originally said, I think
11 that's a very broad definition of lobbying and it
12 includes the kinds of things that I think all of
13 us do every day. So, I would ask to strike that
14 then from the bylaws.

15 PRESIDENT JACOBSON: So, to retain your
16 amendment as presented?

17 MEMBER WATTENBERG: Right.

18 PRESIDENT JACOBSON: Terrific. Any
19 additional discussion? If not, I would like to
20 call the question on Wattenberg Amendment Number
21 3. All right. All those in favor, please say
22 aye.

1 (Chorus of ayes.)

2 PRESIDENT JACOBSON: Any opposed? Any

3 --

4 MEMBER ANDERSON: Nay.

5 PRESIDENT JACOBSON: Ms. Anderson is a
6 nay. Any abstentions? Motion carries. I have
7 an amendment --

8 MEMBER WATTENBERG: And, I'm sorry, I
9 have one more, which I did not submit. I'm
10 sorry. I had a conversation with Mr. Hayworth
11 about it and I realized I did not submit one, so
12 let me just raise this. At the -- when we first
13 talked about this --

14 PRESIDENT JACOBSON: Ms. Wattenberg is
15 recognized for --

16 MEMBER WATTENBERG: Sorry.

17 PRESIDENT JACOBSON: -- her fourth
18 amendment.

19 MEMBER WATTENBERG: Sorry. When we
20 talked about this at the last meeting, there was
21 concern with the way the ethics portion was
22 written out and that it wasn't specific enough.

1 And in response to that, Mr. Hayworth
2 appropriately put forward a huge section on it.
3 And I think it is extreme.

4 It's practically the longest section,
5 I think there's only one section that's maybe two
6 lines longer, and I think it is really extreme in
7 terms of the detail and the length and
8 everything, for what is, in fact, a part-time
9 Board. I mean, so, I would recommend that we
10 pull this out for now and revisit it at a working
11 session. And, meanwhile, try to find the right
12 balance between too vague and so excessive.

13 PRESIDENT JACOBSON: We're pulling up
14 that section, so that we can be very clear on
15 which section you're suggesting deletion of.

16 EXECUTIVE DIRECTOR HAYWORTH: Mr.
17 President, to clarify, it is Article 8, Censure
18 and Reprimand Procedures.

19 PRESIDENT JACOBSON: Are you proposing
20 to delete the entire --

21 MEMBER WATTENBERG: Well, what I'm
22 proposing is to hold it, if we could do that, so

1 that we -- and revisit it at the working meeting.
2 Which I guess would mean holding the entire set
3 of bylaws until the next meeting, correct? In
4 other words, my point is not to delete this
5 section, but rather rework the section.

6 So, I guess I'm asking for advice
7 about how to do that. If there's a way to adopt
8 everything pending this, I'd like to do this, but
9 that would then put us in the position of
10 adopting bylaws without anything on this, which I
11 think is also inappropriate.

12 PRESIDENT JACOBSON: Would the Board
13 Member be satisfied with adopting it
14 wholeheartedly with a commitment to return to it
15 to refine it in the first quarter of 2017? And
16 pare it back, per your suggestions?

17 MEMBER WATTENBERG: Yes, especially if
18 we could say specifically, could a refinement or
19 modification be brought to the January working
20 meeting so that we could try to do it there and
21 not just let it go on? And then, I would be okay
22 with that.

1 PRESIDENT JACOBSON: I would have no
2 objection to doing so. Do other Board Members
3 have any objection to that? Then, your amendment
4 is withdrawn? Pending -- with a commitment --

5 MEMBER WATTENBERG: Yes.

6 PRESIDENT JACOBSON: -- from leadership
7 that we --

8 MEMBER WATTENBERG: Yes.

9 PRESIDENT JACOBSON: -- will address
10 this at the January working session?

11 MEMBER WATTENBERG: Yes.

12 PRESIDENT JACOBSON: Okay. Thank you.

13 For the record, Amendment Number 4 by Ms.
14 Wattenberg is withdrawn. I have an amendment.
15 It's in your packets and I have placed it right
16 here. This will be Jacobson Amendment Number 1,
17 on behalf of Ms. Gibson Hubbard, the Chief
18 Student Advocate.

19 In Section 3.4 of the Office of the
20 Student Advocate, Line 197, insert, "without
21 interference from any outside agency, individual,
22 or organization" after the phrase "D.C. Official

1 Code 38-373." That's an official motion, I will
2 need a second on Jacobson Amendment Number 1, on
3 behalf of the Student Advocate.

4 MEMBER JOLLY: So moved.

5 PRESIDENT JACOBSON: Seconded by Ms.
6 Jolly. Any discussion on the amendment? If not,
7 I'll call the question. All in favor of Jacobson
8 Amendment Number 1 on behalf of the Student
9 Advocate, signify by saying aye.

10 (Chorus of ayes.)

11 PRESIDENT JACOBSON: Any opposed? Any
12 abstentions?

13 MEMBER WILSON PHELAN: Abstain.

14 MEMBER WEEDON: Abstain.

15 PRESIDENT JACOBSON: Ms. Wilson Phelan
16 and Mr. Weedon abstain. Motion carries. And I
17 have Amendment Number 2. This will be Jacobson
18 Amendment Number 2, offered on behalf of Joyanna
19 Smith, the Ombudsman for Public Education.

20 In Section 5.1.1, Authority, Line 354,
21 insert the word "office" before the word "goals."
22 And additionally, insert the word "collaboration"

1 in place of the word "conjunction." That's
2 Jacobson Amendment Number 2, on behalf of the
3 Ombudsman. Is there a second on my amendment?

4 MEMBER JOLLY: Second.

5 PRESIDENT JACOBSON: Second by Ms.
6 Jolly. Is there discussion?

7 MEMBER WEEDON: I would note that it's
8 actually Line 353, not 354 in the current version
9 that we're looking at.

10 PRESIDENT JACOBSON: Thank you, Mr.
11 Weedon, for the clarification. Any additional
12 discussion? If not, I'll call the question.

13 MEMBER WATTENBERG: Could you read the
14 sentence? I can't find it in the --

15 PRESIDENT JACOBSON: Mr. Hayworth will
16 read the sentence, as amended.

17 EXECUTIVE DIRECTOR HAYWORTH: So, if
18 the amendment is adopted, the sentence under
19 Authority, Number 3, would read, setting of
20 office goals, performance standards, and the
21 evaluations for and in collaboration with the
22 Executive Director of the State Board of

1 Education, Ombudsman, and Chief Student Advocate.

2 MEMBER WATTENBERG: Okay.

3 PRESIDENT JACOBSON: Thank you, Mr.
4 Hayworth. Any additional discussion? If not,
5 I'd like to call the question. All in favor of
6 Jacobson Amendment Number 2 on behalf of Ms.
7 Smith, please signify by saying aye.

8 (Chorus of ayes.)

9 PRESIDENT JACOBSON: Any opposed? Any
10 abstentions? Motion carries. Are there
11 additional amendments to the bylaws?

12 MEMBER WATTENBERG: Point of
13 clarification, sorry. So, if we revisit this in
14 January, that's still a simple majority to make
15 the change, correct?

16 PRESIDENT JACOBSON: No. All bylaws
17 amendments require a two-thirds majority. And
18 you have my --

19 MEMBER WATTENBERG: And --

20 PRESIDENT JACOBSON: You have my
21 commitment to work with you on this.

22 MEMBER WATTENBERG: As opposed to

1 tonight, we just adopt it by a majority?

2 PRESIDENT JACOBSON: Tonight requires
3 a two-thirds majority as well. Bylaws revisions
4 always require a two-thirds majority, per our
5 bylaws.

6 MEMBER WATTENBERG: Okay.

7 PRESIDENT JACOBSON: Thank you. Any
8 additional discussion on the bylaws, as
9 presented? If not, I'd like to call the
10 question. And this would be on the adoption of
11 the bylaws as amended and this will be a roll
12 call vote, two-thirds majority required.

13 EXECUTIVE DIRECTOR HAYWORTH: Mr.
14 Jacobson?

15 PRESIDENT JACOBSON: Aye.

16 EXECUTIVE DIRECTOR HAYWORTH: Ms.
17 Williams?

18 VICE-PRESIDENT WILLIAMS: Aye.

19 EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

20 MEMBER LORD: Abstain.

21 EXECUTIVE DIRECTOR HAYWORTH: Ms.

22 Wilson Phelan?

1 MEMBER WILSON PHELAN: Aye.

2 EXECUTIVE DIRECTOR HAYWORTH: Ms.

3 Wattenberg?

4 MEMBER WATTENBERG: Aye.

5 EXECUTIVE DIRECTOR HAYWORTH: Ms.

6 Anderson?

7 MEMBER ANDERSON: Aye.

8 EXECUTIVE DIRECTOR HAYWORTH: Mr.

9 Jones? Mr. Jones? Mr. Weedon?

10 MEMBER WEEDON: Aye.

11 EXECUTIVE DIRECTOR HAYWORTH: Ms.

12 Jolly?

13 MEMBER JOLLY: Aye.

14 EXECUTIVE DIRECTOR HAYWORTH: Ms. Hall?

15 Ms. Hall? Mr. Dorosin? Mr. Dorosin? The motion
16 carries.

17 PRESIDENT JACOBSON: Thank you. One
18 moment. I would like to take a moment and go
19 back to public comment. I think all three of our
20 former colleagues are here and I am looking at my
21 -- there, found it.

22 Tonight, Kirsten Jones, Kahn Branch,

1 and Kevin Jackson -- and you all can come up to
2 the table now -- all former State Board Student
3 Representatives, have joined us and would like to
4 address the Board for three minutes each.

5 You know the drill better than anyone,
6 so if you go over just a smidge, we'll allow that
7 this evening. Thank you so much for taking time
8 and for your prior service and for joining us
9 this evening. Thanks so much.

10 MS. JONES: Good evening. My name is
11 Kirsten Jones and I was a Student Representative
12 from 2009 to 2011 with Kevin Jackson, Jr. Being
13 a Student Representative was a very rewarding
14 experience for me, not only because it was a
15 leadership role that forced me out of my comfort
16 zone, but because I was given the opportunity to
17 meet and work alongside the dedicated Members of
18 the Board.

19 I particularly fostered a great
20 relationship with Ms. Mary Lord during my time on
21 the Board. From her testimonies at hearings, our
22 conversations after Board meetings, and from

1 attending the D.C. Science Fair together, I
2 always felt that Ms. Lord had the best interests
3 for D.C. students.

4 We all know her track records, she is
5 truly a champion for STEM, arts, and vocational
6 education. Her passion is evident by her
7 advocating for the Citywide Intel Science and
8 Engineering Fair in 2012 and for the District's
9 first ever learning standards for health and
10 physical education.

11 I'm always excited when Ms. Lord
12 gathers the Student Representatives for an annual
13 reunions. Her efforts to always keep the former
14 Student Reps engaged show me that she really
15 cares about us. Thank you, Ms. Lord, for all
16 you've done for D.C. students.

17 (Applause.)

18 MR. BRANCH: Mr. President, Members of
19 the District of Columbia Board of Education, I am
20 thankful to come before you all as a former
21 Student Representative to the Board of Education.
22 When I was 17, I was appointed to the Board of

1 Education under President Ted Trabue, to set the
2 stage as to when I was appointed and what the
3 Board looked like, assisted by then Executive
4 Director Agnes Moss-Lurry.

5 After my vetting and confirmation, I
6 was made a Member and I joined the Board of
7 Education and served for a one year term. At my
8 first meeting, in September 2011, I was sworn in
9 along with the other Student Representative at
10 the time, Chris Jones.

11 I had been told some of the things we
12 would discuss, but it all went over my head,
13 because it was my first meeting. Luckily, I was
14 advised by my Ward Member on two important pieces
15 of advice, speak slowly, which I still have to
16 practice, and don't be afraid to speak your mind.

17 D. Kamili Anderson, the Ward 4 Member
18 of the Board of Education, has been on the State
19 Board of Education just a little bit longer than
20 I had been when I had signed and taken the oath
21 in September 2011. She was first elected in 2011
22 during a special election and then, on to a full

1 term by the time I had left for college in August
2 2012.

3 During that time, Kamili worked hard
4 not only for the concerns of students throughout
5 Ward 4, but throughout the entire city,
6 overseeing the concerns of students at Takoma
7 Educational Center, with its new building and
8 changes in leadership and staff, to the needs of
9 high achieving students at Calvin Coolidge Senior
10 High School, who got caught up in the
11 bureaucratic red tape that D.C. Public Schools
12 tend to have every now and again.

13 Kamili has worked to support some of
14 the greatest educational achievements in Ward 4,
15 like the revitalization of Theodore Roosevelt
16 Senior High School into what will no doubt be a
17 major citywide competitor, and Shepherd
18 Elementary School community engagement efforts
19 that have made that into such a great school that
20 it is now.

21 Kamili, thank you for your service to
22 education in the City of Washington. You have

1 been a brilliant mentor and friend and your
2 insight into education in the city will be dearly
3 missed.

4 Going back to my first meeting on the
5 State Board of Education in September 2011, the
6 meeting was longer than what it was expected to
7 be, because we were voting on rules changes to
8 allow for the Class of 2012, my class, to
9 graduate.

10 Almost all the city's graduating
11 seniors would not have been able to graduate
12 because of some rulemaking that had been made by
13 a previous Board. And so, throughout the entire
14 meeting, there was a loud, I would say, very
15 eager voice critiquing what was going on and that
16 was the voice of Mary Lord.

17 She has served as a Member of the
18 Board since 2007. Through her time as At-Large
19 Member and Ward 1 Representative, she has made an
20 impact on education in the City of Washington
21 that will last for decades.

22 She partnered with university

1 professors to argue and suggest changes to D.C.
2 history and civics curriculum, she has advocated
3 for inclusion of the arts and creative expression
4 to be protected in schools, and she has saved the
5 D.C. Citywide Science Fair through partnering
6 with Walter Reed Army Institute of Research,
7 Intel, and the National Institute of Health to
8 continue a tradition of scientific exploration
9 that has extended for over half a century in the
10 City of Washington.

11 I notice I'm running close on time, so
12 I'm going to wrap up quickly. Mary, your impact
13 is not only felt here in the City of Washington,
14 but also throughout the country with your work as
15 President of the National Association of State
16 Board Educators, working to lobby for amendments
17 to the Elementary and Secondary Education Act.

18 All the work that you've done, the
19 both of you, has made such a huge impact on
20 students like me and like all of us sitting here
21 at the table and students who will continue to go
22 through D.C. Public Schools. And so, the Board

1 is going to be losing two great legends and
2 leaders in education when you both leave the
3 Board. So, thank you for your service.

4 (Applause.)

5 MR. JACKSON: Thank you, Mr. President.

6 It's great to be here tonight, as a former
7 Student Representative, to honor Tierra Jolly's
8 work as the Ward 8 Member and Chairwoman of the
9 Closing the Opportunity Gap Committee.

10 Over her term, the Board's actions and
11 policies have benefitted from the insight and
12 guidance of its only active teacher, while
13 communities across the city, especially those
14 east of the river, have benefitted from Tierra's
15 ardent advocacy of and commitment to educational
16 equity.

17 Tierra's outreach to often under-
18 represented and marginalized communities in
19 ensuring that they have a voice at the decision
20 making table, has been critical and influenced
21 many Board decisions, including the
22 groundbreaking health standards the Board

1 approved earlier this year.

2 Tierra's early advocacy and leadership
3 of awarding a state diploma in D.C., from
4 bringing stakeholders together to traveling
5 across the city to listen to those who would be
6 most affected by this policy, was instrumental in
7 the Board's decision to approve this measure and
8 will help to reduce economic and educational
9 barriers for years to come.

10 The great Michael Jackson was a huge
11 advocate for making the world a better place,
12 often imploring us to do what we could to make a
13 change. As you look back on your time here, you
14 can know that you did what you could to make that
15 change and you have much to be proud of, Tierra.

16 Thank you for your active and
17 outstanding service to your constituents,
18 students, and the residents of the District of
19 Columbia. Kamili, Tierra, and Mary, each of you
20 have an exemplary record of advocacy, dedicated
21 service to your community, and commitment to
22 improving the educational outcomes for the

1 students of the District of Columbia.

2 Though your service to this body is
3 ending, I know that each of you will continue to
4 serve and fight for this great city and the many
5 causes that you've championed. Congratulations,
6 thank you for your service, we wish you a happy
7 retirement, and the absolute best of luck in all
8 your future endeavors.

9 (Applause.)

10 PRESIDENT JACOBSON: We don't normally
11 do this with public witnesses, but if any of our
12 retiring colleagues would like to say something
13 or ask some questions of our Student
14 Representatives, you are welcome to do so at this
15 time. Our Student Representatives, as always,
16 have excelled and have taken the words right away
17 from the rest of us. So, I'll let Ms. Lord
18 start.

19 MEMBER LORD: Well, first of all, this
20 is an amazing honor and quite a surprise. And I
21 think the biggest surprise was when we got
22 together recently and you all were above drinking

1 age.

2 (Laughter.)

3 MEMBER LORD: That's all I'm going to
4 say, but it -- I just want to thank you for all
5 that you taught me about what was important to
6 students. I think as I look back, the most
7 important thing of the work that we all do is
8 about students and learning. Everything else is
9 secondary.

10 If the building is falling down around
11 your ears, that's important. If your classrooms
12 don't have heat or teachers, that's important.
13 If there are no arts for your creative
14 expression, that's important. The rest is all
15 fluff.

16 And I'm just thrilled to have been
17 able to serve with you and to learn so much. And
18 there is nothing like that pause when a Student
19 Representative has asked a question of a PhD
20 official from the State Superintendent's Office
21 and the finger goes in the air and there's a
22 question, it's like, oh, I'll get back to you on

1 that.

2 And I particularly want to thank you
3 for recognizing the effort to save the Science
4 Fair. I mean, it was one of those crazy
5 serendipitous moments, but I'm honored to have
6 played a small role in pulling people together to
7 do the right thing.

8 And we have sent numbers of students
9 to MIT and other great institutions because they
10 have had an opportunity to showcase their stuff.
11 So, keep up the great work and those reunions do
12 not stop just because one, as you know, term
13 limits off the Board. Thanks.

14 PRESIDENT JACOBSON: Thank you, Ms.
15 Lord. Ms. Anderson?

16 MEMBER ANDERSON: Well, I, again, I'm
17 very honored that you all even thought to
18 recognize us, recognize me. I remember, and
19 listening to you, I remember something I said at
20 one early meeting, it might have been that first
21 meeting where we were all so challenged by
22 discussion, but I think one thing I said, that

1 I've said to students on many occasions, is that,
2 if your ship doesn't come in, sail out to it.

3 And you guys have sailed out to it,
4 you've commandeered the boat, the vessel, and
5 you've steered a course for yourselves, and it
6 just is overwhelming to me to see how well you've
7 comported yourselves and carried yourselves out
8 into the world.

9 I mean, I'm just always impressed by
10 the three of you particularly, but by so many
11 students in DC who go out there and despite all
12 the challenges that we put before them in terms
13 of us trying to elevate the level of education
14 that we can provide for our students, can somehow
15 manage to overcome tremendous odds.

16 And also go out forward and go forward
17 and help others. You guys are helping your
18 classmates, who are behind you, the underclassmen
19 behind you, underclasspersons behind you to go
20 forward.

21 And, I mean, I see nothing but just
22 really great things happening for you,

1 particularly, in the future, but I see some very
2 great things happening because so many people at
3 the State Board, the Chancellor, the
4 Superintendent, the Chair of the Charter School
5 Board, all the different parties, hopefully
6 coming together even in better alignment to
7 really make it possible for you guys to go out
8 and for your classmates to go out and do great
9 things.

10 So, I'm not speechless, but I am just
11 really humbled by the regard that you guys have
12 shown and I really appreciate it. So, thank you.
13 And, also, just thank you to my retiring legends,
14 co-legends here on the Board. So, thanks very
15 much.

16 PRESIDENT JACOBSON: Thank you, Ms.
17 Anderson. Ms. Jolly?

18 MEMBER JOLLY: I just wanted to say,
19 thank you so much. I wasn't expecting that at
20 all, you completely caught me off guard. I had
21 no idea even that you had been a Student
22 Representative before, because you work here now.

1 It's so amazing, and what I love is
2 that I recognize all of you, because you've
3 continued doing work in education, that's just an
4 incredible testament, I think, to you guys as
5 people and also to the role that the Board
6 shapes, literally, on individual students' lives.
7 I am actually speechless, for maybe the first
8 time ever, so I don't know what else to say other
9 than, thank you. You caught me off guard, you
10 made me cry. Thank you.

11 PRESIDENT JACOBSON: Thank you. Our
12 Student Representatives have once again said it
13 best. Thank you for being here and thank you for
14 your time.

15 (Applause.)

16 PRESIDENT JACOBSON: All right. We're
17 going to get back to our regular agenda with the
18 policy and procedures manual. If any of our
19 colleagues want to go and give a hug, I think
20 that would be great. But we'll continue to work
21 in the background.

22 Next, we have our new policy and

1 procedures manual before us. This manual will
2 ensure that our internal operations are
3 consistent and that every Member of the Board and
4 staff understand what the process is for
5 administrative items, such as procurement and
6 annual leave. It is vital that our staff has the
7 security of a grievance process and we, as an
8 agency, owe it to them to make the process clear.

9 This is also the first iteration of a
10 new policy manual. We will undoubtedly encounter
11 items in the future that will need to be
12 incorporated or amended, and will do so as the
13 need arises. Is there -- to get discussion going
14 on the policy manual and allow amendments, is
15 there a motion on the policy manual as proposed?

16 MEMBER WATTENBERG: So moved.

17 PRESIDENT JACOBSON: Moved by Ms.
18 Wattenberg from Ward 3. Is there a second?

19 VICE-PRESIDENT WILLIAMS: Second.

20 PRESIDENT JACOBSON: Seconded by Vice-
21 President Williams. Is there discussion or
22 amendments? I will start with an amendment.

1 We'll call this Jacobson Amendment Number 1, on
2 behalf of Faith Gibson Hubbard, the Chief Student
3 Advocate.

4 On Page 3 to 4, under the Office of
5 the Student Advocate, replace the text below
6 "Office of the Student Advocate" with the
7 following. The Office of the Student Advocate is
8 responsible for supporting students and parents
9 in navigating the public education system in the
10 District of Columbia.

11 The Office of the Student Advocate
12 meets this mission by providing step-by-step
13 assistance for students, parents, families, and
14 community members to achieve equal access to
15 public education through advocacy, outreach,
16 leadership development, and information
17 assistance.

18 The Chief Student Advocate
19 collaborates with a variety of partners to
20 amplify the voice of students, parents, families,
21 and communities in public education. The Office
22 of the Student Advocate strives to empower

1 students, families, and communities to be fully
2 engaged in the public education landscape by
3 equipping them with the toolkit necessary to make
4 an impact.

5 Through this work, the Office of the
6 Student Advocate builds the community capacity to
7 ensure that parents and students are equipped to
8 be their own best advocates. That is the
9 complete text that will be replaced. That is the
10 replacement text, pardon me. Is there a second
11 on my amendment?

12 VICE-PRESIDENT WILLIAMS: Second.

13 PRESIDENT JACOBSON: Second by Vice-
14 President Williams. Is there discussion on the
15 amendment? If not, I'll call the question. All
16 in favor, please signify by saying aye.

17 (Chorus of ayes.)

18 PRESIDENT JACOBSON: Any opposed? Any
19 abstentions? Motions carries. Are there
20 additional amendments or discussion on the policy
21 manual? Hearing none, I will call the question.
22 All those -- do you want a roll? All those in

1 favor of adoption of the policy manual, please
2 signify by saying aye.

3 (Chorus of ayes.)

4 PRESIDENT JACOBSON: Any opposed? And
5 any abstentions?

6 MEMBER LORD: Abstain.

7 MEMBER ANDERSON: Abstain.

8 PRESIDENT JACOBSON: Ms. Lord abstains.

9 And Ms. Anderson abstains. Motion carries and
10 the manual is adopted. Last month, the State
11 Board, its Members-Elect, and staff participated
12 in a strategic planning retreat to determine a
13 two year vision for the Agency.

14 The resulting 2017/18 Strategic Plan
15 is ambitious, but it gives us clear goals to
16 shoot for. I am thankful for the hours of work
17 the Members, Members-Elect, and staff put into
18 making this plan the best it can be. Is there a
19 motion to adopt the Strategic Plan as proposed?

20 VICE-PRESIDENT WILLIAMS: So moved.

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

1 MEMBER WILSON PHELAN: Second.

2 PRESIDENT JACOBSON: Second by Ms.

3 Wilson Phelan. Discussion? Or amendments?

4 Hearing none, I will call the question. The vote

5 is on the 2017/18 D.C. State Board of Education

6 Strategic Plan, with leave for staff to make

7 technical and conforming changes. All in favor,

8 please say aye.

9 (Chorus of ayes.)

10 PRESIDENT JACOBSON: Any opposed? And

11 any abstentions?

12 MEMBER LORD: Abstain.

13 MEMBER ANDERSON: Abstain.

14 PRESIDENT JACOBSON: Ms. Lord and Ms.

15 Anderson abstain. The motion is approved. Each

16 year, in accordance with our bylaws, the State

17 Board reviews its work over the past 12 months to

18 provide for the public a summary of its

19 activities on their behalf. This year, we have

20 highlighted three major accomplishments in our

21 Annual Report, the state diploma, high school

22 credit flexibility, and health education

1 standards.

2 Each of these accomplishments happened
3 because of significant involvement and advocacy
4 from the public. We are your State Board and we
5 are pleased we could move these issues forward in
6 2016. Is there a motion on the Annual Report as
7 proposed?

8 VICE-PRESIDENT WILLIAMS: So moved.

9 PRESIDENT JACOBSON: Moved by Vice-
10 President Williams. Is there --

11 MEMBER JOLLY: Second.

12 PRESIDENT JACOBSON: -- a second?
13 Second by Ms. Jolly. Discussion or amendments?

14 MEMBER LORD: Discussion.

15 PRESIDENT JACOBSON: Ms. Lord, our At-
16 Large Member.

17 MEMBER LORD: I just want to commend my
18 colleagues, this has been an impressive body of
19 work. I do think we would be remiss in not
20 recognizing that the signature work of the Board
21 that also took place in this context was the work
22 of the Every Student Succeeds Act Committee, that

1 is chaired by Ward 3 Member, Ruth Wattenberg.

2 Our State Board and our colleagues
3 across the nation have been plunged into this
4 whole new and very exciting era of the next
5 generation of school reform and the work that is
6 going on at this Board and at the State
7 Superintendent's level will essentially involve
8 the public, employers, higher education,
9 teachers, parents, a broad spectrum of our
10 communities to really develop the next wave of
11 what we consider quality education for every
12 student.

13 It's enormously exciting work and to
14 not elevate it to the prominence of health
15 standards and others, I think does a disservice
16 to the Board's work and to the magnitude of the
17 task at hand.

18 So, I just wanted to point that out
19 and also to commend my Ward 1 colleague, Laura
20 Wilson Phelan, for seizing an enormous bull by
21 the horn and really drilling down, involving a
22 wide variety of people to come up with a very

1 common sense, very achievable way of starting
2 that conversation about competency education and
3 giving credit for other ways of measuring student
4 achievement.

5 Which I think opens the door to a very
6 crucial conversation about how do we define
7 success in the era of Every Student Succeeds? If
8 we keep the same old measures, we will get the
9 same old results.

10 And I didn't fully appreciate it at
11 the time, but the work that your committee did,
12 your task force did really, I think, opens
13 enormous opportunities for reimagining student
14 success in a way that really does drive the
15 equity and the excellence and closes those
16 opportunity gaps, as my Ward 8 colleague's
17 committee so valiantly looked into.

18 So, that is just -- I just want to put
19 some context on this. I think that if we limit
20 ourselves to the things we can tick off, we will
21 never get the full import of our work, and that
22 includes, essentially, driving and enriching what

1 every student needs to know and be able to do in
2 every classroom across the City. So, thank you
3 for indulging me.

4 PRESIDENT JACOBSON: Thank you, Ms.
5 Lord. Additional discussion? If not, the vote
6 is on the 2016 Annual Report, with leave for
7 staff to make technical and conforming changes.
8 All in favor, please signify by saying aye.

9 (Chorus of ayes.)

10 PRESIDENT JACOBSON: Any opposed? Any
11 abstentions? The motion is approved. The last
12 item in our governance portion of the meeting has
13 to do with our budget. The State Board's budget
14 must be submitted to the Mayor for inclusion in
15 her proposal to the Council. To put it simply,
16 neither the State Board nor the Offices of the
17 Ombudsman or the Student Advocate are fully
18 funded.

19 In 2018, the District of Columbia
20 government as a whole is facing significant
21 budget pressures and reduced tax receipts.
22 Today, the State Board will be voting to approve

1 a list of budget enhancements that would provide
2 needed funding for aspects of the Agency's work.

3 These include funding for independent
4 research and additional staff members for
5 increasing outreach and engagement. We do not
6 make these requests lightly and urge the Mayor
7 and Council to provide adequate funding for the
8 statutory requirements of the State Board, the
9 Ombudsman, and the Student Advocate.

10 I'm going to ask our Executive
11 Director to read the enhancements into the
12 record, including who is proposing them and the
13 dollar amounts, what they would do in the dollar
14 amounts, please. And we'll consider these en
15 bloc unless Board Members would like to take them
16 one-by-one, but we'll read them into the record
17 first.

18 EXECUTIVE DIRECTOR HAYWORTH: Annual
19 independent research report on vital D.C.
20 education issue, the amount is \$35,000, proposed
21 by Ms. Wattenberg. Enhancing transparency and
22 public engagement of the D.C. State Board of

1 Education, the amount is \$50,000. This one was
2 proposed by me, actually, the Executive Director.

3 Enhancing student, parent, family
4 engagement and the Office of the Student
5 Advocate, the amount is \$30,000, the proposer is
6 the Chief Student Advocate, Faith Gibson Hubbard.

7 Additional full-time staff member for
8 the Office of the Ombudsman for Public Education,
9 total amount \$85,515.66, proposer Joyanna Smith,
10 Ombudsman for Public Education. Enhancing
11 student advocate services, proposed by the Chief
12 Student Advocate, Faith Gibson Hubbard, at an
13 amount of \$81,821.91.

14 PRESIDENT JACOBSON: Clarification on
15 that, is that an FTE --

16 EXECUTIVE DIRECTOR HAYWORTH: Correct,
17 it is --

18 PRESIDENT JACOBSON: -- is that an
19 employee?

20 EXECUTIVE DIRECTOR HAYWORTH: -- an
21 FTE.

22 PRESIDENT JACOBSON: Thank you.

1 EXECUTIVE DIRECTOR HAYWORTH: Thank
2 you. Enhancing data management abilities of the
3 Office of the Student Advocate, amount \$50,000.
4 Faith Gibson Hubbard, Chief Student Advocate is
5 the proposer. Enhancing data management system
6 of the Office of the Ombudsman for Public
7 Education, proposer Joyanna Smith, Ombudsman for
8 Public Education, amount \$15,000.

9 Improving access to all District
10 families and students, proposer John-Paul
11 Hayworth, Executive Director, amount \$25,000.
12 Modernization of the Old Council Chambers at 441
13 Fourth Street Northwest, amount \$75,000, proposer
14 John-Paul Hayworth, Executive Director. Mr.
15 President, that is all the enhancements.

16 PRESIDENT JACOBSON: All right. On the
17 enhancements, we need a motion and a second to
18 begin discussion. Is there a motion on the
19 enhancements?

20 MEMBER JOLLY: So moved.

21 PRESIDENT JACOBSON: Moved by Ms.
22 Jolly. Is there a second?

1 VICE-PRESIDENT WILLIAMS: Second.

2 PRESIDENT JACOBSON: Second by Ms.
3 Williams. Discussion? Ms. Wilson Phelan?

4 MEMBER WILSON PHELAN: I'm struggling
5 with process here and understanding why we are
6 looking at this for approval right now when we're
7 seeing it for the first time and have had no
8 previous discussion to essentially be able to
9 prioritize and associate this against a wider
10 budget request.

11 PRESIDENT JACOBSON: Mr. Hayworth,
12 could you give us some context in terms of
13 process?

14 EXECUTIVE DIRECTOR HAYWORTH: Sure.
15 So, the Mayor's Budget Office actually had a
16 deadline for enhancements of November 28. We did
17 not know of that deadline until significantly
18 after that. And so, once that deadline was made
19 clear to us, at the working session and December
20 7, we discussed the need to do an enhancement, to
21 have a vote on enhancements and that's why these
22 were brought forward at this point.

1 PRESIDENT JACOBSON: So, being
2 independent has its benefits, but it also has its
3 drawbacks, and one of them is we're not treated
4 equally in terms of timing as other agencies.
5 And this is one where we're behind the ball,
6 through no fault of our team. Additional
7 discussion? Ms. Lord, our --

8 MEMBER WILSON PHELAN: I would just say
9 --

10 PRESIDENT JACOBSON: I'm sorry, Ms.
11 Wilson Phelan.

12 MEMBER WILSON PHELAN: I just think
13 it's a very challenging position to vote on
14 something that could potentially benefit
15 students, but to have very, very limited context
16 to do something. And I will say for the record,
17 I'm not comfortable doing that.

18 PRESIDENT JACOBSON: Understood and
19 thank you. Ms. Lord?

20 MEMBER LORD: Yes, I also, I share some
21 of the concerns, but I also -- we just approved
22 bylaws that held us to doing an Annual Report and

1 now we're reprogramming \$35,000 in local funds to
2 cover that.

3 That seems to me something that
4 shouldn't just be voted on here and now, that --
5 it's not my call anymore, I have done a fair
6 share of editing of Annual Reports from this
7 Board, but it sort of seems like we gave
8 ourselves work and now we're going to reprogram
9 funds to do it. And I think that sends a fairly
10 -- it doesn't send a signal that I would like to
11 send.

12 PRESIDENT JACOBSON: Thank you for
13 raising the point. This Board has no ability to
14 reprogram funds. Are you talking about -- with
15 regard to enhancements, these would be issues
16 that would be considered by Council in the next
17 budget cycle. So, can you clarify, Mr. Hayworth,
18 again on process or substance?

19 EXECUTIVE DIRECTOR HAYWORTH: Sure.
20 So, the budget enhancement process, so these
21 would be FY18 additional dollars that we are
22 requesting to be added to our budget.

1 I believe that what you're talking
2 about is the annual independent research report.
3 Maybe Ms. Wattenberg can speak to what she's
4 talking about, because this would not serve the
5 function as our year-end report, which has been a
6 requirement of our bylaws.

7 PRESIDENT JACOBSON: And for the
8 record, we don't spend any money other than staff
9 time on the Board's Annual Report.

10 MEMBER LORD: It just seems like
11 \$35,000 is an awful lot to expend on something
12 that essentially was something the Board decided
13 to put in its bylaws and not something that
14 immediately -- I'm not saying we don't further
15 the cause of transparency and public
16 understanding of the Board's work by the Annual
17 Report, I just think there's \$35,000 that --

18 PRESIDENT JACOBSON: Ms. Wattenberg?

19 MEMBER LORD: -- I would find hard to
20 justify.

21 MEMBER WATTENBERG: Yes, are you
22 talking about the --

1 PRESIDENT JACOBSON: I'll recognize Ms.

2 --

3 MEMBER WATTENBERG: -- annual

4 independent research --

5 PRESIDENT JACOBSON: -- Wattenberg for

6 clarity.

7 MEMBER WATTENBERG: -- on vital

8 educational issues?

9 MEMBER LORD: No, it says right here,

10 Annual Report.

11 MEMBER WATTENBERG: Okay, I don't know

12 what you're looking at.

13 MEMBER LORD: Annual independent

14 research report.

15 MEMBER WATTENBERG: Right. That's

16 totally different than the Annual Report of the

17 State Board of Ed.

18 PRESIDENT JACOBSON: Ms. Wattenberg,

19 can you explain what your request and enhancement

20 would allow the Board to do?

21 MEMBER WATTENBERG: Yes. So, the

22 purpose of this is, we talk a lot about using the

1 bully pulpit of the State Board to advance
2 educational programs and success in the City and
3 our role, our statutory role, includes advising
4 the Mayor, the Council, and others, educational
5 bodies, about a whole range of educational
6 issues.

7 And this would be the undertaking of
8 a special research report on a topic chosen by
9 the Board that would allow us to play that role
10 in a much more serious way. For example, the one
11 example that I use is the work this year of the
12 Committee on the Opportunity Gap, which took a
13 look at the incredibly high teacher turnover
14 rates in D.C.

15 So, the idea here would be to get an
16 independent researcher with independent outside
17 credibility who could take a look at this and
18 report to us exactly what's going on. That would
19 in turn allow us to raise city awareness about
20 that issue and propose recommendations that could
21 be taken to the appropriate places.

22 MEMBER LORD: Thank you for that

1 clarification. The Board has done such reports
2 in the past, so that's a very useful thing.

3 PRESIDENT JACOBSON: And I'm just going
4 to interject for a second. I share my
5 colleagues' concern, particularly Ms. Wilson
6 Phelan from Ward 1, we're getting better at our
7 budget process, we're not perfect yet.

8 And enhancements are something that we
9 can ask for, in two budget cycles that I've
10 experienced in leadership, we have not been
11 granted enhancements, other than the two FTEs we
12 received this past year.

13 I would err on the side of approving
14 all of these and then, if we want, having a
15 broader discussion at a working session or within
16 the Governance Committee and along with the
17 Advocate and the Ombudsman. And then, we are
18 going to have to decide as a body how we advocate
19 with both the Mayor's Office and with the
20 Education Committee to prioritize these issues
21 and to secure funding if possible.

22 So, I would err on the side of being

1 overly generous at granting these or asking for
2 these enhancements, we can always pare that back
3 or prioritize in a different way, but if we don't
4 get them in, they won't be included in the
5 Mayor's budget.

6 Is there additional discussion at the
7 moment? Hearing none, I will call the question.
8 The vote is on the FY2018 budget enhancements
9 request, with leave for staff to make technical
10 and conforming changes. All in favor, please
11 signify by saying aye.

12 (Chorus of ayes.)

13 PRESIDENT JACOBSON: All opposed,
14 please say nay. Any abstentions?

15 MEMBER WILSON PHELAN: Abstain.

16 PRESIDENT JACOBSON: Ms. Wilson Phelan
17 abstains. The motion is approved. Thank you,
18 colleagues, for getting through all of that
19 technical and administrative issues. I greatly
20 appreciate it, I think it went pretty smoothly
21 considering the great amount of work that staff
22 and Board Members and Members-Elect have put in,

1 including our partners at the Ombudsman's Office
2 and the Student Advocate's Office. So, thank you
3 so very much.

4 We'll now move on to the policy side
5 of our discussion. The Every Student Succeeds
6 Act, or ESSA as we will refer to it this evening,
7 requires "meaningful consultation" in the
8 development of a new statewide accountability
9 plan. Parents, teachers, principals, and our
10 students must be involved, not only in the
11 development of the plan, but also should be at
12 the very heart of every decision we make.

13 Superintendent Kang, I believe you had
14 some updated information for us related to the
15 timeline and our engagement plan, and if so, now
16 would be the time to brief us on that.

17 SUPERINTENDENT KANG: Absolutely. I'll
18 keep my remarks brief, because I know we're all
19 eager to hear from the panelists, but just wanted
20 to briefly share a few updates.

21 So, I won't read through these, but on
22 slides 2 through 6 of the presentation, when they

1 come up, we just list each of the engagements
2 that's been happening to date, both in
3 partnership with you all and, all of them in
4 partnership with you all, but some of them
5 jointly led and some of them directed by OSSE,
6 starting from March and up through a couple of
7 weeks ago. And so, each of these are listed
8 here.

9 And in materials also provided to you
10 in advance, I think there's a chart that includes
11 these same meetings and has actually links to
12 each of the notes or recordings for each of them,
13 so if any of you would like to check out any of
14 the specific topics, please feel free to look at
15 those, reference those materials and/or to let us
16 know if there's anything you can't find.

17 These have been really rich,
18 substantive discussions around not only the
19 design of the accountability system, but also on
20 other parts of the State Plan and around
21 specialized topics as well. And, again, those
22 are listed on Slides 2 through 6. Sorry, 2

1 through 5.

2 And then, turning to Slide 6 now, I
3 just wanted to let you all know that we're going
4 to hear an update this evening around the final
5 regulations that were issued around
6 accountability from the U.S. Department of
7 Education and in those final regulations, the
8 application dates were slightly adjusted.

9 The original dates were in March and
10 July, the new dates are April and September of
11 this year. And I wanted to let you all know that
12 we remain committed to submitting to the U.S.
13 Department of Education at the first deadline,
14 which is now April 3. So that is our plan for
15 moving forward, in order to keep up the great
16 momentum that's been going and the healthy
17 discussions.

18 Turning to Slide 7, I then list some
19 of our planned engagement going forward,
20 developed in consultation with the President,
21 Vice-President, and Executive Director, and all
22 of you. So, at this meeting, we'll talk about

1 those final federal regulations, timeline, and
2 engagement. At the working session, we look
3 forward to just talking more about the latest
4 version of the accountability frameworks and
5 we'll have further testimony at the January
6 public meeting.

7 From January 30 to March 3, we hope to
8 have public comment on our State Plan and
9 particularly during that time period, from
10 February 6 to March 3, we plan to host meetings
11 in each of the eight wards, co-hosted by the
12 State Board and by OSSE, and we look forward to
13 partnering with you all to figure out how in each
14 ward, what setting, what format makes the most
15 sense.

16 And then, at the February 1 working
17 session, we can continue further discussion. At
18 the 15th public meeting, further public
19 testimony. On February 28, just as a note for
20 you all, we have an LEA Institute and we plan to
21 use that for engagement from further LEA leaders
22 and educators.

1 From March 3 to 15, we will work on
2 revising the State Plan based on all of the
3 public comments we received. And then, we hope
4 to bring the Plan to you all for a vote at a
5 special session on March 22 and then be able to
6 submit on April 3.

7 We expect, then, feedback and approval
8 from Ed by August, after 120 day review period.
9 So, I just wanted to share that brief update on
10 timeline and some of the upcoming engagement that
11 we have planned.

12 PRESIDENT JACOBSON: Thank you,
13 Superintendent Kang. Members, are there
14 questions related to the timeline or engagement
15 plan? Hearing none -- Ms. Wattenberg, our Chair
16 of the ESSA Committee.

17 MEMBER WATTENBERG: Actually, I'll wait
18 until we hear the presentations.

19 PRESIDENT JACOBSON: Terrific, thank
20 you so much. Hearing no further questions, we'll
21 move on to our panel discussion. Tonight, we
22 have five individuals who are eager to

1 participate in the process and I want to thank
2 them all for being here tonight.

3 Each of our panelists, and I will read
4 your names in just a moment here, will have five
5 minutes to provide your testimony, followed by a
6 round of questions from Board Members. I would
7 ask witnesses who have not already done so, to
8 provide an email, a written version of your
9 testimony to sboe@dc.gov so we can add it to our
10 official record.

11 Witnesses, please note that you must
12 use your microphones. To activate your
13 microphone, hit the green button on the base.
14 The same button deactivates the microphone when
15 you're not speaking. You will also see the upper
16 right side of the witness table is a timer. The
17 light will be green for the first four and a half
18 minutes, then yellow for the last 30 seconds, and
19 red when five minutes has elapsed.

20 As I call your name, please make your
21 way to the table and we'll start on your right,
22 my left. Dr. David Osher, Vice-President and AIR

1 Institute Fellow, American Institutes for
2 Research. Bethany Little, Principal,
3 EducationCounsel.

4 Chad Aldeman, Principal, Bellwether
5 Education Partners. Jason Botel, Ward 5 Parent,
6 Two Rivers Public Charter School. And Raymond
7 Weeden, Vice-President of Policy, D.C. Prep
8 Public Charter School. We will begin on your
9 right, my left. And, Dr. Osher, we can begin
10 once your colleagues are seated.

11 DR. OSHER: Thank you very much for the
12 opportunity to present. My name is David Osher.
13 I'm the Vice-President and Institute Fellow at
14 AIR. My work over the past 30 years have focused
15 on issues of how do we improve student learning?
16 How do we turn around low performing schools?
17 How do we promote educational equity and reduce
18 disparities?

19 And in that work, one of the areas I
20 have focused in on is the issue of school
21 climate. And in terms of school climate, I both
22 developed and studied these issues in cities like

1 New York and Chicago, in states like New York
2 State and Nevada, and have done work for the
3 federal government, which has enabled me to work
4 with 11 states that have implemented school
5 climate and also to help the government develop
6 its new freely available school climate survey.

7 That -- in the work you're doing, I
8 think it is really important to address and
9 measure what I call conditions for learning and,
10 particularly, those social and emotional factors
11 that are close to the learning process.

12 Students feeling safe, emotionally and
13 physically. Students feeling connected and
14 supported. Students being engaged and feeling
15 the challenge is relevant to them, not just to
16 other people. And being in an environment where
17 students' peers and the adults around them are
18 socially and emotionally competent, or what I
19 tend to see as being very, very close.

20 And whether it is these or other
21 aspects of climate that are actionable and close,
22 some aspects of climate are sort of like

1 ambiance, that I wouldn't be that concerned with.

2 But these are elements that, within an
3 accountability system, I think are includible and
4 while I would not make it the only measure, I
5 think they're really worth considering because of
6 the fact that we now have enough years of
7 research experience to know how to do them,
8 climate surveys, well, in ways that they are
9 valid and reliable, how to prevent them being
10 gamed, and how, I think most importantly, to use
11 them in a way that are actionable, that are
12 practical.

13 That there are ways of doing this
14 right now that are not cost-intensive, and that's
15 one of the things that I think was important when
16 the federal government created a suite of four
17 surveys, one for teachers, one for students, one
18 for other school staff, and one for families, on
19 an online platform where the federal government
20 does not collect the data, but they can be used
21 and reported out immediately at a school level,
22 at a district, and, in this case, a district and

1 state level.

2 That -- I want to just use an example
3 of a place I've worked to give you a picture of
4 why I think this is important. Cleveland, and
5 I'm picking Cleveland, A, because I've worked in
6 Cleveland, but also because of the fact that a
7 lot of the factors that Cleveland struggles with
8 are factors that are struggles here. And, in
9 fact, the Chief Academic Officer in Cleveland is
10 somebody who came from the District at one point.

11 Cleveland's a city where 100 percent
12 of the schools and students are eligible for free
13 or reduced lunch. It's a place marked by chronic
14 poverty and also faces the same issues, I think,
15 of racism that really mark this city as well.

16 Cleveland started trying to address
17 conditions for learning in 2008 and have used an
18 instrument that we developed -- it's not the one,
19 I mean, it's available to you as well, but it's
20 not the one that I would say, here, I think you
21 ought to use the federal government's one because
22 I think it really had resources to develop it

1 well and while I like my other survey I did, this
2 one really works equally well and it's free and
3 there's a -- but it gives us nice data.

4 And Cleveland has used this to really
5 start turning around a district that really was
6 powerfully underperforming in 2008. And what
7 they measured was whether or not those four
8 conditions for learning that I mentioned were
9 there. And let me just give you a sense of what
10 we found when we looked back in 2013.

11 We've looked back again right now and
12 we're about to do some more work to really start
13 following these things longitudinally. But what
14 we did was we -- in Ohio, there's a school
15 improvement index and it's about test scores.
16 And we looked at the relationship between changes
17 in conditions for learning and changes in the
18 school improvement index.

19 And what we found is that, basically,
20 I'm just summarizing this, over each of the years
21 at an elementary school level, about 40 to 50
22 percent of the variance is explained, is

1 predicted by changes in conditions for learning.
2 At a middle school level, 50 to 65 percent and at
3 a high school level, 60 to 70 percent. So, these
4 are not things that are trivial.

5 We know from other work, say, work
6 we've done in Chicago, that there was strong
7 correlation between students feeling safe and
8 state tests than there was in students feeling
9 academically challenged, though it reverses when
10 talk about grade point average.

11 I wouldn't just measure climate, but
12 I do think I would not ignore it and, in fact,
13 it's one of the things that would be critical in
14 turning the District around. Do I have 28
15 seconds or am I over? I'm over, so --

16 PRESIDENT JACOBSON: You're over --

17 DR. OSHER: -- thank you very much for
18 your time.

19 PRESIDENT JACOBSON: -- but we'll let
20 you wrap up. Thank you so much. The next
21 witness.

22 MS. LITTLE: Do you want us to go back

1 in that order?

2 PRESIDENT JACOBSON: That's fine, we
3 can just -- whatever's easiest.

4 MR. ALDEMAN: Good evening. My name is
5 Chad Aldeman. I'm a principal at Bellwether
6 Education Partners. We're a national nonprofit
7 dedicated to helping educational organizations
8 serve low income kids and help improve outcomes
9 for those kids.

10 I approach accountability primarily
11 through a researcher's lens. I've done research
12 on it, I read about it and write about it, I've
13 also served in the U.S. Department of Ed and
14 helped states think about their accountability
15 systems from that angle as well.

16 But what we're talking about tonight
17 is really about school accountability systems.
18 The federal law dictates that states create a
19 school-based accountability system that is able
20 to identify schools that need improvement. To do
21 that, I suggest that states use three guiding
22 principles in how they think about

1 accountability.

2 One is that the systems should be
3 simple. Any parent or any teacher should be able
4 to understand the overall system, as well as the
5 indicators that go into that system, and be able
6 to pick it up, any report, and be able to
7 understand what that means.

8 The system should also be clear. It
9 should provide clear guidance to the people who
10 are using it about what actions they are being
11 asked to do. So, if there are composite
12 indicators or indicators that are laden with
13 jargon or terms, that will diminish the value of
14 the accountability system and mean that it's not
15 really serving it's purposes.

16 Finally, accountability systems should
17 be fair. We're talking about school
18 accountability systems and so, you should really
19 be thinking about things that a school can
20 control. So, things like resources or sometimes
21 the teachers or the curriculum often are not
22 determined at the school level and so, it would

1 be unfair to hold a principal accountable for
2 those things that he or she is not able to
3 control.

4 Accountability systems are a signal
5 about your values, about the community's values,
6 about what you think really matters for your kids
7 and your communities, and so, it should measure
8 how well students are performing against those
9 values over time. They are a state's best tool
10 to signal those priorities.

11 And by setting some priorities and
12 setting those accountability systems, you're
13 essentially sending a signal to all of the
14 community about what you're valuing and how they
15 should respond. Accountability systems can lead
16 to unproductive responses.

17 We've seen under the No Child Left
18 Behind, that it can lead to over-testing, it can
19 lead to focusing on the wrong things, it can lead
20 to short-term emphases as opposed to long-term
21 investments. And so, it's important to think
22 through potential unintended consequences of any

1 indicators that you include.

2 I know of one state that's including
3 having basically a panel of students and teachers
4 come up with responses to every indicator that's
5 proposed, how it might be gamed, which seems like
6 a creative way to deal with and preemptively
7 figuring out how the system will actually
8 implemented on the ground.

9 We also know that accountability
10 systems can lead to positive, both long and
11 short-term, outcomes for kids. In the short-
12 term, they can lead to higher test scores. In
13 the longer term, they can lead to higher
14 graduation rates, to higher college going rates,
15 and even things like lower teen pregnancy rates
16 and higher earnings for kids over time.

17 So, it's important for a state to be
18 careful about how it's designing the system and
19 what goes into it. There might be some measures
20 that are better suited to other purposes than for
21 an accountability system.

22 For example, you have a formal

1 accountability system which will hold schools
2 accountable and that will identify schools that
3 need to improve.

4 You will also have a Report Card that
5 has other information that can provide contextual
6 information about the school and that parents
7 might want to see, but maybe all those indicators
8 on the Report Card aren't as valid for the
9 accountability purposes.

10 You also have school improvement
11 processes. So, once schools are identified for
12 improvement, they will go through a planning
13 process to determine what they would like to do
14 and how they would like to improve. And some of
15 the indicators that we might think about as
16 important for schools belong more in that school
17 improvement process as leading indicators about
18 what schools can monitor as they're trying to
19 improve their outcomes.

20 Finally, I'll just say that, in the
21 simplicity point, it's complicated. The law also
22 requires that every indicator that's included in

1 the accountability system be disaggregated for
2 ten groups of students, subgroups of students,
3 which we all care about, students with
4 disabilities, low income students, students of
5 major ethnicities.

6 And so, by any indicator that you
7 include in the system, you're actually including
8 ten different cells, because each indicator must
9 be reported for each of those ten different
10 groups, which can get very complicated very
11 quickly.

12 So, I'll conclude by just saying, once
13 again, that this is an opportunity for the state
14 to send a signal to your schools, to your
15 teachers, about what you value as a community and
16 how you're hoping for them to respond.

17 PRESIDENT JACOBSON: Thank you so much,
18 Mr. Aldeman.

19 MR. BOTEL: Good evening. Thank you
20 very much. My name is Jason Botel. I live in
21 Ward 5. I have two kids, a kindergartner and a
22 second grader, who attend Two Rivers Public

1 Charter School at the Young Campus. They started
2 there last year, the first year of the campus.

3 And really, the main point I want to
4 make is, it's very important to me as a parent
5 that primarily what your accountability system
6 measures is how well students are learning. How
7 well they are achieving proficiency rates and how
8 much learning growth are they making?

9 And that's all students. My children
10 happen to be African American, so it's very
11 important to their mother and me that, when we
12 were looking for a school, we saw a school that
13 was doing well with students in the subgroups
14 that you just heard about, particularly with
15 African American children.

16 And we're very hopeful that the
17 accountability system that you ultimately develop
18 and approve looks exactly at that, that all
19 students are being served well at each school.
20 And that that's really rooted in data about how
21 the students are learning.

22 I would agree with some of the things

1 that have been said, that there's a lot of
2 important information that's important to
3 parents. A year and a half ago, we had our first
4 experience with myschooldc.org and it was helpful
5 to see a lot of different information.

6 And so, the School Report Card, which
7 I believe ESSA requires, is a place to put a lot
8 of information that is important to parents.

9 But, again, when you come down and say, this
10 school is succeeding or this school needs
11 intervention or this school is failing, it's
12 really important to me as a parent that that is
13 based on how well all children are actually
14 learning.

15 I am concerned with things I've seen
16 in other places, that there's always a
17 possibility to focus on inputs or other things,
18 again, not to say that they're not important, but
19 at the end of the day, if the children are not
20 progressing academically on measures like the
21 PARCC, which fortunately does measure growth,
22 getting scores they need on things like the SAT

1 and the ACT if they're interested in going to
2 college, if we're not measuring based on that,
3 then my concern is that our kids are not going to
4 have the skills they need to be full participants
5 in our society, contributors to the District,
6 able to take care of their parents when we get
7 old, and all the things that are important for
8 them as they grow up.

9 So, again, I just really strongly
10 recommend that you root the accountability system
11 in actual academic achievement data. And I guess
12 the last thing I'll say, my children are
13 fortunate enough to not be growing up in poverty,
14 but we know a lot of children in D.C. are.

15 And, again, if we don't look primarily
16 at whether children in poverty are achieving
17 academically, making academic progress, then we
18 run the risk of those children continuing to be
19 in poverty when they grow up.

20 And we have this fantastic city and
21 all of these opportunities and it's very
22 important, obviously, I think we all agree that

1 there's equity for all children, that they have
2 the opportunity to take advantage of everything
3 that the City, that the District has to offer.

4 And I really think we can only do that
5 if we're focusing on primarily on how much kids
6 are learning, whether they're learning, whether
7 they're achieving at the levels they need to be
8 successful adults when they grow up. Thank you.

9 PRESIDENT JACOBSON: Thank you so much,
10 Mr. Botel. Ms. Little?

11 MS. LITTLE: Thank you very much for
12 your service to our city and for the opportunity
13 to speak with you here this evening. My name is
14 Bethany Little. I work with EducationCounsel.
15 We are a mission-based organization that provides
16 consulting services in education policy, law,
17 advocacy, and strategy to nonprofit organizations
18 and foundations.

19 What that means these days is that we
20 do a great deal of talking about ESSA and ESSA
21 implementation, particularly with states and with
22 districts who are working to understand, what

1 does the law say, what does the law mean, and how
2 might they implement it in its best form?

3 I appreciate the opportunity to speak
4 with you a little bit about the most recent
5 regulations on ESSA that have released. I'm
6 going to focus, there are significant questions
7 about whether or not those regulations are going
8 to hold and be the regulations that in fact
9 govern ESSA going forward, so I'll speak a little
10 bit about what we know as the possibilities
11 there, what might be likely, and then, as time
12 permits, hit a few high points from those final
13 regulations.

14 I'm going to -- I do have a couple of
15 PowerPoint slides, in case they're helpful. This
16 one, you can't read, and that's okay, it's
17 largely just a timeline that shows all of the
18 work that's gone into producing these
19 regulations.

20 These regulations stem from, first and
21 foremost, the law as it's written, negotiations
22 in certain areas with panels of experts and

1 individuals brought in for that purpose, draft
2 regulations, public comment, and then, final
3 regulations.

4 We've received final regulations on
5 the assessment pieces of the Every Student
6 Succeeds Act and, most recently, on the
7 accountability and consolidated state plan pieces
8 of the Every Student Succeeds Act.

9 What is also still in draft form, but
10 expected to be finalized under this
11 Administration, are the supplement not supplant
12 regulations. And then, it is possible that a new
13 Administration would add additional regulations.

14 The most recent regulations on the
15 accountability section and on the consolidated
16 state plan are the source of a lot of focus, and
17 so, we'll talk most about those this evening.
18 One question on a lot of people's minds is, are
19 these regulations going to stick? What are the
20 possible dispositions of the ESSA regulations?

21 And I point you to two opportunities
22 to consider. The first thing to know is that the

1 law will remain in place. It is possible that
2 Congress will revisit that law, but every
3 indication from Congress is that there is
4 bipartisan commitment to keeping the law in place
5 as it was recently passed.

6 The regulations do have the force of
7 law, but as they are promulgated by an agency,
8 they can be repromulgated by that agency. So,
9 one option is that the Department of Education
10 unilaterally, at any time, can either delay the
11 implementation of those regulations, with a
12 simple notification that says, delayed until
13 further notice.

14 That would be unlikely in the case of
15 this accountability regulation and consolidated
16 state plan regulation, we can talk about why, but
17 believe me for a minute that it would be
18 unlikely.

19 The other option is that they can re-
20 regulate, and they would have to go through the
21 same process, notice, comment, and drafting of a
22 new regulation. So, that's one way that the

1 regulations could be changed.

2 The second is by Congress. Congress
3 could pass a new underlying statute, again,
4 unlikely. They could put provisions into another
5 statute, such as an annual appropriations bill,
6 that would say, certain parts of these
7 regulations are not going to stand.

8 Or they could use the Congressional
9 Review Act to go in and say, this regulation, any
10 one regulation, in its entirety, is wiped out.
11 Those regulations subject to the Congressional
12 Review Act are only those that have been passed
13 within the last 60 working days of Congress --
14 that does include the ones under ESSA that we're
15 talking about here today -- and they have to be
16 acted on within the next 60 working days of the
17 coming Congress.

18 That gives them actually until about
19 May to address these regulations. It also
20 applies to all of the regulations across
21 government. And so, the reason the Congressional
22 Review Act is of such interest is that most laws

1 in Congress cannot be passed without some super-
2 majority, 60 votes in the Senate, supporting at
3 least the consideration of the question.

4 The Congressional Review Act allows a
5 regulation to be rolled back with only ten hours
6 of debate, and that cannot be extended by the 60
7 member vote problem. And so, as a result, it is
8 very likely we will see significant regulation
9 rollback.

10 So, will we see it as it relates to
11 this accountability regulation? My crystal ball
12 is a little cloudy, but I'm going to say that the
13 supplement not supplant regulation is probably at
14 significant risk of being repealed if a final
15 regulation is released by this Administration
16 that looks very similar to its draft.

17 The assessment regulation is probably
18 not at great risk of being repealed -- I am
19 running out of time fast, so I'm going to try and
20 talk faster -- not at great risk of being
21 repealed, because it was negotiated and almost
22 entirely stands in its negotiated form.

1 The accountability reg is the most in
2 question one. There has been some debate about
3 that, but at the end of the day, there are very
4 few groups opposing the current accountability
5 regulation, the final accountability regulation,
6 most groups have supported it.

7 To undo that regulation would cause
8 significant turmoil by states that are now sort
9 of far along in their ESSA implementation process
10 and using that regulation and consolidated state
11 plan as their guide. It is -- also, states are
12 generally saying they want stability and to move
13 forward, and they don't necessarily want to go
14 through months of an additional process.

15 The last thing is whether you need a
16 regulation in order to implement ESSA, and the
17 sort of legal thinking on this matter is that you
18 do need a regulation as a matter of the
19 consolidated state plan. In accountability, you
20 may not need a regulation, but regulations not
21 only restrict states, they also protect states
22 and districts, because they show more clearly

1 where the lines are drawn and protect them from
2 lawsuits.

3 It is less likely that a regulation
4 will be -- that a decision by a state or a
5 district will be challenged if they're clearly
6 living within a regulation. Where the statute
7 may be much more vague, you risk many more
8 lawsuits in that case.

9 So, given how many regulations, from
10 climate to labor to education to health, might be
11 of interest in the next Administration, it is
12 particularly likely that this accountability
13 regulation could in fact stand, and we are
14 advising states to proceed as though that were
15 the case.

16 I will not address what's in those
17 final regulations, but certainly, happy to answer
18 questions about it, and as you saw in the
19 materials I sent ahead of time, there's a pretty
20 significant summary there. Thank you.

21 PRESIDENT JACOBSON: Thank you so much,
22 Ms. Little. And Mr. Weeden?

1 MR. WEEDEN: Good evening. My name is
2 Raymond Weeden. I'm the Senior Director of
3 Policy and Community Engagement at D.C. Prep.
4 More importantly, I'm a proud parent of a student
5 at Tyler Elementary School and Washington Latin
6 in Northwest.

7 I have led, taught, I now currently
8 live in Ward 7 for the past 13 years, including
9 being a principal at Cesar Chavez Public Charter
10 School and D.C. Prep Elementary, Benning
11 Elementary. As others have already said, I am
12 very much in support of high academic standards
13 being the backbone of what we are doing here with
14 ESSA in terms of the District.

15 As a school leader for the past nine
16 years, it is because of the accountability
17 system, even the one that was flawed, that I was
18 able to move my students and move my kids and
19 move my teachers to do great work in the City.

20 It was flawed and there is no ifs,
21 ands, or buts about that, but what it did, it
22 gave us a starting point in order for us to

1 figure out, like, what are kids able to do now,
2 and then, how can we get kids to do great work
3 soon? And then, what is all the stuff that we
4 need to do in between to make that work?

5 And some of those things was improving
6 our school climate, but more importantly is
7 actually making sure that our team was laser-
8 focused to do the work that needs to be done
9 every single day. As a parent and educator, I
10 want to make sure that I am clear, like, those
11 inputs in terms of school climate, thinking about
12 teacher retention, thinking about teacher
13 satisfaction, all those things are really, really
14 important, but those things cannot outweigh the
15 outcomes that we want for our kids.

16 At the end of the day, we need to be
17 able to say, are we sure and can we be absolutely
18 sure that every single kid across our city is
19 learning and being taken care of? And so, unless
20 we can say that, we need to make sure that we
21 have a way of measuring, like, what are the
22 academics that are happening in the school, what

1 is the growth that is happening in the school,
2 and how can we look at the data of our most
3 vulnerable students, potentially most vulnerable
4 students, and make sure that they are achieving
5 at the same high levels every single day?

6 I'm going to say academics probably
7 another 20 more times. So, the importance of
8 academics is very clear to me as a parent. When
9 I was choosing a school for my own children, I
10 started with the DC CAS, or more recently, with
11 the PARCC scores.

12 I also wanted to know what the -- how
13 they were taking care of kids and what their
14 level of proficiency was, or what their level of
15 students who were scoring at fours or fives,
16 because for me, that was an indicator of, like,
17 how a school and a school leader and a teacher
18 and a community, what they stand for and what is
19 important.

20 As our students are learning, and as
21 my students are learning, I believe these metrics
22 are the clearest picture of school efficacy. Our

1 students are learning and when our students are
2 learning, we can clearly say that we are doing
3 our jobs.

4 While I know there are some advocating
5 to move the pendulum away from test performance,
6 I wanted to caution the State Board to consider
7 what that move would mean for our kids. State --
8 academics is a documented and verifiable way to
9 show that students are achieving every single
10 day.

11 For the past ten years, I have been a
12 beneficiary of the D.C. Public Charter School
13 PMF, or the performance management framework. It
14 is a strong academically-oriented school
15 accountability system that has led students to
16 better outcomes.

17 This year, more students than ever are
18 attending Tier 1 schools in our city. That's
19 because more Tier 2 schools have moved to that
20 first Tier and more Tier 1 schools are being
21 allowed to grow more students in their most
22 vulnerable categories.

1 How are schools achieving this growth?
2 They are innovating and experimenting with
3 academic models, staffing models, and school
4 curriculum, in order to determine sets of inputs
5 that achieve the best possible outcome for our
6 students.

7 D.C.'s education agencies should set
8 clear student outcome goals and hold schools
9 accountable to achieve them, but give teachers
10 and leaders the autonomy to determine the right
11 sets of inputs that will achieve the commonly
12 stated goal.

13 To conclude, I believe that the state
14 accountability system should be a combination of
15 the strongest and most reliable measures of
16 student success, with room for innovation at the
17 LEA level. Only then will we have more equitable
18 systems where more public schools are able to
19 achieve academic progress across all our wards.
20 Thank you.

21 PRESIDENT JACOBSON: Thank you so much,
22 Mr. Weeden. We will now have questions from

1 Board Members. We'll do five minute rounds and
2 we'll start with the Chair of our Committee on
3 ESSA, Ms. Wattenberg from Ward 3. Ms.
4 Wattenberg, you have five minutes.

5 MEMBER WATTENBERG: Okay. First,
6 thanks to everybody. I'm going to start with Mr.
7 Aldeman, but I'm hoping all of us will get around
8 to you. You talked about how the accountability
9 system really signals our values and that it is
10 our way to communicate our values to the City.

11 One value that I have and when we last
12 -- in our November meeting, we had a number of
13 public witnesses come and one of the values that
14 was talked about at length was what we've heard
15 here about academic achievement generally.
16 Another that was raised a lot was the whole idea
17 of a rich, broad curriculum.

18 And especially at the elementary
19 school level, that the focus just on the reading
20 and math scores was really leading schools not to
21 value those subjects. And we got a lot of
22 requests, a lot of push to try to include that in

1 our accountability system. And I know you've
2 written on that and I wonder if you could talk to
3 us about how we might value that in an
4 accountability system.

5 MR. ALDEMAN: Yes. I'll start by
6 saying that some of what Dr. Osher was talking
7 about, is there's science to things. In
8 accountability, there's more art and it's a
9 balancing act of how you weight various things.

10 The one caution I would give is, the
11 difference and distinctions between inputs and
12 outcomes. So, if you value a broad-based
13 curriculum, for example, and you say, all kids
14 should have art, what might happen is that the
15 schools will then create art classes that aren't
16 really what you would think of as art, as opposed
17 to, if you really care about art, you might look
18 at something that kids are demonstrating
19 proficiency in art or doing some sort of
20 portfolio model or other things. Similarly, for
21 social studies or science, you would think about
22 how to measure some outcomes for those things.

1 There might be other ways to embed a
2 well-rounded curriculum beyond things like
3 inputs. So, for example, at the high school
4 level, if you include something like Advanced
5 Placement course taking and course passage, there
6 are a number of Advanced Placement courses in
7 things like art or computer science or the
8 sciences and coding, a computer science, a wide
9 range of different things that any student could
10 find their niche and demonstrate proficiency on.

11 And those have -- they're an outcome,
12 so we have objective, verifiable information that
13 -- they're national, we can see how D.C. students
14 compare to other students as well, as opposed to
15 some of the things that might take a little more
16 subjectivity to it.

17 MEMBER WATTENBERG: Just to follow up,
18 I believe at one point, you had proposed having
19 sort of a curriculum indicator in one of the
20 papers that you did.

21 MR. ALDEMAN: Yes. So, one of my
22 papers proposed what's called a school inspection

1 or a school quality review. And the reason I
2 proposed that would be to incorporate a bunch of
3 holistic information about a school that we don't
4 necessarily know how to weight all of those
5 indicators or we don't know the correct choice of
6 each indicator and we might not have the same
7 vision for every school, but a holistic review
8 process would allow trained experts to go in and
9 say, are the kids being challenged?

10 If it's an art-focused school, are
11 they still being challenged to meet high
12 expectations within that focus, are they still
13 following the state standards? And that review,
14 holistic process, would incorporate subjectivity
15 in a more thorough way.

16 MEMBER WATTENBERG: Mr. Osher, two
17 questions. One, in thinking about school climate
18 and in using it as a way of helping to create a
19 holistic evaluation of the quality of a school,
20 could you talk about -- could you give us a few
21 examples of some of the questions, some very
22 specific questions that might be on it?

1 And I'm particularly interested and I
2 know, I mean, we've heard from panelists tonight
3 and I've heard it from others as well, that we
4 don't want to overly direct or prescribe to
5 schools specific practices.

6 And yet, I think there is an interest
7 in having the kinds of conditions exist in
8 schools that lead to achievement. And so, I'm
9 sort of curious how you balance that out, what
10 these questions look like and the extent to which
11 they are prescriptive of a practice.

12 DR. OSHER: Okay. First, let me be
13 clear, I'm all about achievement. I'm a former
14 academic dean at a college, and a dean too. So,
15 this is about creating conditions so that the
16 students who are achieving, achieve more, as well
17 as other students are able to achieve.

18 I'm going to take you far away first,
19 because we've also developed surveys that are
20 being used in Southwest China as part of an
21 effort to really transform China and education
22 and look at whether or not it becomes more

1 student-centered and focusing on creativity.

2 How do you do it? And part of the way
3 we've tried to do it is to frame a set of
4 questions to students that are anchored in
5 concrete behaviors about whether or not they're
6 experiencing certain things in their classrooms
7 that we want them to experience.

8 And it's not the only piece, but it is
9 to use -- and I agree with everybody else that
10 said, I want to know if a team goes in, whether
11 or not it looks like students are being
12 challenged, but I also want to ask some concrete
13 questions to students to know whether or not
14 they're experiencing challenge.

15 Okay, so let's go back to the U.S.
16 So, in Cleveland, there are some simple questions
17 that are very, very behavioral about the
18 classroom, teacher, the experience in the
19 classroom. And so, what we do is we ask students
20 to think about, say, I forget now, but say, the
21 third class you're taking on Wednesday, because
22 within some you have, of course, all those

1 classes. My teacher notices when I'm having
2 trouble and gives me assistance.

3 Questions about the -- again, about
4 getting feedback. And it has to be very, very
5 behavioral, you're not asking students to judge
6 teachers as whether or not they're good, you're
7 asking to report on whether or not they
8 experience, or in some cases, they watch other
9 people experience, particular behaviors.

10 If you're thinking about issues of
11 safety, and let's say intellectual safety, I feel
12 comfortable coming up with a new idea in my
13 class. I'd be happy to go on, but I hope that
14 gives you concrete examples. I'd be happy to
15 revise my testimony and include in examples from
16 items so that people can look at them, and also
17 see how they can be disaggregated in was that I
18 think could be useful.

19 MEMBER WATTENBERG: That would be
20 terrific. And I think we could just take them as
21 survey questions, they don't even have to be
22 necessarily re-embedded into the testimony.

1 DR. OSHER: Excellent, I'll figure out
2 a way. Thank you.

3 MEMBER WATTENBERG: Okay. Thank you
4 very much, my time is up.

5 PRESIDENT JACOBSON: We'll go with Ms.
6 Jolly and then, Ms. Wilson Phelan.

7 MEMBER JOLLY: So, first, Dr. Osher,
8 just thank you so much for reminding the Board
9 again of the importance of school climate. Not
10 in a touchy-feely way, but because it really does
11 lay the foundation upon which student achievement
12 is built.

13 I hope that as my colleagues on the
14 Board continue to make really important decisions
15 about what we measure with ESSA, that you will
16 certainly include a school climate measure. I
17 can attest, as can pretty much any educator, the
18 role that that plays in making sure that students
19 are learning and that test scores are high.

20 I had a question, primarily for Mr.
21 Weeden, it's nice to see you again, but it's open
22 to anyone else on the panel as well. So, I've

1 been, as have a couple other Board Members, a
2 pretty major proponent of counting growth, as
3 opposed to proficiency, baseline proficiency.

4 And one internal conversation that
5 we've been continuing to have amongst ourselves
6 is how we should weight proficiency versus
7 growth. And I was wondering if you had
8 suggestions, if you got to write that policy
9 word-for-word, what might you propose? And,
10 again, I'd like to start with Mr. Weeden, but
11 it's certainly open to all of you.

12 MR. WEEDEN: So, I'll be clear, I'm
13 glad I'm not writing the policy, but -- and I'm
14 not a statistician, so I don't know how the
15 models work. But I do believe that an equal
16 weight of some sort, and a high equal weight if
17 possible, of both growth and just outright
18 achievement is critical.

19 Because what you will unearth,
20 fortunately or unfortunately, is actually there
21 are some quote/unquote low performing schools
22 that are actually having high growth and are on-

1 track and are doing great work, and there are
2 some schools that are high performing, and if you
3 don't have that growth indicator of equal weight,
4 it will show some -- it won't show the
5 deficiencies that need to come to light.

6 And then, again, especially talking
7 about our brown and black babies, especially
8 talking about our poor kids, kids who have
9 learning disabilities, these are where kids are
10 not doing well.

11 I remember having to do school
12 improvement plans way back when, because I walked
13 into a situation where the school was not doing
14 well, and that's where we targeted all of our
15 energy, not because we wanted to get our scores
16 up, because what we found and what we know is
17 that if those teaching practices that we are
18 doing for our most vulnerable are actually
19 teaching practices that we should be doing for
20 all students. And so, I would highly recommend,
21 I don't know the numbers, I'm not a statistician,
22 but very high ratio of both growth and

1 proficiency.

2 MR. BOTEL: Thank you for that question
3 and, if you don't mind, I would just totally
4 second that. I think they're both very important
5 and equally important.

6 DR. OSHER: If I could just add, we're
7 doing some work now in an unnamed city, and it's
8 not one of the cities that I've talked about,
9 that is actually well regarded for having
10 accomplished a lot of academic reform. And we're
11 looking at the lowest quartile of students and
12 their levels of proficiency over the decade where
13 people have been talking about improvements
14 really have been very, very stagnant.

15 And so, I just want to agree with, I
16 think you want to weight both and you want to
17 make sure also that, no matter what, looking at -
18 - both you want high groups getting higher, but
19 you want to make sure that the people who, young
20 people who are at the bottom are not staying at
21 the bottom. Because if you can do things for
22 them, you're likely to be able to do things for

1 everybody else.

2 MEMBER JOLLY: Thank you.

3 VICE-PRESIDENT WILLIAMS: Is that all?

4 MEMBER WILSON PHELAN: All right.

5 Great, thank you for your time. Most of my
6 questions are directed at Mr. Osher. I wanted to
7 dive a little bit more technically into the
8 climate survey instruments that you discussed and
9 what your understanding is of their actual
10 validity, in terms of testing in a non-biased way
11 across multiple different populations.

12 My understanding is that actually some
13 of them that are proposed have a really low level
14 of non-biased standards, such as, like, only 33
15 percent of a student population might be at the
16 poverty level or below. I'm not sure if you're
17 familiar with this, but my worry is that when
18 we're looking at schools, like in D.C., that's
19 not necessarily valid.

20 DR. OSHER: Yes.

21 MEMBER WILSON PHELAN: Let me just
22 finish all of the questions.

1 DR. OSHER: Oh, I'm sorry.

2 MEMBER WILSON PHELAN: No, no problem.

3 Only because I know your answer will be lengthy
4 and worthwhile. So, first is, the sample size
5 and the diversity and the validity of the testing
6 models. I heard other panelists speak about the
7 importance of, and I think you spoke to this to,
8 of the data that's produced as being actionable.

9 And so, I'm curious about what you
10 have learned associated with the actionability of
11 the data that's produced. Things that a
12 principal can control, for example. I'm curious
13 about what you've learned about the level of
14 state administered tests and the transparency
15 with which that information is provided to
16 schools to make that data actionable.
17 Oftentimes, there can be a bit of a barrier
18 there.

19 And then, finally, if you have any
20 thoughts, you or any of the other panelists, if
21 there's time, about the worthwhileness of Report
22 Card versus accountability, in terms of using

1 these instruments in the state that they're in
2 today.

3 Should it be something that goes on a
4 Report Card so that it falls into, this is
5 available for parents, versus accountability,
6 which falls into, we are going to hold up your
7 entitlement money until you can produce X, Y, or
8 Z?

9 DR. OSHER: Okay. I'm going to start
10 by going in reverse, but I'm going to get to your
11 first question as well. And, on the one hand, I
12 don't personally like sledgehammer
13 accountability, but I want to talk about the
14 dilemma that I think you have in any system,
15 which is, what you want to do is you want to
16 limit variability at the downside, people not
17 doing what's important.

18 And, at the same time, what you want
19 to do is encourage and hope for variability at
20 the upside, in terms of more kids thriving
21 academically and so forth. My fear about
22 something like ignoring those fundamental

1 conditions for learning, just like fundamental
2 academic performance can't be ignored, is if I'm
3 not accountable, I still may not get to it.

4 And so, whereas, say, when we first
5 developed the school climate survey in Chicago
6 back in 2005, we urged that it not be used for
7 accountability, because we didn't think we had
8 had enough experience. I think over the decade,
9 the field, not just myself, have had enough
10 experience.

11 That does not mean that all surveys
12 are good, a lot of surveys aren't, but to go to
13 your first question, I think no matter what, you
14 have to find one that is very, very good. While
15 I think I've been fortunate enough to have
16 developed a whole bunch of them, the reason I
17 like the one that we had the privilege to develop
18 for the federal government was there was enough
19 resources in it to do a lot of that validation
20 work beforehand, in terms of populations.

21 And on the other hand, there are other
22 surveys, including ones that we have done that

1 have now been used with so many students over so
2 many years that you can really look to see
3 whether or not they really have invariance across
4 groups. I think that's a very, very important
5 piece, just like having, and I think I heard in
6 you, the right response rates being very, very
7 important.

8 So, now let me get to your question
9 about actionability. It goes to what we've heard
10 from other people, what you need is to be able to
11 report out the data in a way that it really makes
12 sense. So, let me give you a picture of what --
13 I use Cleveland as an example.

14 In the Cleveland survey, what happens
15 is there are four scales. For each scale, people
16 see what the standards are. What does being
17 excellent mean? What does being adequate mean?
18 In addition, the first thing people see are the
19 scale scores, which I think are important in part
20 because scales are better than individual items,
21 there tends to be noise that's built into any
22 given item, you want to really, if you're getting

1 at something like safety or challenge, have a
2 bunch of things that get there.

3 But, on the other hand, if there are
4 only four scales, it's easy for me to grab into
5 it. And then I can look at the items. And that,
6 at least my experience, I shouldn't say mine,
7 because we've really worked with lots of places,
8 is that, disaggregation, while it does have some
9 complexity, is the friend for interpretation,
10 because of the fact that there is always a story
11 in disaggregation.

12 The girls look different than the
13 boys. The seventh grade looks different than the
14 sixth grade. And you can always then ask a
15 question as a group about, what are we doing
16 right by the boys, in this case, or what are we
17 not doing for the girls? And so, it starts
18 probing.

19 I think it's also important in systems
20 to really provide schools with the support so
21 that they can make the right decisions. And a
22 climate result can do, just like any other one,

1 is it can create an itch and when you have an
2 itch, you want to respond, and sometimes the way
3 you want to respond is something that makes you
4 feel good, but it's not something that's been
5 really demonstrated to work.

6 And I think that one role for a state,
7 I was talking to a state today about this, is
8 things are collected and used locally, but the
9 state can provide some support in order to enable
10 people to do it. The District, in this case, and
11 state, could provide support to help people make
12 those decisions. But it has been actionable or
13 it seems to be actionable.

14 And, again, I would say both in
15 Cleveland, but let me go to those 11 states that
16 had Safe and Supportive School grants. Had to
17 work with at least 20 percent of the population
18 and the schools had to be the most lowest
19 performing schools.

20 And what we have seen by looking at
21 the independent evaluations of the 11 state
22 efforts was that all 11 were able to improve

1 climate and most of them were also able to
2 improve academic matters that matter, test
3 scores, attendance, and so forth.

4 The key in the process, though, was
5 providing people with coaching and help, so once
6 they collected the information and had it, they
7 used it in an intelligent manner. Okay. So, I
8 hope that's enough, I don't want to take
9 everyone's time.

10 MS. LITTLE: Can I add something --

11 DR. OSHER: Sure.

12 MS. LITTLE: -- to that too?

13 DR. OSHER: Please.

14 MS. LITTLE: In June of this year, we
15 had the opportunity to convene 23 of the foremost
16 leaders on this topic in the country for a full
17 day to talk about exactly this, the use of this
18 kind of information in ESSA accountability
19 systems. And David was one of people who was
20 there to help us think through this.

21 And what was fascinating to me is, we
22 knew that all of these people had in common a

1 strong value for this, they believed that the
2 school climate and what was happening for
3 students inside the school mattered for academic
4 outcomes. But they had a very wide range of
5 opinions about whether or not those things were
6 ready for ESSA accountability.

7 And, at the end of the day, a very
8 clear consensus emerged, and we have a little one
9 page on this. But what emerged was that, it's
10 important that at any place that decides to go
11 after this, they do a whole bunch of the things
12 David's talking about, making sure you're using
13 the right instrument, there are bad instruments
14 out there, but also that they have a glide path.

15 Because what became clear was that, it
16 is important, from the opinion of all of these
17 scientists, that places first measure the data,
18 make sure that the instrument authentically is
19 reflecting what they think it's reflecting, share
20 that measurement among their community.

21 Then go and actually see, how do
22 people respond to the data? What are the actions

1 that are taken? What are the supports in place?
2 And not up front, as an accountability system,
3 assume that the measurement will be taken a
4 certain way by parents, by teachers, that it will
5 be acted on in a certain way, but actually play
6 that out over a period of years of collecting and
7 watching that data.

8 And then, add them to accountability
9 systems when the city or state is at a point
10 where they believe that the readiness is there
11 for their city and state to be held accountable
12 and not to create perverse incentives.

13 And there was a really clear consensus
14 on that approach as it related to this, that you
15 could value it -- and I'll say one last thing,
16 which is the newest ESSA regulations actually
17 allow and require continuous improvement of all
18 ESSA Plans.

19 And one of the reasons they require it
20 is because the expectation is, many states do not
21 have in place right now the data that they would
22 need to enter into an accountability system in

1 its first year. And so, the expectation is that
2 states will, over time, improve and refine their
3 accountability systems as these sorts of data
4 become really ready for their accountability
5 purpose.

6 DR. OSHER: And if I can just add one
7 very quick thing is that -- oh, no, I can't.

8 PRESIDENT JACOBSON: I'm sorry. I'm
9 sorry, we're out on timing and need to get to
10 some additional questions, unfortunately. Ms.
11 Lord, Ms. Anderson, questions? Ms. Lord?

12 MEMBER LORD: Thank you very much. I'm
13 very tempted to say, just continue, pray
14 continue. First, this is a fabulous discussion.
15 I'm going to dial it back just a little bit and
16 ask very, very quickly, the federal law requires
17 testing in science. Should those tests, which
18 are supposed to be taken, be part of
19 accountability? Sort of, yes, no, or maybe.

20 MR. ALDEMAN: I guess I would say, yes.
21 I mean, your kids are taking the test, presumably
22 it's a test that you have some faith in that

1 they're taking. I wouldn't necessarily weight
2 that, science, equally to math and reading,
3 because you're getting more data out of the math
4 and reading, you have more years and more sample
5 sizes.

6 But if you can include it in a smart
7 way, it then encourages a more well-rounded
8 curriculum. I think it's an easy way to start
9 adding subjects to say, we don't just care about
10 math and reading, we care about other things too.
11 Particularly if you're already doing it, you
12 already have years of data that you can
13 incorporate.

14 MR. BOTEL: I would just like to add,
15 I agree, it should be, once you've had a couple
16 of years of students getting used to taking the
17 test. I do feel compelled to just respectfully
18 disagree with a couple of things.

19 First of all, no disrespect to the
20 good people of Cleveland, but Cleveland has been
21 the lowest or second lowest performing city on
22 the Nation's Report Card repeatedly. And I just

1 think, if we're looking for cities to emulate,
2 it's one of the last ones I think we should be
3 looking at.

4 Secondly, as a parent, like, I don't
5 need to know whether a school has the conditions
6 for learning, I need to know whether the kids are
7 learning. And I think maybe a school in its
8 first year or second year, when there's not a lot
9 of other data available, okay, like, let's see if
10 the conditions are being built, but at a certain
11 point, you could have a great climate, but if the
12 achievement is not there, then I don't want to
13 send my child to that school.

14 And my expectation of the State Board
15 is to do what needs to be done for that school to
16 get to a point where the kids are learning. And
17 I'm not saying that climate surveys shouldn't be
18 given or should be no part of the system, but,
19 again, to me what's important is are the kids
20 learning?

21 MR. WEEDEN: So, this is the irony of
22 this panel, so, Michelle, who is the CO in

1 Cleveland is a mentor of mine and I'm from
2 Cleveland. But -- so, yes, I mean, if we were
3 going to take a subject and hold it accountable,
4 yes, science should be held accountable. I think
5 the thing that is important, like, we cannot get
6 to that level of accountability, though, unless
7 our kids are able to read to learn and not just
8 learning to read.

9 So, again, like I -- we have to
10 continue to push, especially in Wards 7 and 8,
11 this is an equity issue, like, we got to get to
12 the base level of, like, are all our kids able to
13 learn, because they are able to read right now?
14 And that's whether they're doing math, that's
15 whether they're doing science, whether they're
16 the future historian.

17 And in terms of the school climate
18 piece, like, once you look at attendance and
19 graduation rate and promotion rate, teacher
20 retention, all those things are important and
21 that's what you look at as a school leader as,
22 like, okay, where do I start?

1 And so, I was one to use programs like
2 TNTTP surveys every single year, that would be the
3 last thing I would look at though. It was, like,
4 what are the outcomes for kids, how many kids are
5 passing, what are their scores, what clusters,
6 maybe what teachers they were in?

7 And then, you look at the climate
8 survey and say, okay, now I have a broader
9 picture, now I can start doing the school
10 planning for the upcoming year. But if I would
11 have been accountable for that school climate
12 issue my first, second, third years, I don't
13 think I would have had the leeway to do what I
14 needed to do in terms of pushing the school
15 forward.

16 DR. OSHER: If I may, two things.
17 First of all, if I understand ESSA correctly,
18 there's no way of not focusing on academics.
19 We're really talking about that fourth indicator,
20 we're not talking about everything else. And so,
21 I'm not talking about trying to move away from
22 that.

1 Number two, I would look at
2 Cleveland's results over the last year and things
3 like that, which it's really trying to change.
4 It's starting to change and moving in ways that
5 other places aren't.

6 But number three, I think the key is
7 all of the students succeeding to the extent that
8 they can. And I can tell you, if I were going
9 back -- I was a dean three times in colleges and
10 universities. If I were going back right now,
11 I'd be concerned, as someone who's obsessed with
12 achievement, with conditions of learning in
13 colleges and universities as well.

14 Do people feel intellectually safe?
15 Are they taking risks academically and being
16 challenged as part of their learning? Because I
17 think the real equity issue is, not just what
18 happens on a short-term test that you want, but
19 whether or not people are able to get into and
20 perform very, very well in highly competitive
21 colleges and universities. And I think issues
22 like academic challenge and experience, are about

1 those issues.

2 MEMBER LORD: To follow up also on the
3 performance management framework that the Public
4 Charter School Board uses, are there examples or
5 lessons that are particularly useful for
6 educators or for parents that the Board should
7 consider? And the reason I asked about science
8 is, there was some disinclination to include
9 that, but since we're already measuring it.

10 And I'm thinking, educators are
11 looking at a very big array of information about
12 students, whether they feel safe, whether their
13 teachers are coming to school and trying their
14 hardest and not moving the needle, whereas the
15 classroom right next door is.

16 So, are there things that we are not
17 considering? And particularly, to our parent,
18 like, what do you look at that says, they're
19 learning or not?

20 I mean, I read the thermometer, I know
21 it's getting warmer or getting colder, but I know
22 that thermometer, when it says 50 degrees, it's

1 50 degrees here, it's 50 degrees on top of the
2 Glass-Enclosed Nerve Center, I mean, I don't have
3 to worry about whether my gauge is missing. And
4 so, I sort of want to get a sense of whether
5 there's some thermometers that we're missing that
6 are in the PMF or others.

7 MR. BOTEL: I have to be honest, I
8 don't know if I know the current DCPS
9 accountability system as well as I know the PMF,
10 so I can't really speak to what's in one and not
11 the other. In looking at the PMF, and I agree
12 with Mr. Weeden, that it -- originally we were
13 looking at the DC CAS data, now we have PARCC
14 data. Again, as science becomes an assessment
15 that gets taken every year, those are really
16 important.

17 And again, not just in the aggregate,
18 but making sure that every subgroup does well.
19 But, really, those were the things that were most
20 important to us. We did also look at suspension
21 data and expulsion data and whether those were
22 high or whether they were high for certain

1 groups, those for us were really the most
2 important things.

3 MR. WEEDEN: I would -- I mean, I was
4 on some of the early teams that worked on the PMF
5 almost ten years ago, which is scary to think of.
6 But I think the most important piece, and this
7 was spoke to earlier, is that it is a living
8 document, it's a living thing.

9 And so, when -- if anything that the
10 State Board takes from the Public Charter School
11 Board is that, like, if it's not working or if
12 it's not meeting the accountability measures,
13 continue to revise and continue to get input from
14 schools and teachers and parents and to figure
15 out ways to make it stronger.

16 And that is what I'm most excited
17 about in terms of this opportunity we have now,
18 is that, like, we can start off strong and we can
19 get stronger. But dialing back any way, shape,
20 or form in terms of weights, honestly, it would
21 be an insult to the work that has been done in
22 the last 15 years.

1 MEMBER LORD: Just a follow-up, would
2 it be useful to consider as the statewide
3 accountability plan to use the PMF?

4 MR. WEEDEN: That's a loaded question,
5 huh? So, I think there are many things in the
6 PMF that are -- I wish that I knew about Tyler
7 Elementary School, is what I would say.

8 PRESIDENT JACOBSON: Thank you, Ms.
9 Lord. Ms. Anderson or Mr. Dorosin? Ms. Anderson
10 from Ward 4.

11 MEMBER ANDERSON: Yes, I just want to
12 say briefly that Dr. Osher's school climate
13 consideration of conditions for learning as just
14 another holistic measure in that whole learning
15 process equation, it kind of feeds into another
16 model that I think the data supports, or at least
17 it supports it's conducive to or supportive of
18 lifelong learning and kind of a curve of lifelong
19 achievement, and that's the HBCU model, wherein
20 you have these Historically Black Colleges and
21 Universities of Higher Education that
22 historically have kind of overachieved, because

1 they do create a climate that allows for that
2 kind of intellectual safety, intellectual growth,
3 and intellectual interactions among students in
4 safe spaces.

5 So, I think it's a very important
6 consideration. And it is something that I
7 certainly would support as a measure that we
8 should consider or that the State Board should
9 continue to consider, because it's something that
10 I've been a proponent of for many years is that
11 school climates should be a factor, should be
12 something that's considered.

13 Like you say, that fourth leg of the
14 -- or third leg of the stool or whatever, when
15 we're looking at how we evaluate and how we rate
16 and how we rank schools even. So, I mean, I
17 don't have any dissension or any kind of
18 disagreement with what you've been saying, I
19 understand certainly what the parents are saying,
20 you're saying, Mr. -- I'm sorry, your last name?

21 MR. BOTEL: Mine? Botel.

22 MEMBER ANDERSON: Botel, I'm sorry --

1 and the others are saying, but I think we
2 certainly do need to look at, there are some
3 other models even within the District of Columbia
4 that do support the idea of school climate being
5 very important.

6 Look at Banneker High School, which
7 has, again, exceptionally high numbers of
8 students who receive free and reduced meals, who
9 are eligible for free or reduced meals in
10 schools, but then they also have some of the
11 highest achievement levels in the City, because
12 they create a climate that allows for that kind
13 of safe intellectual growth and development
14 amongst students. So, I think there are models
15 for asserting that we should consider school
16 climate as important. So, that's pretty much all
17 I wanted to say.

18 PRESIDENT JACOBSON: Thank you, Ms.
19 Anderson. I'll give witnesses an opportunity to
20 respond.

21 DR. OSHER: Yes. Okay. The first
22 focus group we did in Chicago that led to the

1 work we did was in a charter school in North
2 Lawndale that had gone 180 days without a fight.

3 And -- but I want to talk to talk
4 about academic press, because at the end of the
5 conversation with the young people there, I said
6 to them, you've been talking about how much
7 you're working harder in this school, are you
8 ever pushed too much? And the students, to a
9 person, said, no, we're never pushed too much.

10 And I pushed back and I said, come on
11 now, you said, blank, blank, blank. And what
12 they said to me was very, very critical. They
13 said, we're not, because we know that the
14 teachers have our backs. And part of what is
15 built into what I mean by the experience of
16 challenge is the teachers having our back.

17 There's a wonderful book by a
18 practitioner named Zaretta Hammond, that's about
19 combining cultural responsive instruction and
20 deeper learning based on what we're learning from
21 brain science. It's when I know that a teacher
22 has my back that I'm able to take the academic

1 risk.

2 And, again, my goal, and it can't be
3 for everyone immediately, but it's really to look
4 at whether it's the HBCUs or the Georgetowns and
5 who's really in the end on the top there and
6 who's performing well.

7 And I think we have to create
8 conditions that really push everyone's child to
9 learn more, but also to enable them to be
10 learning in ways that they can be developing
11 their critical capacity and excitement, to do
12 what I think has happened for decades in HBCUs.

13 MR. WEEDEN: Yes. So, I completely
14 agree. And we spend between two to three weeks,
15 depending on the year, in teacher development
16 before our school year begins. And of those two
17 to three weeks, we spend at least half the time
18 talking about school climate and culture and how
19 do we create that in our building.

20 But I think the difference, and what
21 I want to make sure that we -- what we're asking
22 for in terms of accountability is something, I

1 think, the three things were simple, clear -- I
2 wrote it down -- and fair. And so, that differs
3 across our city, right?

4 And so, while I may need a week of my
5 two weeks to help develop my brand new teachers,
6 because of the turnover, because not everyone
7 wants to work in Wards 7 and 8, a school in Ward
8 3 may not need that, because teachers have been
9 there a long time.

10 And so, yes, absolutely, school
11 climate is important, but it's important, what
12 are we measuring and what is going to make it
13 fair? Are we talking attendance, are we talking
14 graduation rate, are we talking reenrollment
15 rate? I can get behind that, but when we start
16 thinking about, does my teacher like me, I
17 definitely have kids that would probably say they
18 did, I did not like them because I got on them
19 because it was the first time they ever did
20 homework. And so -- yes.

21 DR. OSHER: That's not a good item.
22 Just to be very clear.

1 (Laughter.)

2 PRESIDENT JACOBSON: And I just remind
3 witnesses to direct your responses to the Board -
4 -

5 DR. OSHER: Sorry.

6 PRESIDENT JACOBSON: -- and not to each
7 other. No worries, no worries. That just helps
8 us keep everything on track and keep it focused
9 on the issues at hand. Vice-President Williams,
10 do you have any questions? Mr. Dorosin?

11 REPRESENTATIVE DOROSIN: Hi. So, I
12 just wanted to take a moment to agree with
13 something that came up earlier in the discussion,
14 and that is the notion that achievement and
15 growth are a delicate balance, like you said.
16 It's an art and it's not a science.

17 And someone who's a student in DCPS,
18 something I see every day, sure there can be
19 students that are achieving, but it doesn't mean
20 much if there isn't that constant drive for, what
21 can I do better, what can I do more to boost my
22 growth or boost my achievement? So, I just

1 wanted to thank you for bringing that up.

2 MR. ALDEMAN: Yes. The only thing I
3 would add to my comment earlier is just that, to
4 Bethany's point, there is an opportunity, these
5 plans won't be set in stone and you can always
6 come back to them and say, you know what, we're -
7 - actually our measures are too much on
8 proficiency and so they should be a little higher
9 in growth, over time and you can tinker with it.

10 And you won't know that until you
11 start getting into the data and you can have your
12 staff do that, you can learn over time, and it's
13 an art, it's a balance more than it is a
14 mathematical formula at the outset.

15 DR. OSHER: Let me share some work that
16 we're starting to do that D.C. may want to do as
17 well, that really deals with the balance issue.
18 And that is, we're trying, first in two school
19 districts, to look at, what are leading
20 indicators of schools getting better, staying the
21 same, or stagnating over a three year period?
22 But also looking at the same for groups of

1 students.

2 And the goal is also then to try to
3 identify what may be the drivers. And so, it
4 seems -- and one of the reasons we want to do it
5 is, we want to know what's important. And it may
6 not be the same for all schools. And so, one of
7 the things we want to do is find that out as
8 well.

9 But I think if we follow what Ms.
10 Little says here, that you could use the first
11 few years to really collect, but rigorously
12 analyze and find out what is really getting the
13 types of outcomes you want.

14 And, again, then, I think I would want
15 not just proficiency, but I really want students
16 who are excited about pushing themselves as well,
17 because if proficiency is my only measure, I'm
18 not going to get the person who's not only
19 proficient, but really growing.

20 MS. LITTLE: May I add a -- I think,
21 one of the amazing things about hearing things is
22 we do learn and we improve over time. And I

1 think, if we learned one thing from the No Child
2 Left Behind Act it's that actually accountability
3 is an extremely powerful incentive. It drives a
4 lot of things, often things we didn't expect it
5 to drive.

6 And so, we were talking about holding
7 people accountable for the achievement of
8 students in reading and math, something that
9 centuries of education has tried to do. And we
10 have decades of deep research on how to teach
11 reading and math to lots of students in lots of
12 ways in lots of circumstances.

13 And yet, when people were held
14 accountable for the achievement of students in
15 reading and math, a great number of bad things
16 were done, right? Curriculums were narrowed,
17 even though we knew that that was not in fact
18 going to help children learn more reading and
19 math. Lots of cheating went on, things were done
20 because of the perverse incentive of
21 accountability.

22 I think it's incredibly important,

1 and, again, as a person who values
2 accountability, I think it's incredibly important
3 to take this moment of ESSA opportunity to
4 reflect on the values of our District of
5 Columbia, to reflect on what we want for our
6 students, and then to set a careful trajectory
7 towards an accountability system that is prepared
8 to address those things appropriately.

9 And so, you do actually have the data,
10 make the data public, understand people's
11 reactions, understand how people respond and what
12 they do when they're told, your students need
13 more grit. There are some really bad things you
14 could do to students to make them grittier.

15 So, I think it's really important that
16 we're thoughtful about sort of sequencing these
17 accountability measures and I think this issue of
18 how do you get to the right balance of
19 performance and growth, of proficiency and
20 growth, is a great example of something that
21 should be adjusted over time, but there are many.

22 And one last thing I'll say, related

1 to your science question is, I do think -- Chad
2 talked about tradeoffs and one of the tradeoffs
3 of the clarity and the transparency of the system
4 is that the more that you value and try to signal
5 through the system, the less clear it is what
6 you're actually telling me matters. Because
7 there are so many things that I am being held
8 accountable for that, at the end of the day, I
9 don't know what to really do.

10 And I think, you made this really good
11 point, you were trying to get the students to be
12 able to learn and so, you were working on the
13 climate and culture, because you knew that would
14 help them learn, not because you were being held
15 accountable for it. You were being held
16 accountable for the learning. And so, I do think
17 recognizing that transparency and clarity is a
18 value in and of itself in the system is worth
19 considering.

20 PRESIDENT JACOBSON: Thank you, Mr.
21 Dorosin. I'm going to take my five minutes. And
22 I'll start with a question to Dr. Osher. You had

1 suggested that student surveys are valid because,
2 for many students, you've -- the academic
3 community has performed many surveys for many
4 students over many years, so you have a lot of
5 data and you have a lot of background on that.
6 Is the same true for parent surveys and for
7 teacher surveys?

8 DR. OSHER: I think we have -- that's
9 a good question. I think we have less experience
10 doing parent surveys with sufficient response
11 rates to really know. So, I think that part of
12 the real challenge is making sure that you can
13 really infer to the entire population.

14 I'd say -- I'm actually not sure on
15 the question of teacher surveys. But what I
16 could say is, the teacher surveys that are being
17 done now actually seem to be actionable and seem
18 to predict things. So, then, I think that --
19 there's a survey, I can't remember its name, but
20 it's the one that the New Teacher Center does
21 that it does in many states.

22 And I've seen analyses of North

1 Carolina data that really shows how important it
2 is to teachers, in terms of teacher retention, to
3 feel that the principal has their back. And
4 since -- if we think about the comment you heard
5 before about the fact that a problem in say, Ward
6 7 schools, is high teacher turnover, how do you
7 do something about that? And I've seen similar
8 analyses of the New York City teacher data and
9 also student data that shows how it predicts
10 teacher retention or not. So, I think --

11 PRESIDENT JACOBSON: Terrific, thank
12 you.

13 DR. OSHER: -- I would go into these
14 with my eyes a little more open --

15 PRESIDENT JACOBSON: Okay.

16 DR. OSHER: -- but I think it is
17 possible, but you always have to be --

18 PRESIDENT JACOBSON: I have another
19 couple questions I want to get in.

20 DR. OSHER: Okay, sure.

21 PRESIDENT JACOBSON: Excuse me, pardon
22 me for --

1 DR. OSHER: Sure.

2 PRESIDENT JACOBSON: -- cutting you
3 off. That's a very helpful response, though.
4 Mr. Botel and Mr. Weeden, putting aside the
5 importance of academics, you have made your case,
6 I think, pretty clearly, what other metrics
7 should we be taking into account in addition to
8 the strong focus on academics?

9 MR. BOTEL: My opinion is really, it's
10 academics and expulsion. Those, to me, are the
11 most important things. Academics is paramount,
12 you have to look at the expulsions to make sure
13 that expulsions aren't driving the academics, if
14 you know what I mean.

15 PRESIDENT JACOBSON: Yes.

16 MR. BOTEL: And at the accountability
17 system level, everything else being talked about,
18 I'm not saying it's not important, but for
19 accountability, to me those are the most
20 important things.

21 PRESIDENT JACOBSON: Thank you, that's
22 very helpful. And thank you for clarifying that.

1 MR. WEEDEN: Yes, I think, keep it
2 simple. I mean, attendance, reenrollment, I
3 mean, as simple as graduation rate, those are
4 things that seem to make the most sense right
5 now.

6 PRESIDENT JACOBSON: Great. I have one
7 last question, I'd ask you to each, and this is
8 to all of you, and if you could keep your
9 response to 15 to 20 seconds, I'd appreciate it.
10 Is it possible to create a school climate metric
11 using data that's already collected? Such as,
12 expulsion rates and attendance rates and whatnot?

13 And if we could go down the line, if
14 you don't know and want to think about it and get
15 back to us, that's fine, if you think you have
16 the compelling answer right now, I'd love to hear
17 it. Dr. Osher?

18 DR. OSHER: No, because students make
19 sense of what is happening and you have to get
20 into their mind.

21 PRESIDENT JACOBSON: Thank you.

22 MR. ALDEMAN: I would say, it's not a

1 perfect proxy, but chronic absenteeism is a
2 measure of students' engagement in school, it's a
3 measure of how often they want to come to school,
4 and it's about how engaged they are with teachers
5 and the curriculum. And so, that is an indirect
6 way to get at the issue, I would say.

7 PRESIDENT JACOBSON: Thank you.

8 MR. BOTEL: My short answer is, no. I
9 do think that, I mean, I do think that LEAs and
10 DCPS should do climate surveys and those should
11 inform practice, I just don't think it belongs in
12 an accountability system.

13 PRESIDENT JACOBSON: That's helpful,
14 thank you.

15 MS. LITTLE: I would just echo Chad's
16 point on, it's a proxy question. You can proxy
17 them through things like chronic absenteeism and
18 expulsion and suspension rates and that will tell
19 you something particularly disaggregated about
20 what's going on inside the school, but to really
21 understand what's happening for students, and
22 certainly for the purposes of developing a better

1 school and better classroom environment, getting
2 to them directly with surveys is important.

3 PRESIDENT JACOBSON: Thank you, Ms.
4 Little.

5 MR. WEEDEN: I mean, I guess I'm torn.
6 I think we have things like the Equity Report,
7 which we have that data, but I don't know how --
8 I just don't know what that would look like to be
9 able to give a clear answer.

10 PRESIDENT JACOBSON: Okay. Thank you
11 for your honesty and for your time. My
12 inclination would be to release the panel, unless
13 Board Members object or have additional questions
14 that they would like to have addressed right now.
15 I give Ruth -- Ms. Wattenberg, pardon me, from
16 Ward 3, five minutes.

17 MEMBER WATTENBERG: Yes, I just want to
18 make a couple comments and ask a couple
19 questions. First, I just want to -- and I'm
20 going to time my own self here, well, maybe I'm
21 not. Okay.

22 First of all, on this issue of you

1 want kids to learn to read and then read to
2 learn, one thing that I'm concerned about is, a
3 lot of the now educational theory and cognitive
4 science actually does flip that on its head,
5 which is if you want to read, you actually need
6 the background knowledge.

7 And what I worry about in our city is
8 that we spend so much time, and this is what we
9 heard at the least hearing and what I hear when
10 I'm out there, is we spend so much time on the
11 reading and the math that kids get into middle
12 school, they get into late elementary school, and
13 they haven't been exposed to the science, they
14 haven't been exposed to the social studies. And
15 so, when they come across words in their
16 textbooks like chlorophyll, like photosynthesis,
17 like hemisphere, they're lost.

18 So, what I'm worried about is, we can
19 jump up maybe those achievement rates in math and
20 reading early, but the long-term effect of that
21 is a problem. So, I just wanted to throw that
22 out, that's my comment.

1 Quick question to Bethany, on a
2 totally different subject, which is, as I
3 understand the way the regs now read, the date at
4 which we actually have to give a -- we actually
5 have to identify low performing schools has been
6 moved, I think, by a whole year. Am I correct?

7 MS. LITTLE: That is correct.

8 MEMBER WATTENBERG: Okay. With that
9 context, how strongly do you feel that it's
10 important to make this April deadline as opposed
11 to the September deadline, if we feel there's
12 more questions to be answered? And what are
13 other states doing?

14 MS. LITTLE: So, there's a whole range
15 of state choices. Some states are taking
16 advantage of the new timeline to push further,
17 largely if they feel like they haven't had a good
18 stakeholder engagement process and they're behind
19 on that and not able to meet that requirement.

20 But what Hanseul made the point of is,
21 if you submit in April, you'll have final in
22 August, which means you can implement your system

1 for the 2016/2017 school year if you want to,
2 it's now not required until the 2017/2018.

3 That would allow you to have an
4 additional year of data, which could help when
5 you're trying to make identifications about who's
6 consistently low performing, how do we have
7 metrics over more than one year. So, I do think
8 there are advantages to early submission, but
9 certainly, if the plan isn't ready and you need
10 to go to the September deadline, that's not a
11 problem there.

12 MEMBER WATTENBERG: All right. Okay.
13 Thanks. So, this is a question, perhaps, to all
14 of you. So, I agree totally that what matters
15 most is achievement, that is the goal. It's also
16 what's in the law and it's also the view of
17 everybody here. But the issues for me are two
18 things. One is -- actually, I'm going to say
19 three things.

20 One is, as I think Bethany said, when
21 you -- we sometimes do things and they're so
22 simple that we get perverse reactions and I'm

1 worried about the reaction that we have gotten
2 from so much effect on testing. So, that's sort
3 of part of what I am focused on.

4 Second, with achievement as the main
5 goal of what we want to do with the
6 accountability system, another issue is we do
7 want to signal what we value, right? And when we
8 only or so disproportionately focus on the test,
9 I worry about the signal that we send.

10 And third, and certainly as important,
11 is, and everybody has sort of mentioned this a
12 little bit, is we want to make sure that we're
13 identifying the schools that are genuinely low
14 achieving and not making progress.

15 And one way you do that is with the
16 growth score, which I hope would be very
17 prominent in this, substantially more frankly
18 than the achievement score, so that you really
19 are identifying the schools that aren't growing.

20 But what I also think, and people can
21 comment on this, is that my understanding is
22 sometimes before schools grow, there are leading

1 indicators that tell you they're on the right
2 track. They haven't yet grown, but you wouldn't
3 want to shut it down, because it is on the right
4 track.

5 And what we want to be able to do, I
6 think, through this system, is to make visible
7 the schools that are on the right track and
8 distinguish them from the schools that really
9 aren't on the right track, so that we can
10 identify and support and intervene with the
11 schools that aren't.

12 And so, with that, I just want to
13 throw out, again, to sort of everybody quickly,
14 if you have any other ideas of things that could
15 go into this accountability framework that would
16 respond to either of those points. That is,
17 understanding achievement does matter most, how
18 do we also deal with these other issues?

19 MR. WEEDEN: So, sorry, to make sure,
20 so you want to know, are there other indicators
21 that would show a school is on-track to making --

22 MEMBER WATTENBERG: Exactly.

1 MR. WEEDEN: Right. So, I mean, yes,
2 I would still go to attendance. But then also,
3 if you're looking at growth, can be an indicator
4 that the school is on-track. So, there are
5 schools that are in Ward 8 that are actually
6 showing growth and showing achievement at the
7 same time.

8 I don't subscribe to that you can just
9 -- a kid only has one year in third grade and so,
10 there has to be some growth, can be that
11 indicator that you're talking about, but school
12 climate, I don't think will show that the school
13 is on-track to helping that kid learn.

14 MS. LITTLE: I would agree that chronic
15 absenteeism is a good leading indicator. Also,
16 there's actually something called an on-track
17 indicator that folks use in high schools to look
18 whether or not students in a composite are
19 getting more on-track than they used to be,
20 that's one worth considering, too.

21 The last thing I'd quickly say is, I
22 think it's important going forward that we not

1 pretend that the categorization of schools on an
2 annual basis and the identification of low
3 performing schools every three years is the
4 totality of our accountability system.

5 Accountability relies on public
6 reporting, engagement of parents, and improvement
7 over time. And so, a lot of what you'd have as a
8 diagnostic and developmental undertaking with the
9 school should unearth, if the school's making
10 progress, they're not in our lowest category
11 anymore. Without sort of that being the same
12 thing as the annual dipstick of accountability
13 categorization.

14 MR. BOTEL: I would just add, real
15 quick, I want to respond to the very first thing
16 you said, which is about teaching things like
17 science and social studies. So, my kids at Two
18 Rivers, they do a ton of science and social
19 studies. And my two kids, particularly my second
20 grader, I've seen his NWEA MAP scores over time.
21 His growth has been unbelievable.

22 And I think a lot of it is because

1 they're teaching nonfiction reading and
2 vocabulary through teaching science and social
3 studies. So, I still think we -- and look at the
4 reading measure and say that those inputs are
5 having a profound impact on those outputs in
6 terms of his test scores.

7 The other thing I would just say, in
8 terms of your second question, is, I think one
9 thing is, what's the initial assessment of how
10 well a school's doing? Then the second question
11 is, if a school's not doing well, what
12 intervention is needed?

13 And what I think of when I think of
14 your second question is, if you see a school and
15 you say, okay, the growth is not where it needs
16 to be and the proficiency is not where it needs
17 to be, then the next question maybe becomes,
18 well, are there indicators, though, that the
19 school's on-track to improving those areas? And
20 that might inform how severe the intervention is.

21 MR. ALDEMAN: One opportunity that ESSA
22 provides that I think the State could really

1 seize on is the fact that, under ESSA, the
2 statewide identified priority schools, not
3 priority schools anymore, comprehensive support
4 schools, and then those schools will have a three
5 year timeline to improve.

6 And that is an opportunity to use
7 those leading indicators, it's an opportunity to
8 use your exit criteria for schools that get off
9 the list of comprehensive support, to say, here
10 are the indicators that we think those schools
11 need to meet to be able to get it.

12 And that's where you could fold in
13 leading indicators. Other states are using
14 things like onsite school quality reviews, where
15 they essentially give a school a list of action
16 steps and an improvement plan that they help
17 monitor over those three year time periods.

18 DR. OSHER: The reason why I'm doing
19 work on leading indicators with others is because
20 I think it's important to help make sure that
21 people don't do the wrong things. I actually
22 don't know what the leading indicators are right

1 now, I want to be clear that that's the reason I
2 want -- I think you can develop them, they can be
3 empirically developed, and we can really know
4 them, so it's not just smart people trying to say
5 what they are. I mean, I think all of us could
6 come up with them, but just say that.

7 Let me, and I know I'm playing the
8 role in terms of climate, let me just say that,
9 we applied the Chicago Consortium's On-Track
10 Index to every high school student in Chicago and
11 looked at the difference between those who were
12 on-track and who were off-track.

13 And surprising, all the students who
14 were -- the students who were off-track
15 experienced the schools as being less safe,
16 experienced less challenge, et cetera, et cetera.
17 The same for African American students in
18 Chicago.

19 Which, again, is not to say you don't
20 want to look at the other things, but one of the
21 reasons why I'm not satisfied with chronic
22 absenteeism as an indicator of climate is there

1 are lots of things that contribute to it. And
2 also, if you get me in school, it doesn't mean
3 you get me engaged.

4 PRESIDENT JACOBSON: Thank you so much.
5 Do any Board Members have final questions? If
6 not, I thank you all for coming out and spending
7 so much time with us this evening. Your
8 testimony and the Q&A will be incorporated as we
9 work with the Superintendent's Office on creating
10 a statewide accountability plan that's right for
11 DC. So, thank you so very much for your time.

12 DR. OSHER: Thank you very much.

13 MS. LITTLE: Thank you.

14 PRESIDENT JACOBSON: All right. We are
15 approaching the end of our meeting. And tonight
16 is the final meeting for three of our Members,
17 Mary Lord, our At-Large Member, Kamili Anderson,
18 our Representative from Ward 4, and my dear
19 friend Tierra Jolly from Ward 8.

20 Each of these Members has contributed
21 greatly to the success of the Board. Their
22 dedication to our students, their insight, and

1 their passion have been inspiring. We celebrate
2 their accomplishments tonight with ceremonial
3 resolutions. At the end of the meeting, I would
4 ask my colleagues to join me in the Well for the
5 presentation of the resolutions and for
6 photographs. Mr. Hayworth, will you read the
7 resolutions into the record, please?

8 EXECUTIVE DIRECTOR HAYWORTH:

9 Ceremonial Resolution CR16-7, honoring State
10 Board of Education Member Mary Lord. Whereas,
11 the District of Columbia State Board of Education
12 acknowledges the near decade of outstanding
13 service Mary Lord has provided as an At-Large and
14 Ward 2 Member in improving educational outcomes
15 for the students in the District of Columbia.

16 Whereas, Ms. Lord is also a parent,
17 long time Dupont Circle resident, school and
18 community volunteer, and award-winning
19 journalist.

20 Whereas, Ms. Lord has been a champion
21 for science, technology, engineering, and math
22 education, saving the Citywide Science Fair,

1 restoring and promoting the opportunity for two
2 graduating District high school seniors to attend
3 the prestigious National Youth Science Camp in
4 West Virginia each summer, and leading the 2013
5 effort to adopt the Next Generation Science
6 Standards.

7 Whereas, Ms. Lord recently finished a
8 three year term on the Executive Leadership Team
9 of the National Association of State Boards of
10 Education, where she served as President in 2015,
11 providing the District of Columbia a prominent
12 seat at the federal education policy table.

13 And whereas, Mary Lord's primary areas
14 of focus within the State Board purview have been
15 high academic expectations, science and STEM,
16 teacher quality, and has effectively done so by
17 serving on working groups and committees that
18 resulted in stronger teacher licensing rules, the
19 inclusion of health on the District's annual
20 state assessments, and a prototype parents bill
21 of rights.

22 She also helped shape the District's

1 successful \$75 million Race to the Top proposal
2 and initial waiver from No Child Left Behind,
3 including engaging families and the public to
4 secure the waiver.

5 Be it resolved that the District of
6 Columbia State Board of Education honors Mary
7 Lord on the 21st day of December in the year 2016
8 for her outstanding service and leadership to the
9 District of Columbia.

10 Ceremonial Resolution CR16-8, honoring
11 State Board of Education Member Kamili Anderson.

12 Whereas, the District of Columbia State Board of
13 Education acknowledges the outstanding service
14 that Kamili Anderson has provided to the Ward 4
15 community in engaging government leaders and
16 education stakeholders in furtherance of the
17 vision that all District residents receive an
18 excellent education and recognizes the
19 stewardship of Ms. Anderson for her dedicated
20 service in improving educational outcomes for
21 students in the District of Columbia, since 2011.

22 Whereas, Kamili Anderson has worked in

1 some aspect of education her entire professional
2 career, beginning in the 1970s as a board and
3 staff member of a District-based pre-K through
4 8th independent school. At Howard University,
5 she co-edited an encyclopedia of African American
6 education and consulted for a federally funded
7 center focusing on at-risk youth.

8 She served six years as Director of
9 Howard University Press and four years as
10 Publications Director for the American
11 Association of Colleges for Teacher Education.
12 She later started her own editorial and
13 communication services company and many of her
14 clients were educators, education policy makers,
15 federal agencies, and university divisions.

16 Whereas, Kamili Anderson is an active
17 and vocal participant in important ward and
18 citywide education matters, collaborating with
19 her State Board colleagues, OSSE, DCPS, and
20 charter school leaders to identify critical
21 issues relating to the District's ESEA
22 flexibility waiver, obtaining federal Race to the

1 Top funding, developed environmental literacy,
2 science instruction, and early childhood
3 education standards, and established a master
4 facilities plan for District schools.

5 And whereas, Kamili Anderson's primary
6 areas of focus within the State Board purview
7 have been family engagement and ensuring greater
8 outreach to and community involvement in
9 education decision making. She has served on
10 several DCPS modernization improvement teams in
11 her ward and is co-chair of the Ward 4 Education
12 Collaborative.

13 Be it resolved that the District of
14 Columbia State Board of Education honors Ward 4
15 Member Kamili Anderson on the 21st day of
16 December in the year 2016 for her outstanding
17 service and leadership to the District of
18 Columbia.

19 Ceremonial Resolution CR16-9, honoring
20 Ward 8 State Board of Education Member Tierra
21 Jolly. Whereas, the District of Columbia State
22 Board of Education recognizes the stewardship of

1 Tierra Jolly for her dedicated service on behalf
2 of Ward 8 and improving educational outcomes for
3 the students in the District of Columbia since
4 July 2014.

5 Whereas, Tierra Jolly is a Ward 8
6 native, sixth generation Washingtonian, and was
7 the only active teacher on the D.C. State Board
8 of Education, the body that decides what teachers
9 teach.

10 Whereas, Tierra Jolly became the
11 Chairwoman of the SBOE's Closing the Achievement
12 Gap Committee.

13 Whereas, District of Columbia State
14 Board of Education Member Tierra Jolly is a proud
15 teacher at Oxon Hill High School, previously at
16 her alma mater of Bishop McNamara High School,
17 before returning -- excuse me, I apologize, I
18 must have put an incorrect version in packets,
19 but this should read at Bishop McNamara and at
20 Oxon Hill, she has taught civics, economics, U.S.
21 history, remedial social studies, as well as in
22 Louisiana, and seventh grade ancient history at

1 Kramer Middle School in Washington, D.C.

2 As a current teacher of freshman
3 government and AP U.S. history, Ms. Jolly was
4 able to share a unique and current instructional
5 point of view when working with her State Board
6 of Education colleagues.

7 Whereas, the District of Columbia
8 State Board of Education acknowledges the
9 outstanding service Tierra Jolly has provided to
10 close the opportunity gap and increase
11 educational equity.

12 And whereas, Ms. Jolly's early and
13 vocal support of the state diploma was a key
14 foundation for its passage.

15 Be it resolved that the District of
16 Columbia State Board of Education honors Ward 8
17 Member Tierra Jolly on the 21st day of December
18 in the year of 2016 for outstanding service and
19 leadership to the District of Columbia.

20 PRESIDENT JACOBSON: Thank you, Mr.
21 Hayworth.

22 (Applause.)

1 PRESIDENT JACOBSON: Is there a motion
2 to adopt the resolutions en bloc?

3 MEMBER WATTENBERG: So moved.

4 MEMBER WILSON PHELAN: So moved.

5 PRESIDENT JACOBSON: We'll give that
6 one to Ms. Wattenberg. Is there a second?

7 MEMBER WILSON PHELAN: Second.

8 PRESIDENT JACOBSON: By Ms. Wilson
9 Phelan.

10 MEMBER WILSON PHELAN: With enthusiasm.

11 PRESIDENT JACOBSON: At this point, I
12 would like to offer each departing Member and
13 those of us that are staying behind to offer
14 comments. And I will not have a time limit on
15 this, actually. We'll start with Ms. Lord.

16 MEMBER LORD: Thank you so much for
17 this amazing tribute. Now that I'm officially a
18 legend, I want to just bask in the glow. First
19 of all, I want to thank the people of the
20 District of Columbia, who presented me with this
21 incredible honor to serve on the State Board of
22 Education from its inception.

1 Several months after the School Reform
2 Amendment passed, I was -- my School Board Member
3 had quit and then Council Member Jim Graham was
4 merciless in volun-telling me to run for my first
5 ever elected office. I had no idea what I was
6 getting into, but it was great.

7 I also want to thank my colleagues,
8 present and past, for making the work so exciting
9 and also enjoyable. And to my longsuffering
10 family, who will be very glad that I'm not
11 dragging in at 10:00 from a community meeting and
12 saying, what's for dinner, only to be told,
13 whatever I make. So, ramen noodles, bye-bye.

14 I've often heard, and I still hear a
15 lot, that this Board has no power, that the old
16 Board had power and this Board has power. And I
17 just want to just be very clear, the State Boards
18 of Education have juice. They have different
19 authorities, but they have extremely important
20 authorities that nobody should want to take away.

21 We create the architecture of
22 excellence. You want to know if students are

1 learning? Well, you need a gauge, you need to
2 know that the field is 100 yards and not 50 yards
3 and students are being told they're scoring
4 touchdowns.

5 The policies that this Board has
6 adopted in the nine-plus years I have served on
7 it are now driving and enriching instruction for
8 every student in every subject in every grade in
9 every classroom across the City.

10 Charter schools and DCPS may be doing
11 it differently, there may be virtual tours of the
12 zoo for one set of students, but this is
13 extraordinarily important. It's the equivalent
14 of being able to go to your physician and knowing
15 that the temperature is serious or not.

16 And so, as we move forward, I hope we
17 will bear in mind that the Board has a very
18 unique responsibility in the accountability plan
19 that we just discussed tonight and I'm honored
20 that the voice of the District of Columbia was at
21 that table, because I was serving on our national
22 organization, the National Association of State

1 Boards of Education. So, when people say we
2 don't have any power or authority, that's just
3 hoey.

4 Second of all, I will leave you with
5 sort of a couple of recommendations. One, I'm a
6 soccer mom and as the great coach Sona Walla told
7 my son's team, play together. We are only as
8 effective as our unanimous united voice.

9 And we could be a lot more effective
10 if we were able to, not just play together, but
11 to understand, love, trust, and know each other
12 as friends. We've had some extraordinary fun
13 times on the Board and I think that this Board
14 could be strengthened by doing that.

15 Focus on learning and students. Yes,
16 facilities are important, yes, boundaries and
17 feeder patterns are important, but the main thing
18 is learning. And if we keep that in mind, there
19 is every possibility that the policies we adopt
20 will be superb and will work truly for every
21 student.

22 Don't just engage the public, involve

1 them. The work in the Every Student Succeeds Act
2 accountability plan means that you can reach out
3 to employers, you can step out of the bubble. If
4 we don't do that, we will be missing an
5 opportunity.

6 As a mom, I can tell you, a lot of the
7 policy decisions I've made were made much better
8 because I was out in schools. See what's going
9 on, attend the symposiums, bring that back to
10 your fellow Board Members. I know our staff and
11 I and other Members go out and attend these
12 things, bring it back, tell them about the school
13 play.

14 I judge science fairs, I judge
15 National History Day, I see the excellence our
16 children are capable of, but I also know that we
17 pass boneheaded rules that prevent them and my
18 colleague Ms. Anderson was instrumental in seeing
19 whether the attendance rules and the truancy
20 regulations were actually leading to more chronic
21 absences, or at least on paper.

22 And finally, I think I would encourage

1 you to redefine achievement, redefine success, so
2 that we are not just singly, narrowly focusing on
3 reading and math and not giving students who want
4 to read a book or to do math and not to know how
5 to apply it.

6 And to me, the career technical
7 education, the arts and science are the key that
8 opens that door of opportunity. But it's up to
9 you, you can define success however we want and I
10 think that when I look back, I am holding myself
11 accountable.

12 There are lots of things I wish I had
13 done differently, better, and smarter, but
14 looking back, I think that this State Board of
15 Education will, in retrospect, be one of the best
16 things that the School Reform Act of 2007
17 produced. And I'm just delighted to pass the
18 torch to another group of fabulous, dedicated
19 individuals. Thank you.

20 PRESIDENT JACOBSON: Thank you so much,
21 Ms. Lord. Ms. Anderson?

22 MEMBER ANDERSON: I want to say, thank

1 you to Mary, you've been my --

2 MEMBER LORD: Fellow legend.

3 MEMBER ANDERSON: -- left hand legend
4 here for a number of years and I appreciate your
5 service. I want to thank the voters of Ward 4
6 who initially put me in this position and for
7 their continued support, to my then Council
8 Member and now Mayor, Muriel Bowser, for her
9 early and continued support, and to my current
10 Council Member, Brandon Todd, for the same.

11 I want to thank my family members,
12 especially my grandchildren, who granted me a
13 reprieve from my weekly babysitting requirements
14 to attend these meetings on Wednesday evenings,
15 which was a serious consideration I had to make
16 when I first considered this involvement. But
17 I'll be actually going straight back to resume
18 those services as soon as I leave here tonight.

19 (Laughter.)

20 MEMBER ANDERSON: I am not lying, it's
21 that definite, I'm going back to that right now.
22 But I want to particularly thank my colleagues,

1 past and present. And I want to say kudos to
2 former President Ted Trabue, who was President at
3 the time when I came on early, who kind of set
4 the bar for civility and collaboration when I
5 first came on this Board.

6 I mean, he was -- it was almost a
7 mandate, Ted said, look, we are a civil board, we
8 are a board that works constructively together,
9 we are not going to be in the negative kinds of
10 controversy that were shrouding some parts of our
11 government at the time. We weren't all going to
12 always agree, but we were going to agree to work
13 together and to resolve issues and problem solve.
14 And so, that kind of set the bar for me early in
15 my time on this Board.

16 And I want to thank -- that leads up
17 to our present President, Jack Jacobson, who I'm
18 -- that was an incoming freshman Board Member a
19 few years ago, seems like a long time ago now.
20 But, Jack, I think, I really have been a strong
21 support of your leadership and very impressed by
22 the evolvment of your leadership throughout the

1 years and I do want to thank you.

2 And to our staff members, John-Paul
3 and other staff members we've known throughout.
4 Jamikka, kudos to Jamikka, because she's always
5 been there and been very supportive and given
6 some sound and great advice throughout the years.

7 And I want to say to my successor,
8 Lannette Woodruff, who is sitting in the audience
9 tonight, getting an early exposure to the Board
10 and the Board's working, although she probably,
11 quite frankly, has a better grasp of the
12 situation coming into the Board now than I had
13 when I came on, quite frankly.

14 But I want to just encourage you to
15 scrutinize, analyze, and criticize as necessary,
16 but to engage, engage, engage with your
17 colleagues, with people in the ward, with the
18 people who make the schools work, the policy
19 makers, the Superintendent, the Chancellor, the
20 Public School Charter Board Members, that you
21 really have to kind of just engage and kind of
22 get a very close sense of what's going on with

1 them, so that you can kind of get a better
2 understanding of the whole picture of how the
3 schools are working.

4 And engage with your colleagues here
5 on the State Board to help us, to help them,
6 rather, I have to get out of that us, but to help
7 them to see the kinds of issues that are
8 important to the persons from the ward we
9 represent and to those persons citywide who send
10 their kids to schools in Ward 4 and elsewhere.
11 To see your role as, again, contributing to the
12 elevation of education in the District as a
13 whole.

14 I really am, again, I'm just very
15 quite humbled by the responsibility that I've
16 had, the duty that I've been challenged to
17 fulfill during these five years, but I am looking
18 forward to continuing service to the District of
19 Columbia, and particularly to the education field
20 as a whole, as a member of the Board of Library
21 Trustees here in the District.

22 Which I don't see as -- that's not

1 very divergent from where I'm -- the kinds of
2 work I'm doing now, because it all relates to the
3 acquisition of knowledge and the kind of
4 elevation of the soul that knowledge gives you
5 and to the students in the District of Columbia.

6 So, I really just say in parting,
7 thank you to everyone who's been a supporter.
8 Thank you to everyone who's been a critic. Thank
9 you to everybody who's helped me to learn and
10 grow, to inform me when I've been misinformed,
11 and there have been many people who have done
12 that, but, again, I've taken it all into
13 consideration, all to heart really, and I hope
14 that it's made me a Board Member of which my
15 ward, the people who voted for me and those who
16 didn't, can be proud.

17 So, again, thank you to everyone, to
18 Ruth, to Mary, to Karen, to Jack, John-Paul,
19 Tierra, Laura, Joe, to Mark, who is not here
20 tonight, Joe, to all of our student members
21 who've been extremely wonderful throughout the
22 years, it's been wonderful and edifying meeting

1 with them and engaging with them. So, again,
2 thank you very much and I appreciate your time.

3 PRESIDENT JACOBSON: Thank you, Kamili.
4 Ms. Jolly?

5 MEMBER JOLLY: So, I have been told
6 that much of my time on the Board has been marked
7 by a characteristic of brevity, that my words
8 when I speak are few and far between. When I do
9 speak, that I'm short and direct, at least on the
10 dais or in public appearances.

11 And I have to say that my students
12 would be rolling on the floor laughing if they
13 knew that there were people who described me that
14 way. So, today, you're going to get a closer
15 version of the Tierra that I am with my students,
16 one who talks quite a bit more, who is emotional
17 and sentimental. And I hope that you will
18 forgive me that indulgence, particularly because
19 the time limit has been dropped.

20 (Laughter.)

21 MEMBER JOLLY: It's funny, for the last
22 two years, I taught AP U.S. History and one of

1 the things that I tell my kids every year is, you
2 have to learn George Washington's farewell
3 address. It's been on literally every single AP
4 U.S. history test since the dawn of time. This
5 farewell address will not be that epic, but the
6 occasion, like I said, demands that I say a few
7 more words than I normally might.

8 I was struggling with what to say all
9 day, I've been dreading this meeting, and I'll be
10 honest about that. But I stopped at home on my
11 way here, because I got a text message that I got
12 a letter in the mail. And I brought it with me,
13 not as a prop, but because I wanted to keep
14 reading it.

15 And it's from one of the first
16 students that I ever taught. And it's from jail.
17 Wydner Degrew, I had the pleasure and the luxury
18 and the privilege of teaching for two years
19 straight, I looped with my kids. He's one of the
20 smartest young people I've ever met.

21 I'll put some of his business out,
22 because I don't think he minds, he can't see it

1 anyway. My first day of teaching, I gave a
2 reading diagnostic and I was very straightforward
3 with all of my students, I taught ninth and tenth
4 grade, where they read, where their reading
5 levels were.

6 And the thing that impressed me about
7 Wydner is that after I told him that despite
8 being a 16 year old ninth grader, that he read at
9 a fourth grade reading level, his response was,
10 how can I be better? Because when I grow up, I
11 want to be a rapper and a poet, I want to retire
12 from a rap career to be a poetry professor, and I
13 can't do that if I read at a fourth grade reading
14 level.

15 And one of the days in my education
16 career that I often look back on is the day that
17 Wydner and 150 of my other students were expelled
18 for a gang fight. I knew that it was going to
19 happen and I kept Wydner in my room all through
20 lunch looking up colleges that he could go to,
21 what is the education path that you need to
22 become a poetry professor, how do you get signed

1 to a label, and the minute that I let him go from
2 my classroom is when that 150 person riot broke
3 out.

4 And it was one of the worst days in my
5 teaching career. And I often think back, what
6 could I have done differently that would have
7 changed the trajectory of Wydner's life, because
8 he ended up dropping out of high school as a 17
9 year old tenth grader and now is in jail.

10 I think that it's actually really
11 appropriate that I got this letter today, because
12 the same reason that I started teaching, the same
13 reason that ten years later I'm still in touch
14 with a kid in jail, is the same reason that I ran
15 for this seat. I did it because I care about my
16 students, all of them, but especially students
17 like Wydner that other people don't care about.

18 The kids who are brilliant, but who
19 are underserved and forgotten. These are the
20 kids that I've fought for since my first day in
21 the classroom ten years ago, they're the kids
22 that I've fought for every single day that I've

1 been on this Board, and they are the kids that I
2 will continue to fight for as long as there is
3 breath in my body.

4 The transition that I'm about to make
5 from School Board Member to parent is going to be
6 a tough one for me, but I have to say that,
7 because of this fighting that I've always done,
8 I'm really proud of the work that I've done here
9 in the last two and a half years.

10 I've consistently, insisently, and
11 often to the frustration of some of the other
12 stakeholders that I see here, fought, that we put
13 the needs of students in my community and
14 communities like mine across the city first. And
15 I don't regret that for a moment, even if you're
16 mad.

17 I'm proud of the work that we did
18 together to make sure that adults who pass the
19 GED test get a state diploma. It was something
20 that was really important to me because two of my
21 grandparents would have benefitted from that,
22 many of my dear friends would have benefitted

1 from that, and many of my students will in the
2 future.

3 I'm proud of the emphasis that I've
4 been able to force the Board to take on closing
5 the opportunity gap, from making it a committee
6 to making it now part of our mission and part of
7 our strategic plan for the future. I'm proud of
8 the work that our committee did on investigating
9 teacher turnover in high poverty, high minority
10 schools.

11 And, again, I'm really proud that in
12 the last two and a half years, I've helped to
13 push this Board towards putting educational
14 equity front and center. I would urge our
15 beloved and hardworking staff, my current Board
16 colleagues, and those who will succeed us on this
17 Board, to continue placing the needs of students,
18 like the ones that I've taught and the ones that
19 I've represented, front and center, particularly
20 because they are the majority of the students
21 this Board serves.

22 I would urge you to continue

1 supporting the work of the Ombudsman and the
2 Chief Student Advocate, because the work that
3 they do is vitally important to my constituents
4 and many across the city. I would urge you to
5 continue emphasizing the importance of student
6 growth, not just student proficiency, because I
7 think that when we do that, we'll realize that so
8 many more of our schools are succeeding than we
9 believe to be true.

10 And I hope that you will continue to
11 explore the important role of school climate and
12 teacher input. Like I said before, any educator
13 can describe for you the outsized role that
14 learning conditions have on their students'
15 learning and we know, firsthand, that teachers
16 have to play an important role in critical
17 decisions about what they should be teaching in
18 their classrooms. That's what we do, we decide
19 what teachers should teach and we need to listen
20 to the people that do that every day.

21 I want to say to our staff and to my
22 colleagues, thank you both for your support and

1 for challenging me, because through both, you
2 have helped me grow. And I will keep this brief,
3 but thank you especially to Jack Jacobson, our
4 President, who, since the day I was selected, has
5 reached out to be my mentor and my friend. It's
6 been an incredible honor to get to be your
7 partner in this work.

8 And finally, to my beloved Ward 8, you
9 are my home, you are in my DNA, and I love you.
10 It's been the greatest honor of my life so far to
11 serve you on this Board. I hope that I've made
12 you as proud of me as I continue to be of you.
13 Thank you.

14 (Applause.)

15 PRESIDENT JACOBSON: Additional Board
16 Member statements? Karen?

17 VICE-PRESIDENT WILLIAMS: I'd just like
18 to say that it's been a wonderful experience.
19 One of the first persons I met when I was running
20 for State Board was Mary Lord and she took me
21 under her wing and tutored me and got me elected
22 to this position and has been here for me ever

1 since the Palisades Fourth of July Parade where I
2 met her. And Kamili, who had one more year
3 experience, but didn't tell me that on our State
4 Board tags, that I could park free until last
5 week.

6 (Laughter.)

7 VICE-PRESIDENT WILLIAMS: So, for four
8 years, I've been paying to park at a meter. I
9 mean, we can't park illegally, but thank you for
10 finally letting me know, Kamili.

11 And for Tierra, who has been a joy to
12 work with, because we've been able to work
13 together for our east of the river wards and I
14 will let you know, Tierra, that I will continue
15 to advocate to close the achievement gap.

16 Hanseul and I have already had this
17 conversation, so she knows how we feel about it.
18 And we will continue the good work that these
19 people that are leaving us tonight performed.
20 And I want to thank all of you for your service,
21 for your dedication, and for your love. Thank
22 you.

1 PRESIDENT JACOBSON: Laura? Ruth?

2 Well, I'm going to take the microphone if no one
3 else wants it. Alex? I'm going to be short and
4 sweet and brief and direct. It's been a pleasure
5 working with all of you. It has been challenging
6 at times, I have not always done the right thing,
7 but I have always had the right intentions.

8 And I will miss your counsel, your
9 friendship, your criticisms, and I will not be
10 saying goodbye, because I will be working with
11 all of you to continue to focus on students, and
12 particularly focus on the disadvantaged students
13 that need our support and need our attention the
14 most. I know you will continue to be strong
15 partners in that with me and the new Board of
16 Education.

17 With that, I would call the question
18 and suggest that we vote. All those in favor of
19 the resolutions en bloc, please signify their
20 approval by saying aye.

21 (Chorus of ayes.)

22 PRESIDENT JACOBSON: All those opposed?

1 Any abstentions? The motions are approved.

2 (Applause.)

3 PRESIDENT JACOBSON: And I'm going to
4 ask another brief indulgence, if Jamikka might
5 come up to the dais, Jamikka has been here since
6 the Board was founded and knows our work better
7 than anyone, other than possibly Mary.

8 (Laughter.)

9 PRESIDENT JACOBSON: So, if she'd like,
10 I'd like to give our longest tenured staff person
11 an opportunity to say a few words. Down there is
12 fine, wherever you'd like.

13 MS. KENDRICK: Good evening, Board
14 Members.

15 PRESIDENT JACOBSON: Good evening.

16 MS. KENDRICK: You all should know,
17 this is rare, because I do not like public
18 speaking. This is bittersweet for me. The only
19 other time I've given public comment is when our
20 former Board Member Mr. Lockridge passed away.

21 I have been with the Board since it
22 started, I was at the former Board, so, Mary, you

1 knew me when I didn't have any grays. So, that's
2 -- we've both almost, well, I've almost been here
3 nine years, so it's going to be difficult not
4 seeing you on the dais. But we will have our
5 chit-chats and I thank you for introducing me to
6 Thai Basil. Kamili, we will always have our run-
7 in at, what was it?

8 MEMBER ANDERSON: Costco.

9 MS. KENDRICK: Costco, yes, of course,
10 Costco.

11 (Laughter.)

12 MS. KENDRICK: I will miss you, too.
13 We've had our little pow wows when I've struggled
14 with different things, personally, that I've
15 encountered since being on staff. And I thank
16 you for your wisdom. I'm not from the area and
17 during a very difficult time, you were -- what
18 you said to me was very important and helped me
19 push through.

20 Tierra, I got you on that diaper cake.
21 So, I'm going to miss you guys. And I've said
22 before that there have been some tumultuous times

1 with the Board, but I can honestly say that
2 collectively and what we have here with the
3 varying backgrounds and the varying focuses, that
4 finally the Board has some legitimacy.

5 And there was times when I would
6 question what my role here helped the educational
7 outcomes for residents of the District of
8 Columbia, and I can honestly say that supporting
9 the nine of you, I can see that we, as a Board,
10 as an agency, are making changes in the City.

11 And I thank you for being who you guys
12 are and helping make my job and my presence here
13 worthwhile. And you will be missed. Nothing
14 against the new coming Board Members, but we've
15 been in the trenches. And so, we're losing a
16 couple of our soldiers, but we're getting some
17 more. And I just wanted to thank you all
18 personally for what you've meant to me personally
19 and professionally. So, thank you and you will
20 be missed.

21 PRESIDENT JACOBSON: Thank you,
22 Jamikka.

1 (Applause.)

2 PRESIDENT JACOBSON: As we wrap up and
3 present ceremonial resolutions in the Well, I
4 think we'll adjourn before then, but are there
5 any announcements, any events upcoming? If not,
6 I would entertain a motion to adjourn.

7 VICE-PRESIDENT WILLIAMS: So moved.

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

10 MEMBER ANDERSON: Second.

11 PRESIDENT JACOBSON: Second by Ms.
12 Anderson. All those in favor?

13 (Chorus of ayes.)

14 PRESIDENT JACOBSON: We stand
15 adjourned.

16 (Whereupon, the above-entitled matter
17 went off the record at 8:40 p.m.)

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This is to certify that the foregoing transcript

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Before: DC State Board of Education

Date: 12-21-16

Place: Washington, DC

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Court Reporter

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