GOVERNMENT OF THE DISTRICT OF COLUMBIA

STATE BOARD OF EDUCATION

WEDNESDAY,
DECEMBER 21, 2016

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 WEEDE
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call to Order</td>
<td>4</td>
</tr>
<tr>
<td>Announcement of a Quorum</td>
<td>5</td>
</tr>
<tr>
<td>Approval of the Agenda</td>
<td>5</td>
</tr>
<tr>
<td>Approval of Minutes</td>
<td>14</td>
</tr>
<tr>
<td>Comments from the President of the D.C. State Board of Education</td>
<td>15</td>
</tr>
<tr>
<td>Comments from the State Superintendent of Education</td>
<td>18</td>
</tr>
<tr>
<td>Public Comments</td>
<td>42</td>
</tr>
<tr>
<td>2017/2018 SBOE Governance Items</td>
<td></td>
</tr>
<tr>
<td>Bylaws</td>
<td>21</td>
</tr>
<tr>
<td>Policy Manual</td>
<td>55</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>59</td>
</tr>
<tr>
<td>Year in Review</td>
<td>60</td>
</tr>
<tr>
<td>FY2018 Budget Enhancements</td>
<td>64</td>
</tr>
<tr>
<td>Every Student Succeeds Act Information Gathering, Timeline, and Engagement Plan</td>
<td>76</td>
</tr>
<tr>
<td>Ceremonial Resolutions</td>
<td>168</td>
</tr>
<tr>
<td>Member Statements</td>
<td>176</td>
</tr>
</tbody>
</table>
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.
Wattenberg?

MEMBER WATTENBERG: Here.
EXECUTIVE DIRECTOR HAYWORTH: Ms. Anderson?

MEMBER ANDERSON: Here.

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

MEMBER WEEDON: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Jolly?

MEMBER JOLLY: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Hall?

Ms. Hall? Mr. Dorosin? Mr. Dorosin? Mr. President, you have a quorum.

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

MEMBER LORD: Yes, I would like to make an addition to the agenda, as proposed, to introduce a report, a research report from our policy fellows concerning graduation
requirements. It would just be to essentially put the report on the record and to have the Board receive it.

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

(Chorus of ayes.)

PRESIDENT JACOBSON: All those opposed?

MEMBER JOLLY: Aye. Or nay.

PRESIDENT JACOBSON: Motion carries.

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

PRESIDENT JACOBSON: Yes.

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

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

EXECUTIVE DIRECTOR HAYWORTH: According
to our current bylaws, materials would need to be introduced to Members prior to last evening in order to be adopted by the Board at this meeting.

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

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

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

MEMBER JOLLY: Yes.

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

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

PRESIDENT JACOBSON: You would move to suspend the bylaws.

MEMBER LORD: Okay. I would move to suspend the bylaws in this case, which is in
order to accept work that was done for the Board on the taxpayers' dime earlier this year. And so, that's why I'm putting it on the agenda.

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

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

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

MEMBER WEEDON: Second.

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

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

PRESIDENT JACOBSON: Okay.

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

PRESIDENT JACOBSON: Our bylaws stipulate that materials to be considered by the
Board need to be circulated to Board Members and to the public, I think both in compliance with our bylaws and I believe Open Meetings Act as well, at least 48 hours in advance of the meeting.

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

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

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

MEMBER LORD: I think -- well, first of all, the purpose of accepting the report, much like we do with committee reports and other things, is to establish the public record so that it's there for the consideration of Boards in the future. And since it sort of occurred on my watch and since I'm exiting off the Board, I thought, well, we put it on tonight and it is
there, available to be acted on, considered, or abandoned as future Boards would like. So, it's essentially putting it on the record.

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

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

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

PRESIDENT JACOBSON: Any additional questions from Board Members or discussion on the
MEMBER JOLLY: I just don't understand how we can be asked to accept something that Board Members are asking about the contents of on the dais right now. Especially when it's something that was just, I mean, it was just introduced. This is in violation of our bylaws, it serves no functional purpose, and, I mean, the idea of setting a Board's agenda for potentially years to come on an issue that hasn't been discussed, on a report that hasn't been able to be properly viewed and discussed by the Board, I think is irresponsible.

MEMBER LORD: Well, just for --

PRESIDENT JACOBSON: Ms. Lord?

MEMBER LORD: Sorry, Mr. President.

When we have documents, they are in the record, they are available for public view, they form a part of the conversation. It doesn't tip anybody's hand, it doesn't mean that we accept the findings or that we act on the findings, but unless it is part of the public record, it
becomes lost to the public, it does not become part of the discourse.

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

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

MEMBER WEEDON: I call the question.

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

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

PRESIDENT JACOBSON: Nay.

EXECUTIVE DIRECTOR HAYWORTH: Ms.
Williams? Ms. Williams?

VICE-PRESIDENT WILLIAMS: Nay.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

MEMBER LORD: Aye.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

Wilson Phelan?

MEMBER WILSON PHELAN: Nay.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

Wattenberg?

MEMBER WATTENBERG: Nay.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

Anderson?

MEMBER ANDERSON: Nay.

EXECUTIVE DIRECTOR HAYWORTH: Mr.

Jones? Mr. Jones? Mr. Weedon?

MEMBER WEEDON: Nay.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

Jolly?

MEMBER JOLLY: Nay.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Hall?

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

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

MEMBER WILSON PHELAN: So moved.

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

MEMBER JOLLY: Second.

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

(Chorus of ayes.)

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

VICE-PRESIDENT WILLIAMS: So moved.

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

MEMBER WATTENBERG: Second.

PRESIDENT JACOBSON: Second by Ms.
Wattenberg from Ward 3. The motion being
properly moved and seconded, I will ask for the
yeas and nays. All in favor, please say aye.

(Chorus of ayes.)

PRESIDENT JACOBSON: Any opposed? The
motion is approved. Good evening. My name is
Jack Jacobson and I am the President and Ward 2
Representative of the State Board of Education.

On behalf of the Members of the District of
Columbia State Board of Education, I want to
welcome our guests and our viewing public to our
Wednesday, December 21, 2016 public meeting.

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

I want to thank my colleagues for
their dedication to the students of the District
of Columbia. It is because of the men and women
on this dais that our adult students can now earn
a state diploma, that our high schools can
utilize competency-based learning, and that
students from kindergarten to 12th grade now have
health education standards that provide knowledge
they need to make healthy decision and to thrive.

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

Your support is vital and we could not
serve the students throughout the District
without your talent and your dedication. Thank
you so very much.
We will begin our meeting tonight with votes on a number of items designed to provide the State Board and its staff with a solid foundation for operation. Up for consideration tonight are new bylaws, which include the Offices of Ombudsman and Student Advocate, a new policy manual to provide clarity to our staff and Board Members, a year in review report that highlights the activities of the State Board, and a list of budget needs that the State Board will be facing in Fiscal Year 2018, which begins on September 30, 2017.

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

The State Board will also hear from five individuals in its continuing work on the
new school accountability system under the federal Every Student Succeeds Act. We are very appreciative that our witnesses are willing to join us and look forward to their insight. If you are interested in learning more about ESSA and its potential for District students, please visit our website at sboe.dc.gov/essa. There, you will find a wealth of information about our work.

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

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

We've appreciated our engagement and partnership on important issues, including the state diploma, competency-based learning, and the
health education standards, and have been excited
to be able to work together on these important
initiatives and move them to implementation.

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

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

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

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

Tonight, Kirsten Jones, Kahn Branch,
and Kevin Jackson, all former State Board Student
Representatives, have joined us. Please -- I
know I at least saw Kevin, could come down to the
table. Is -- we'll postpone it until Kevin
arrives. And in the meantime, let's move to
governance items.
Tonight, the State Board of Education will consider five items related to its governance and administration. We will begin with the proposed bylaws. The revisions to our bylaws provide a much needed update to our operating rules.

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

Is there a motion on the bylaws as proposed? Once we get a motion and approval on the -- a motion and a second on the bylaws, we can begin discussion and amendments to bylaws.

Ms. Wilson Phelan?

MEMBER WEEDON: Just for consideration?

Yes. So moved.

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

REPRESENTATIVE DOROSIN: Second.

PRESIDENT JACOBSON: Second by Mr. Weedon. Discussion on the bylaws? Or amendments to the bylaws?

MEMBER WATTENBERG: I have amendments.

PRESIDENT JACOBSON: Ms. Wattenberg from Ward 3.

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

That change was made, but in so making it, it lost the idea, both that the President might propose such a committee, and I think that should be in there, and it also ended up requiring that the initial resolution would include the composition of the committee, not just the charge.
And these are just simple amendments to remedy each of those, and you've got them in front of you. So, I would say, these are pretty non-substantive, other than exactly what I said, and the next two, more so.

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

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

PRESIDENT JACOBSON: Great.

MEMBER WATTENBERG: -- small changes.

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

REPRESENTATIVE DOROSIN: I'll second.

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

(Chorus of ayes.)
PRESIDENT JACOBSON: Any opposed? Any abstentions?

MEMBER WILSON PHELAN: Yes.

PRESIDENT JACOBSON: Motion carries.

Abstention by Ms. Wilson Phelan.

MEMBER WATTENBERG: Okay. Amendment --

PRESIDENT JACOBSON: Ms. Wattenberg,

Amendment Number 2.

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

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

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

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

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

MEMBER LORD: Second.

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

(Chorus of ayes.)
PRESIDENT JACOBSON: Any opposed? Any abstentions?

MEMBER WILSON PHELAN: Abstain.

MEMBER WEEDON: Abstain.

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

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

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

So, I don't know where the -- if there's a formal definition for lobbying, but I
think sometimes lobbying is talking to people and
giving your opinion and I wouldn't want to
restrict Members from doing that.

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

         MEMBER LORD: Second.

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

         MEMBER WILSON PHELAN: Discussion.

         PRESIDENT JACOBSON: Ms. Wilson Phelan
from Ward 1.

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

         MEMBER WATTENBERG: What is it?

         MEMBER WILSON PHELAN: I don't know, I
haven't pulled it up. But -- I mean, maybe --
PRESIDENT JACOBSON: I might --

MEMBER WILSON PHELAN: -- Jack knows.

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

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

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

PRESIDENT JACOBSON: Terrific. I think
MEMBER WATTENBERG: As long as we understand that.

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

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

If you are lobbying on behalf of Exxon pipeline and you come in and try to influence legislation about the pipeline, that's clearly lobbying. A number of Board Members have outside
employment, outside interests, outside volunteer
activities, that involve in some way, shape, or
form, education programs, and that could easily
be seen as, not lobbying, not advocacy, but
something in that gray area.

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

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

EXECUTIVE DIRECTOR HAYWORTH: Sure.

From the BEGA website, in the lobbying disclosure
forms, there is a FAQ on lobbying and it says,
Under the Ethics Act, "lobbying" is communicating
directly with any official in the legislative or
executive branch of the District government with
the purpose of influencing any legislative action
or administrative decision.

The term "lobbying" does not include:
the appearance or presentation of written
testimony by a person on his or her own behalf,
or representation by an attorney on behalf of any
such person in a rulemaking, which includes a
formal public hearing, rate-making, or
adjudicatory hearing before an executive agency
or the Tax Assessor; information supplied in
response to written inquiries by an executive
agency, the Council, or any public official;
inquiries concerning only the status of specific
actions by an executive agency or the Council;
testimony given before the Council or a committee
of the Council, during which a public record is
made of such proceedings or testimony submitted
for inclusion in such a public record; a
communication made through the instrumentality of
a newspaper, television, or radio of general
circulation, or a publication whose primary
audience is the organization's membership; and
communications by a bone fide political party.

PRESIDENT JACOBSON: Any additional
discussion? Ms. Wattenberg?

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

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

MEMBER WATTENBERG: Right.

PRESIDENT JACOBSON: Terrific. Any
additional discussion? If not, I would like to
call the question on Wattenberg Amendment Number
3. All right. All those in favor, please say
aye.
(Chorus of ayes.)

PRESIDENT JACOBSON: Any opposed? Any

--

MEMBER ANDERSON: Nay.

PRESIDENT JACOBSON: Ms. Anderson is a

nay. Any abstentions? Motion carries. I have

an amendment --

MEMBER WATTENBERG: And, I'm sorry, I

have one more, which I did not submit. I'm

sorry. I had a conversation with Mr. Hayworth

about it and I realized I did not submit one, so

let me just raise this. At the -- when we first

talked about this --

PRESIDENT JACOBSON: Ms. Wattenberg is

recognized for --

MEMBER WATTENBERG: Sorry.

PRESIDENT JACOBSON: -- her fourth

amendment.

MEMBER WATTENBERG: Sorry. When we

talked about this at the last meeting, there was

concern with the way the ethics portion was

written out and that it wasn't specific enough.
And in response to that, Mr. Hayworth
appropriately put forward a huge section on it.
And I think it is extreme.

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

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

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

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

   MEMBER WATTENBERG: Well, what I'm
proposing is to hold it, if we could do that, so
that we -- and revisit it at the working meeting. Which I guess would mean holding the entire set of bylaws until the next meeting, correct? In other words, my point is not to delete this section, but rather rework the section.

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

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

MEMBER WATTENBERG: Yes, especially if we could say specifically, could a refinement or modification be brought to the January working meeting so that we could try to do it there and not just let it go on? And then, I would be okay with that.
PRESIDENT JACOBSON: I would have no objection to doing so. Do other Board Members have any objection to that? Then, your amendment is withdrawn? Pending -- with a commitment --

MEMBER WATTENBERG: Yes.

PRESIDENT JACOBSON: -- from leadership that we --

MEMBER WATTENBERG: Yes.

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

MEMBER WATTENBERG: Yes.

PRESIDENT JACOBSON: Okay. Thank you.

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

In Section 3.4 of the Office of the Student Advocate, Line 197, insert, "without interference from any outside agency, individual, or organization" after the phrase "D.C. Official
That's an official motion, I will need a second on Jacobson Amendment Number 1, on behalf of the Student Advocate.

MEMBER JOLLY: So moved.

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

(Chorus of ayes.)

PRESIDENT JACOBSON: Any opposed? Any abstentions?

MEMBER WILSON PHELAN: Abstain.

MEMBER WEEDON: Abstain.

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

In Section 5.1.1, Authority, Line 354, insert the word "office" before the word "goals."

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

MEMBER JOLLY: Second.

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

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

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

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

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

EXECUTIVE DIRECTOR HAYWORTH: So, if the amendment is adopted, the sentence under Authority, Number 3, would read, setting of office goals, performance standards, and the evaluations for and in collaboration with the Executive Director of the State Board of
Education, Ombudsman, and Chief Student Advocate.

MEMBER WATTENBERG: Okay.

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

(Chorus of ayes.)

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

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

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

MEMBER WATTENBERG: And --

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

MEMBER WATTENBERG: As opposed to
tonight, we just adopt it by a majority?

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

MEMBER WATTENBERG: Okay.

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

EXECUTIVE DIRECTOR HAYWORTH: Mr. Jacobson?

PRESIDENT JACOBSON: Aye.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Williams?

VICE-PRESIDENT WILLIAMS: Aye.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord?

MEMBER LORD: Abstain.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wilson Phelan?
MEMBER WILSON PHELAN: Aye.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wattenberg?

MEMBER WATTENBERG: Aye.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Anderson?

MEMBER ANDERSON: Aye.

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

MEMBER WEEDON: Aye.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Jolly?

MEMBER JOLLY: Aye.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Hall?

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

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

Tonight, Kirsten Jones, Kahn Branch,
and Kevin Jackson -- and you all can come up to
the table now -- all former State Board Student
Representatives, have joined us and would like to
address the Board for three minutes each.

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

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

I particularly fostered a great
relationship with Ms. Mary Lord during my time on
the Board. From her testimonies at hearings, our
conversations after Board meetings, and from
attending the D.C. Science Fair together, I
always felt that Ms. Lord had the best interests
for D.C. students.

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

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

    (Applause.)

    MR. BRANCH: Mr. President, Members of
the District of Columbia Board of Education, I am
thankful to come before you all as a former
Student Representative to the Board of Education.
When I was 17, I was appointed to the Board of
Education under President Ted Trabue, to set the
stage as to when I was appointed and what the
Board looked like, assisted by then Executive
Director Agnes Moss-Lurry.

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

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

D. Kamili Anderson, the Ward 4 Member
of the Board of Education, has been on the State
Board of Education just a little bit longer than
I had been when I had signed and taken the oath
in September 2011. She was first elected in 2011
during a special election and then, on to a full
term by the time I had left for college in August 2012.

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

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

Kamili, thank you for your service to education in the City of Washington. You have
been a brilliant mentor and friend and your insight into education in the city will be dearly missed.

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

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

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

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

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

All the work that you've done, the both of you, has made such a huge impact on students like me and like all of us sitting here at the table and students who will continue to go through D.C. Public Schools. And so, the Board
is going to be losing two great legends and
leaders in education when you both leave the
Board. So, thank you for your service.

(Applause.)

MR. JACKSON: Thank you, Mr. President.

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

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

Tierra's outreach to often under-
represented and marginalized communities in
ensuring that they have a voice at the decision
making table, has been critical and influenced
many Board decisions, including the
groundbreaking health standards the Board
approved earlier this year.

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

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

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

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

(Applause.)

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

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

(Laughter.)

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

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

And I'm just thrilled to have been able to serve with you and to learn so much. And there is nothing like that pause when a Student Representative has asked a question of a PhD official from the State Superintendent's Office and the finger goes in the air and there's a question, it's like, oh, I'll get back to you on
And I particularly want to thank you for recognizing the effort to save the Science Fair. I mean, it was one of those crazy serendipitous moments, but I'm honored to have played a small role in pulling people together to do the right thing.

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

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

MEMBER ANDERSON: Well, I, again, I'm very honored that you all even thought to recognize us, recognize me. I remember, and listening to you, I remember something I said at one early meeting, it might have been that first meeting where we were all so challenged by discussion, but I think one thing I said, that
I've said to students on many occasions, is that, if your ship doesn't come in, sail out to it. And you guys have sailed out to it, you've commandeered the boat, the vessel, and you've steered a course for yourselves, and it just is overwhelming to me to see how well you've comported yourselves and carried yourselves out into the world.

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

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

And, I mean, I see nothing but just really great things happening for you,
particularly, in the future, but I see some very
great things happening because so many people at
the State Board, the Chancellor, the
Superintendent, the Chair of the Charter School
Board, all the different parties, hopefully
coming together even in better alignment to
really make it possible for you guys to go out
and for your classmates to go out and do great
things.

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

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

MEMBER JOLLY: I just wanted to say,
thank you so much. I wasn't expecting that at
all, you completely caught me off guard. I had
no idea even that you had been a Student
Representative before, because you work here now.
It's so amazing, and what I love is that I recognize all of you, because you've continued doing work in education, that's just an incredible testament, I think, to you guys as people and also to the role that the Board shapes, literally, on individual students' lives. I am actually speechless, for maybe the first time ever, so I don't know what else to say other than, thank you. You caught me off guard, you made me cry. Thank you.

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

(Applause.)

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

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

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

MEMBER WATTEMBERG: So moved.

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

VICE-PRESIDENT WILLIAMS: Second.

PRESIDENT JACOBSON: Seconded by Vice-
President Williams. Is there discussion or
amendments? I will start with an amendment.
We'll call this Jacobson Amendment Number 1, on behalf of Faith Gibson Hubbard, the Chief Student Advocate.

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

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

The Chief Student Advocate collaborates with a variety of partners to amplify the voice of students, parents, families, and communities in public education. The Office of the Student Advocate strives to empower
students, families, and communities to be fully
engaged in the public education landscape by
equipping them with the toolkit necessary to make
an impact.

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

VICE-PRESIDENT WILLIAMS: Second.

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

(Chorus of ayes.)

PRESIDENT JACOBSON: Any opposed? Any
abstentions? Motions carries. Are there
additional amendments or discussion on the policy
manual? Hearing none, I will call the question.
All those -- do you want a roll? All those in
favor of adoption of the policy manual, please
signify by saying aye.

(Chorus of ayes.)

PRESIDENT JACOBSON: Any opposed? And
any abstentions?

MEMBER LORD: Abstain.

MEMBER ANDERSON: Abstain.

PRESIDENT JACOBSON: Ms. Lord abstains.
And Ms. Anderson abstains. Motion carries and
the manual is adopted. Last month, the State
Board, its Members-Elect, and staff participated
in a strategic planning retreat to determine a
two year vision for the Agency.

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

VICE-PRESIDENT WILLIAMS: So moved.

PRESIDENT JACOBSON: Moved by Vice-
President Williams. Is there a second?
MEMBER WILSON PHELAN: Second.

PRESIDENT JACOBSON: Second by Ms. Wilson Phelan. Discussion? Or amendments? Hearing none, I will call the question. The vote is on the 2017/18 D.C. State Board of Education Strategic Plan, with leave for staff to make technical and conforming changes. All in favor, please say aye.

(Chorus of ayes.)

PRESIDENT JACOBSON: Any opposed? And any abstentions?

MEMBER LORD: Abstain.

MEMBER ANDERSON: Abstain.

PRESIDENT JACOBSON: Ms. Lord and Ms. Anderson abstain. The motion is approved. Each year, in accordance with our bylaws, the State Board reviews its work over the past 12 months to provide for the public a summary of its activities on their behalf. This year, we have highlighted three major accomplishments in our Annual Report, the state diploma, high school credit flexibility, and health education.
standards.

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

VICE-PRESIDENT WILLIAMS: So moved.

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

MEMBER JOLLY: Second.

PRESIDENT JACOBSON: -- a second?

Second by Ms. Jolly. Discussion or amendments?

MEMBER LORD: Discussion.

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

MEMBER LORD: I just want to commend my colleagues, this has been an impressive body of work. I do think we would be remiss in not recognizing that the signature work of the Board that also took place in this context was the work of the Every Student Succeeds Act Committee, that
is chaired by Ward 3 Member, Ruth Wattenberg.

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

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

So, I just wanted to point that out
and also to commend my Ward 1 colleague, Laura
Wilson Phelan, for seizing an enormous bull by
the horn and really drilling down, involving a
wide variety of people to come up with a very
common sense, very achievable way of starting that conversation about competency education and giving credit for other ways of measuring student achievement.

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

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

So, that is just -- I just want to put some context on this. I think that if we limit ourselves to the things we can tick off, we will never get the full import of our work, and that includes, essentially, driving and enriching what
every student needs to know and be able to do in
every classroom across the City. So, thank you
for indulging me.

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

(Chorus of ayes.)

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

In 2018, the District of Columbia
government as a whole is facing significant
budget pressures and reduced tax receipts.
Today, the State Board will be voting to approve
a list of budget enhancements that would provide needed funding for aspects of the Agency's work.

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

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

EXECUTIVE DIRECTOR HAYWORTH: Annual independent research report on vital D.C. education issue, the amount is $35,000, proposed by Ms. Wattenberg. Enhancing transparency and public engagement of the D.C. State Board of
Education, the amount is $50,000. This one was proposed by me, actually, the Executive Director. Enhancing student, parent, family engagement and the Office of the Student Advocate, the amount is $30,000, the proposer is the Chief Student Advocate, Faith Gibson Hubbard.

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

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

EXECUTIVE DIRECTOR HAYWORTH: Correct, it is --

PRESIDENT JACOBSON: -- is that an employee?

EXECUTIVE DIRECTOR HAYWORTH: -- an FTE.

PRESIDENT JACOBSON: Thank you.
EXECUTIVE DIRECTOR HAYWORTH: Thank you. Enhancing data management abilities of the Office of the Student Advocate, amount $50,000. Faith Gibson Hubbard, Chief Student Advocate is the proposer. Enhancing data management system of the Office of the Ombudsman for Public Education, proposer Joyanna Smith, Ombudsman for Public Education, amount $15,000.

Improving access to all District families and students, proposer John-Paul Hayworth, Executive Director, amount $25,000.

Modernization of the Old Council Chambers at 441 Fourth Street Northwest, amount $75,000, proposer John-Paul Hayworth, Executive Director. Mr. President, that is all the enhancements.

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

MEMBER JOLLY: So moved.

PRESIDENT JACOBSON: Moved by Ms. Jolly. Is there a second?
VICE-PRESIDENT WILLIAMS: Second.

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

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

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

EXECUTIVE DIRECTOR HAYWORTH: Sure. So, the Mayor's Budget Office actually had a deadline for enhancements of November 28. We did not know of that deadline until significantly after that. And so, once that deadline was made clear to us, at the working session and December 7, we discussed the need to do an enhancement, to have a vote on enhancements and that's why these were brought forward at this point.
PRESIDENT JACOBSON: So, being independent has its benefits, but it also has its drawbacks, and one of them is we're not treated equally in terms of timing as other agencies. And this is one where we're behind the ball, through no fault of our team. Additional discussion? Ms. Lord, our --

MEMBER WILSON PHELAN: I would just say --

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

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

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

MEMBER LORD: Yes, I also, I share some of the concerns, but I also -- we just approved bylaws that held us to doing an Annual Report and
now we're reprogramming $35,000 in local funds to cover that.

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

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

EXECUTIVE DIRECTOR HAYWORTH: Sure.

So, the budget enhancement process, so these would be FY18 additional dollars that we are requesting to be added to our budget.
I believe that what you're talking about is the annual independent research report. Maybe Ms. Wattenberg can speak to what she's talking about, because this would not serve the function as our year-end report, which has been a requirement of our bylaws.

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

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

PRESIDENT JACOBSON: Ms. Wattenberg?

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

MEMBER WATTENBERG: Yes, are you talking about the --
PRESIDENT JACOBSON: I'll recognize Ms.

--

MEMBER WATTENBERG: -- annual independent research --

PRESIDENT JACOBSON: -- Wattenberg for clarity.

MEMBER WATTENBERG: -- on vital educational issues?

MEMBER LORD: No, it says right here, Annual Report.

MEMBER WATTENBERG: Okay, I don't know what you're looking at.

MEMBER LORD: Annual independent research report.

MEMBER WATTENBERG: Right. That's totally different than the Annual Report of the State Board of Ed.

PRESIDENT JACOBSON: Ms. Wattenberg, can you explain what your request and enhancement would allow the Board to do?

MEMBER WATTENBERG: Yes. So, the purpose of this is, we talk a lot about using the
bully pulpit of the State Board to advance educational programs and success in the City and our role, our statutory role, includes advising the Mayor, the Council, and others, educational bodies, about a whole range of educational issues.

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

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

MEMBER LORD: Thank you for that
clarification. The Board has done such reports
in the past, so that's a very useful thing.

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

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

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

So, I would err on the side of being
overly generous at granting these or asking for
these enhancements, we can always pare that back
or prioritize in a different way, but if we don't
get them in, they won't be included in the
Mayor's budget.

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

(Chorus of ayes.)

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

MEMBER WILSON PHELAN: Abstain.

PRESIDENT JACOBSON: Ms. Wilson Phelan
abstains. The motion is approved. Thank you,
colleagues, for getting through all of that
technical and administrative issues. I greatly
appreciate it, I think it went pretty smoothly
considering the great amount of work that staff
and Board Members and Members-Elect have put in,
including our partners at the Ombudsman's Office and the Student Advocate's Office. So, thank you so very much.

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

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

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

So, I won't read through these, but on Slides 2 through 6 of the presentation, when they
come up, we just list each of the engagements
that's been happening to date, both in
partnership with you all and, all of them in
partnership with you all, but some of them
jointly led and some of them directed by OSSE,
starting from March and up through a couple of
weeks ago. And so, each of these are listed
here.

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

These have been really rich,
substantive discussions around not only the
design of the accountability system, but also on
other parts of the State Plan and around
specialized topics as well. And, again, those
are listed on Slides 2 through 6. Sorry, 2
And then, turning to Slide 6 now, I just wanted to let you all know that we're going to hear an update this evening around the final regulations that were issued around accountability from the U.S. Department of Education and in those final regulations, the application dates were slightly adjusted. The original dates were in March and July, the new dates are April and September of this year. And I wanted to let you all know that we remain committed to submitting to the U.S. Department of Education at the first deadline, which is now April 3. So that is our plan for moving forward, in order to keep up the great momentum that's been going and the healthy discussions.

Turning to Slide 7, I then list some of our planned engagement going forward, developed in consultation with the President, Vice-President, and Executive Director, and all of you. So, at this meeting, we'll talk about
those final federal regulations, timeline, and engagement. At the working session, we look forward to just talking more about the latest version of the accountability frameworks and we'll have further testimony at the January public meeting.

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

And then, at the February 1 working session, we can continue further discussion. At the 15th public meeting, further public testimony. On February 28, just as a note for you all, we have an LEA Institute and we plan to use that for engagement from further LEA leaders and educators.
From March 3 to 15, we will work on revising the State Plan based on all of the public comments we received. And then, we hope to bring the Plan to you all for a vote at a special session on March 22 and then be able to submit on April 3.

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

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

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

PRESIDENT JACOBSON: Terrific, thank you so much. Hearing no further questions, we'll move on to our panel discussion. Tonight, we have five individuals who are eager to
participate in the process and I want to thank
them all for being here tonight.

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

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

As I call your name, please make your
way to the table and we'll start on your right,
my left. Dr. David Osher, Vice-President and AIR
Institute Fellow, American Institutes for Research. Bethany Little, Principal, EducationCounsel.

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

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

And in that work, one of the areas I have focused in on is the issue of school climate. And in terms of school climate, I both developed and studied these issues in cities like
New York and Chicago, in states like New York
State and Nevada, and have done work for the
federal government, which has enabled me to work
with 11 states that have implemented school
climate and also to help the government develop
its new freely available school climate survey.

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

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

And whether it is these or other
aspects of climate that are actionable and close,
some aspects of climate are sort of like
ambiance, that I wouldn't be that concerned with.

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

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

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

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

Cleveland started trying to address conditions for learning in 2008 and have used an instrument that we developed -- it's not the one, I mean, it's available to you as well, but it's not the one that I would say, here, I think you ought to use the federal government's one because I think it really had resources to develop it
well and while I like my other survey I did, this
one really works equally well and it's free and
there's a -- but it gives us nice data.

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

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

And what we found is that, basically,
I'm just summarizing this, over each of the years
at an elementary school level, about 40 to 50
percent of the variance is explained, is
predicted by changes in conditions for learning.

At a middle school level, 50 to 65 percent and at a high school level, 60 to 70 percent. So, these are not things that are trivial.

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

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

PRESIDENT JACOBSON: You're over --

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

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

MS. LITTLE: Do you want us to go back
in that order?

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

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

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

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

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

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

Finally, accountability systems should be fair. We're talking about school accountability systems and so, you should really be thinking about things that a school can control. So, things like resources or sometimes the teachers or the curriculum often are not determined at the school level and so, it would
be unfair to hold a principal accountable for
those things that he or she is not able to
control.

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

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

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

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

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

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

For example, you have a formal
accountability system which will hold schools accountable and that will identify schools that need to improve.

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

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

    Finally, I'll just say that, in the simplicity point, it's complicated. The law also requires that every indicator that's included in
the accountability system be disaggregated for
ten groups of students, subgroups of students,
which we all care about, students with
disabilities, low income students, students of
major ethnicities.

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

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

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

MR. BOTEL: Good evening. Thank you
very much. My name is Jason Botel. I live in
Ward 5. I have two kids, a kindergartner and a
second grader, who attend Two Rivers Public
Charter School at the Young Campus. They started there last year, the first year of the campus.

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

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

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

    I would agree with some of the things
that have been said, that there's a lot of important information that's important to parents. A year and a half ago, we had our first experience with myschooldc.org and it was helpful to see a lot of different information.

And so, the School Report Card, which I believe ESSA requires, is a place to put a lot of information that is important to parents. But, again, when you come down and say, this school is succeeding or this school needs intervention or this school is failing, it's really important to me as a parent that that is based on how well all children are actually learning.

I am concerned with things I've seen in other places, that there's always a possibility to focus on inputs or other things, again, not to say that they're not important, but at the end of the day, if the children are not progressing academically on measures like the PARCC, which fortunately does measure growth, getting scores they need on things like the SAT
and the ACT if they're interested in going to
college, if we're not measuring based on that,
then my concern is that our kids are not going to
have the skills they need to be full participants
in our society, contributors to the District,
able to take care of their parents when we get
old, and all the things that are important for
them as they grow up.

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

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

And we have this fantastic city and
all of these opportunities and it's very
important, obviously, I think we all agree that
there's equity for all children, that they have
the opportunity to take advantage of everything
that the City, that the District has to offer.

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

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

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

What that means these days is that we
do a great deal of talking about ESSA and ESSA
implementation, particularly with states and with
districts who are working to understand, what
I appreciate the opportunity to speak with you a little bit about the most recent regulations on ESSA that have released. I'm going to focus, there are significant questions about whether or not those regulations are going to hold and be the regulations that in fact govern ESSA going forward, so I'll speak a little bit about what we know as the possibilities there, what might be likely, and then, as time permits, hit a few high points from those final regulations.

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

These regulations stem from, first and foremost, the law as it's written, negotiations in certain areas with panels of experts and
individuals brought in for that purpose, draft regulations, public comment, and then, final regulations.

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

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

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

And I point you to two opportunities to consider. The first thing to know is that the
law will remain in place. It is possible that Congress will revisit that law, but every indication from Congress is that there is bipartisan commitment to keeping the law in place as it was recently passed.

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

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

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

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

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

That gives them actually until about May to address these regulations. It also applies to all of the regulations across government. And so, the reason the Congressional Review Act is of such interest is that most laws
in Congress cannot be passed without some super-
majority, 60 votes in the Senate, supporting at
least the consideration of the question.

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

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

The assessment regulation is probably
not at great risk of being repealed -- I am
running out of time fast, so I'm going to try and
talk faster -- not at great risk of being
repealed, because it was negotiated and almost
terribly stands in its negotiated form.
The accountability reg is the most in question one. There has been some debate about that, but at the end of the day, there are very few groups opposing the current accountability regulation, the final accountability regulation, most groups have supported it.

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

The last thing is whether you need a regulation in order to implement ESSA, and the sort of legal thinking on this matter is that you do need a regulation as a matter of the consolidated state plan. In accountability, you may not need a regulation, but regulations not only restrict states, they also protect states and districts, because they show more clearly
where the lines are drawn and protect them from lawsuits.

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

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

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

PRESIDENT JACOBSON: Thank you so much, Ms. Little. And Mr. Weeden?
MR. WEEDEN: Good evening. My name is Raymond Weeden. I'm the Senior Director of Policy and Community Engagement at D.C. Prep. More importantly, I'm a proud parent of a student at Tyler Elementary School and Washington Latin in Northwest.

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

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

It was flawed and there is no ifs, ands, or buts about that, but what it did, it gave us a starting point in order for us to
figure out, like, what are kids able to do now, and then, how can we get kids to do great work soon? And then, what is all the stuff that we need to do in between to make that work?

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

At the end of the day, we need to be able to say, are we sure and can we be absolutely sure that every single kid across our city is learning and being taken care of? And so, unless we can say that, we need to make sure that we have a way of measuring, like, what are the academics that are happening in the school, what
is the growth that is happening in the school, and how can we look at the data of our most vulnerable students, potentially most vulnerable students, and make sure that they are achieving at the same high levels every single day?

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

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

As our students are learning, and as my students are learning, I believe these metrics are the clearest picture of school efficacy. Our
students are learning and when our students are learning, we can clearly say that we are doing our jobs.

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

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

This year, more students than ever are attending Tier 1 schools in our city. That's because more Tier 2 schools have moved to that first Tier and more Tier 1 schools are being allowed to grow more students in their most vulnerable categories.
How are schools achieving this growth?

They are innovating and experimenting with academic models, staffing models, and school curriculum, in order to determine sets of inputs that achieve the best possible outcome for our students.

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

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

Thank you.

PRESIDENT JACOBSON: Thank you so much, Mr. Weeden. We will now have questions from
Board Members. We'll do five minute rounds and we'll start with the Chair of our Committee on ESSA, Ms. Wattenberg from Ward 3. Ms. Wattenberg, you have five minutes.

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

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

And especially at the elementary school level, that the focus just on the reading and math scores was really leading schools not to value those subjects. And we got a lot of requests, a lot of push to try to include that in
our accountability system. And I know you've
written on that and I wonder if you could talk to
us about how we might value that in an
accountability system.

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

The one caution I would give is, the
difference and distinctions between inputs and
outcomes. So, if you value a broad-based
curriculum, for example, and you say, all kids
should have art, what might happen is that the
schools will then create art classes that aren't
really what you would think of as art, as opposed
to, if you really care about art, you might look
at something that kids are demonstrating
proficiency in art or doing some sort of
portfolio model or other things. Similarly, for
social studies or science, you would think about
how to measure some outcomes for those things.
There might be other ways to embed a well-rounded curriculum beyond things like inputs. So, for example, at the high school level, if you include something like Advanced Placement course taking and course passage, there are a number of Advanced Placement courses in things like art or computer science or the sciences and coding, a computer science, a wide range of different things that any student could find their niche and demonstrate proficiency on.

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

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

MR. ALDEMAN: Yes. So, one of my papers proposed what's called a school inspection
or a school quality review. And the reason I proposed that would be to incorporate a bunch of holistic information about a school that we don't necessarily know how to weight all of those indicators or we don't know the correct choice of each indicator and we might not have the same vision for every school, but a holistic review process would allow trained experts to go in and say, are the kids being challenged?

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

MEMBER WATTENBERG: Mr. Osher, two questions. One, in thinking about school climate and in using it as a way of helping to create a holistic evaluation of the quality of a school, could you talk about -- could you give us a few examples of some of the questions, some very specific questions that might be on it?
And I'm particularly interested and I know, I mean, we've heard from panelists tonight and I've heard it from others as well, that we don't want to overly direct or prescribe to schools specific practices.

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

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

I'm going to take you far away first, because we've also developed surveys that are being used in Southwest China as part of an effort to really transform China and education and look at whether or not it becomes more
student-centered and focusing on creativity.

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

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

Okay, so let's go back to the U.S. So, in Cleveland, there are some simple questions that are very, very behavioral about the classroom, teacher, the experience in the classroom. And so, what we do is we ask students to think about, say, I forget now, but say, the third class you're taking on Wednesday, because within some you have, of course, all those
classes. My teacher notices when I'm having trouble and gives me assistance.

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

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

MEMBER WATTENBERG: That would be terrific. And I think we could just take them as survey questions, they don't even have to be necessarily re-embedded into the testimony.
DR. OSHER: Excellent, I'll figure out a way. Thank you.

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

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

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

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

I had a question, primarily for Mr. Weeden, it's nice to see you again, but it's open to anyone else on the panel as well. So, I've
been, as have a couple other Board Members, a pretty major proponent of counting growth, as opposed to proficiency, baseline proficiency. And one internal conversation that we've been continuing to have amongst ourselves is how we should weight proficiency versus growth. And I was wondering if you had suggestions, if you got to write that policy word-for-word, what might you propose? And, again, I'd like to start with Mr. Weeden, but it's certainly open to all of you.

MR. WEE DEN: So, I'll be clear, I'm glad I'm not writing the policy, but -- and I'm not a statistician, so I don't know how the models work. But I do believe that an equal weight of some sort, and a high equal weight if possible, of both growth and just outright achievement is critical. Because what you will unearth, fortunately or unfortunately, is actually there are some quote/unquote low performing schools that are actually having high growth and are on-
track and are doing great work, and there are
some schools that are high performing, and if you
don't have that growth indicator of equal weight,
it will show some -- it won't show the
deficiencies that need to come to light.

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

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

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

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

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

MEMBER JOLLY: Thank you.

VICE-PRESIDENT WILLIAMS: Is that all?

MEMBER WILSON PHELAN: All right.

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

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

DR. Osher: Yes.

MEMBER WILSON PHELAN: Let me just finish all of the questions.
DR. OSHER: Oh, I'm sorry.

MEMBER WILSON PHELAN: No, no problem. Only because I know your answer will be lengthy and worthwhile. So, first is, the sample size and the diversity and the validity of the testing models. I heard other panelists speak about the importance of, and I think you spoke to this to, of the data that's produced as being actionable.

And so, I'm curious about what you have learned associated with the actionability of the data that's produced. Things that a principal can control, for example. I'm curious about what you've learned about the level of state administered tests and the transparency with which that information is provided to schools to make that data actionable.

Oftentimes, there can be a bit of a barrier there.

And then, finally, if you have any thoughts, you or any of the other panelists, if there's time, about the worthwhileness of Report Card versus accountability, in terms of using
these instruments in the state that they're in today.

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

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

And, at the same time, what you want to do is encourage and hope for variability at the upside, in terms of more kids thriving academically and so forth. My fear about something like ignoring those fundamental
conditions for learning, just like fundamental academic performance can't be ignored, is if I'm not accountable, I still may not get to it.

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

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

And on the other hand, there are other surveys, including ones that we have done that
have now been used with so many students over so many years that you can really look to see whether or not they really have invariance across groups. I think that's a very, very important piece, just like having, and I think I heard in you, the right response rates being very, very important.

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

In the Cleveland survey, what happens is there are four scales. For each scale, people see what the standards are. What does being excellent mean? What does being adequate mean? In addition, the first thing people see are the scale scores, which I think are important in part because scales are better than individual items, there tends to be noise that's built into any given item, you want to really, if you're getting
at something like safety or challenge, have a bunch of things that get there.

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

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

I think it's also important in systems to really provide schools with the support so that they can make the right decisions. And a climate result can do, just like any other one,
is it can create an itch and when you have an itch, you want to respond, and sometimes the way you want to respond is something that makes you feel good, but it's not something that's been really demonstrated to work.

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

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

And what we have seen by looking at the independent evaluations of the 11 state efforts was that all 11 were able to improve
climate and most of them were also able to improve academic matters that matter, test scores, attendance, and so forth.

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

MS. LITTLE: Can I add something --

DR. Osher: Sure.

MS. LITTLE: -- to that too?

DR. Osher: Please.

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

And what was fascinating to me is, we knew that all of these people had in common a
strong value for this, they believed that the school climate and what was happening for students inside the school mattered for academic outcomes. But they had a very wide range of opinions about whether or not those things were ready for ESSA accountability.

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

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

Then go and actually see, how do people respond to the data? What are the actions
that are taken? What are the supports in place?
And not up front, as an accountability system,
assume that the measurement will be taken a
certain way by parents, by teachers, that it will
be acted on in a certain way, but actually play
that out over a period of years of collecting and
watching that data.

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

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

And one of the reasons they require it
is because the expectation is, many states do not
have in place right now the data that they would
need to enter into an accountability system in
its first year. And so, the expectation is that states will, over time, improve and refine their accountability systems as these sorts of data become really ready for their accountability purpose.

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

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

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

MR. ALDEMAN: I guess I would say, yes. I mean, your kids are taking the test, presumably it's a test that you have some faith in that
they're taking. I wouldn't necessarily weight that, science, equally to math and reading, because you're getting more data out of the math and reading, you have more years and more sample sizes.

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

MR. BOTEL: I would just like to add, I agree, it should be, once you've had a couple of years of students getting used to taking the test. I do feel compelled to just respectfully disagree with a couple of things. First of all, no disrespect to the good people of Cleveland, but Cleveland has been the lowest or second lowest performing city on the Nation's Report Card repeatedly. And I just
think, if we're looking for cities to emulate, it's one of the last ones I think we should be looking at.

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

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

MR. WEEDEN: So, this is the irony of this panel, so, Michelle, who is the CO in
Cleveland is a mentor of mine and I'm from Cleveland. But -- so, yes, I mean, if we were going to take a subject and hold it accountable, yes, science should be held accountable. I think the thing that is important, like, we cannot get to that level of accountability, though, unless our kids are able to read to learn and not just learning to read.

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

And in terms of the school climate piece, like, once you look at attendance and graduation rate and promotion rate, teacher retention, all those things are important and that's what you look at as a school leader as, like, okay, where do I start?
And so, I was one to use programs like TNTP surveys every single year, that would be the last thing I would look at though. It was, like, what are the outcomes for kids, how many kids are passing, what are their scores, what clusters, maybe what teachers they were in?

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

DR. Osher: If I may, two things. First of all, if I understand ESSA correctly, there's no way of not focusing on academics. We're really talking about that fourth indicator, we're not talking about everything else. And so, I'm not talking about trying to move away from that.
Number two, I would look at Cleveland's results over the last year and things like that, which it's really trying to change. It's starting to change and moving in ways that other places aren't.

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

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

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

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

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

I mean, I read the thermometer, I know it's getting warmer or getting colder, but I know that thermometer, when it says 50 degrees, it's
50 degrees here, it's 50 degrees on top of the Glass-Enclosed Nerve Center, I mean, I don't have to worry about whether my gauge is missing. And so, I sort of want to get a sense of whether there's some thermometers that we're missing that are in the PMF or others.

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

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

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

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

And that is what I'm most excited
about in terms of this opportunity we have now,
is that, like, we can start off strong and we can
get stronger. But dialing back any way, shape,
or form in terms of weights, honestly, it would
be an insult to the work that has been done in
the last 15 years.
MEMBER LORD: Just a follow-up, would it be useful to consider as the statewide accountability plan to use the PMF?

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

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

MEMBER ANDERSON: Yes, I just want to say briefly that Dr. Osher's school climate consideration of conditions for learning as just another holistic measure in that whole learning process equation, it kind of feeds into another model that I think the data supports, or at least it supports it's conducive to or supportive of lifelong learning and kind of a curve of lifelong achievement, and that's the HBCU model, wherein you have these Historically Black Colleges and Universities of Higher Education that historically have kind of overachieved, because
they do create a climate that allows for that kind of intellectual safety, intellectual growth, and intellectual interactions among students in safe spaces.

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

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

MR. BOTEL: Mine? Botel.

MEMBER ANDERSON: Botel, I'm sorry --
and the others are saying, but I think we certainly do need to look at, there are some other models even within the District of Columbia that do support the idea of school climate being very important.

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

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

DR. OSHER: Yes. Okay. The first focus group we did in Chicago that led to the
work we did was in a charter school in North Lawndale that had gone 180 days without a fight.

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

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

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

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

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

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

But I think the difference, and what I want to make sure that we -- what we're asking for in terms of accountability is something, I
think, the three things were simple, clear -- I wrote it down -- and fair. And so, that differs across our city, right?

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

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

DR. Osher: That's not a good item.

Just to be very clear.
(Laughter.)

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

DR. Osher: Sorry.

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

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

And someone who's a student in DCPS, something I see every day, sure there can be students that are achieving, but it doesn't mean much if there isn't that constant drive for, what can I do better, what can I do more to boost my growth or boost my achievement? So, I just
wanted to thank you for bringing that up.

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

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

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

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

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

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

MS. LITTLE: May I add a -- I think, one of the amazing things about hearing things is we do learn and we improve over time. And I
think, if we learned one thing from the No Child Left Behind Act it's that actually accountability is an extremely powerful incentive. It drives a lot of things, often things we didn't expect it to drive.

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

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

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

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

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

And one last thing I'll say, related
to your science question is, I do think -- Chad talked about tradeoffs and one of the tradeoffs of the clarity and the transparency of the system is that the more that you value and try to signal through the system, the less clear it is what you're actually telling me matters. Because there are so many things that I am being held accountable for that, at the end of the day, I don't know what to really do.

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

PRESIDENT JACOBSON: Thank you, Mr. Dorosin. I'm going to take my five minutes. And I'll start with a question to Dr. Osher. You had
suggested that student surveys are valid because, for many students, you've -- the academic community has performed many surveys for many students over many years, so you have a lot of data and you have a lot of background on that. Is the same true for parent surveys and for teacher surveys?

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

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

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

PRESIDENT JACOBSON: Terrific, thank you.

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

PRESIDENT JACOBSON: Okay.

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

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

DR. OSHER: Okay, sure.

PRESIDENT JACOBSON: Excuse me, pardon me for --
DR. OSHER: Sure.

PRESIDENT JACOBSON: -- cutting you off. That's a very helpful response, though.

Mr. Botel and Mr. Weeden, putting aside the importance of academics, you have made your case, I think, pretty clearly, what other metrics should we be taking into account in addition to the strong focus on academics?

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

PRESIDENT JACOBSON: Yes.

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

PRESIDENT JACOBSON: Thank you, that's very helpful. And thank you for clarifying that.
MR. WEEDEN: Yes, I think, keep it simple. I mean, attendance, reenrollment, I mean, as simple as graduation rate, those are things that seem to make the most sense right now.

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

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

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

PRESIDENT JACOBSON: Thank you.

MR. ALDEMAN: I would say, it's not a
perfect proxy, but chronic absenteeism is a
measure of students' engagement in school, it's a
measure of how often they want to come to school,
and it's about how engaged they are with teachers
and the curriculum. And so, that is an indirect
way to get at the issue, I would say.

PRESIDENT JACOBSON: Thank you.

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

PRESIDENT JACOBSON: That's helpful,
thank you.

MS. LITTLE: I would just echo Chad's
point on, it's a proxy question. You can proxy
them through things like chronic absenteeism and
expulsion and suspension rates and that will tell
you something particularly disaggregated about
what's going on inside the school, but to really
understand what's happening for students, and
certainly for the purposes of developing a better
school and better classroom environment, getting
to them directly with surveys is important.

PRESIDENT JACOBSON: Thank you, Ms. Little.

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

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

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

First of all, on this issue of you
want kids to learn to read and then read to learn, one thing that I'm concerned about is, a lot of the now educational theory and cognitive science actually does flip that on its head, which is if you want to read, you actually need the background knowledge.

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

So, what I'm worried about is, we can jump up maybe those achievement rates in math and reading early, but the long-term effect of that is a problem. So, I just wanted to throw that out, that's my comment.
Quick question to Bethany, on a
totally different subject, which is, as I
understand the way the regs now read, the date at
which we actually have to give a -- we actually
have to identify low performing schools has been
moved, I think, by a whole year. Am I correct?

MS. LITTLE: That is correct.

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

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

But what Hanseul made the point of is,
if you submit in April, you'll have final in
August, which means you can implement your system
for the 2016/2017 school year if you want to,

it's now not required until the 2017/2018.

That would allow you to have an

additional year of data, which could help when

you're trying to make identifications about who's

consistently low performing, how do we have

metrics over more than one year. So, I do think

there are advantages to early submission, but

certainly, if the plan isn't ready and you need

to go to the September deadline, that's not a

problem there.

MEMBER WATTENBERG: All right. Okay.

Thanks. So, this is a question, perhaps, to all

of you. So, I agree totally that what matters

most is achievement, that is the goal. It's also

what's in the law and it's also the view of

everybody here. But the issues for me are two

things. One is -- actually, I'm going to say

three things.

One is, as I think Bethany said, when

you -- we sometimes do things and they're so

simple that we get perverse reactions and I'm
worried about the reaction that we have gotten from so much effect on testing. So, that's sort of part of what I am focused on.

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

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

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

But what I also think, and people can comment on this, is that my understanding is sometimes before schools grow, there are leading
indicators that tell you they're on the right track. They haven't yet grown, but you wouldn't want to shut it down, because it is on the right track.

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

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

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

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

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

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

The last thing I'd quickly say is, I think it's important going forward that we not
pretend that the categorization of schools on an annual basis and the identification of low performing schools every three years is the totality of our accountability system.

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

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

And I think a lot of it is because
they're teaching nonfiction reading and vocabulary through teaching science and social studies. So, I still think we -- and look at the reading measure and say that those inputs are having a profound impact on those outputs in terms of his test scores.

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

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

MR. ALDEMAN: One opportunity that ESSA provides that I think the State could really
seize on is the fact that, under ESSA, the statewide identified priority schools, not priority schools anymore, comprehensive support schools, and then those schools will have a three year timeline to improve.

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

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

DR. OSHER: The reason why I'm doing work on leading indicators with others is because I think it's important to help make sure that people don't do the wrong things. I actually don't know what the leading indicators are right
now, I want to be clear that that's the reason I want -- I think you can develop them, they can be empirically developed, and we can really know them, so it's not just smart people trying to say what they are. I mean, I think all of us could come up with them, but just say that.

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

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

Which, again, is not to say you don't want to look at the other things, but one of the reasons why I'm not satisfied with chronic absenteeism as an indicator of climate is there
are lots of things that contribute to it. And
also, if you get me in school, it doesn't mean
you get me engaged.

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

DR. OSHER: Thank you very much.

MS. LITTLE: Thank you.

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

Each of these Members has contributed
greatly to the success of the Board. Their
dedication to our students, their insight, and
their passion have been inspiring. We celebrate their accomplishments tonight with ceremonial resolutions. At the end of the meeting, I would ask my colleagues to join me in the Well for the presentation of the resolutions and for photographs. Mr. Hayworth, will you read the resolutions into the record, please?

EXECUTIVE DIRECTOR HAYWORTH:

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

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

Whereas, Ms. Lord has been a champion for science, technology, engineering, and math education, saving the Citywide Science Fair,
restoring and promoting the opportunity for two
graduating District high school seniors to attend
the prestigious National Youth Science Camp in
West Virginia each summer, and leading the 2013
effort to adopt the Next Generation Science
Standards.

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

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

She also helped shape the District's
successful $75 million Race to the Top proposal and initial waiver from No Child Left Behind, including engaging families and the public to secure the waiver.

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

Ceremonial Resolution CR16-8, honoring State Board of Education Member Kamili Anderson. Whereas, the District of Columbia State Board of Education acknowledges the outstanding service that Kamili Anderson has provided to the Ward 4 community in engaging government leaders and education stakeholders in furtherance of the vision that all District residents receive an excellent education and recognizes the stewardship of Ms. Anderson for her dedicated service in improving educational outcomes for students in the District of Columbia, since 2011.

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

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

Whereas, Kamili Anderson is an active
and vocal participant in important ward and
citywide education matters, collaborating with
her State Board colleagues, OSSE, DCPS, and
charter school leaders to identify critical
issues relating to the District's ESEA
flexibility waiver, obtaining federal Race to the
Top funding, developed environmental literacy, science instruction, and early childhood education standards, and established a master facilities plan for District schools.

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

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

Ceremonial Resolution CR16-9, honoring Ward 8 State Board of Education Member Tierra Jolly. Whereas, the District of Columbia State Board of Education recognizes the stewardship of
Tierra Jolly for her dedicated service on behalf of Ward 8 and improving educational outcomes for the students in the District of Columbia since July 2014.

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

Whereas, Tierra Jolly became the Chairwoman of the SBOE’s Closing the Achievement Gap Committee.

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

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

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

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

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

PRESIDENT JACOBSON: Thank you, Mr. Hayworth.

(Applause.)
PRESIDENT JACOBSON: Is there a motion to adopt the resolutions en bloc?

MEMBER WATTENBERG: So moved.

MEMBER WILSON PHELAN: So moved.

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

MEMBER WILSON PHELAN: Second.

PRESIDENT JACOBSON: By Ms. Wilson Phelan.

MEMBER WILSON PHELAN: With enthusiasm.

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

MEMBER LORD: Thank you so much for this amazing tribute. Now that I'm officially a legend, I want to just bask in the glow. First of all, I want to thank the people of the District of Columbia, who presented me with this incredible honor to serve on the State Board of Education from its inception.
Several months after the School Reform Amendment passed, I was -- my School Board Member had quit and then Council Member Jim Graham was merciless in volun-telling me to run for my first ever elected office. I had no idea what I was getting into, but it was great.

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

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

We create the architecture of excellence. You want to know if students are
learning? Well, you need a gauge, you need to
know that the field is 100 yards and not 50 yards
and students are being told they're scoring
touchdowns.

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

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

And so, as we move forward, I hope we
will bear in mind that the Board has a very
unique responsibility in the accountability plan
that we just discussed tonight and I'm honored
that the voice of the District of Columbia was at
that table, because I was serving on our national
organization, the National Association of State
Boards of Education. So, when people say we don't have any power or authority, that's just hooey.

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

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

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

Don't just engage the public, involve
them. The work in the Every Student Succeeds Act accountability plan means that you can reach out to employers, you can step out of the bubble. If we don't do that, we will be missing an opportunity.

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

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

And finally, I think I would encourage
you to redefine achievement, redefine success, so
that we are not just singly, narrowly focusing on
reading and math and not giving students who want
to read a book or to do math and not to know how
to apply it.

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

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

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

MEMBER ANDERSON: I want to say, thank
you to Mary, you've been my --

    MEMBER LORD: Fellow legend.

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

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

    (Laughter.)

    MEMBER ANDERSON: I am not lying, it's that definite, I'm going back to that right now.

    But I want to particularly thank my colleagues,
past and present. And I want to say kudos to
former President Ted Trabue, who was President at
the time when I came on early, who kind of set
the bar for civility and collaboration when I
first came on this Board.

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

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

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

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

    But I want to just encourage you to
scrutinize, analyze, and criticize as necessary,
but to engage, engage, engage with your
colleagues, with people in the ward, with the
people who make the schools work, the policy
makers, the Superintendent, the Chancellor, the
Public School Charter Board Members, that you
really have to kind of just engage and kind of
get a very close sense of what's going on with
them, so that you can kind of get a better understanding of the whole picture of how the schools are working.

And engage with your colleagues here on the State Board to help us, to help them, rather, I have to get out of that us, but to help them to see the kinds of issues that are important to the persons from the ward we represent and to those persons citywide who send their kids to schools in Ward 4 and elsewhere.

To see your role as, again, contributing to the elevation of education in the District as a whole.

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

Which I don't see as -- that's not
very divergent from where I'm -- the kinds of
work I'm doing now, because it all relates to the
acquisition of knowledge and the kind of
elevation of the soul that knowledge gives you
and to the students in the District of Columbia.

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

So, again, thank you to everyone, to
Ruth, to Mary, to Karen, to Jack, John-Paul,
Tierra, Laura, Joe, to Mark, who is not here
tonight, Joe, to all of our student members
who've been extremely wonderful throughout the
years, it's been wonderful and edifying meeting
with them and engaging with them. So, again,
thank you very much and I appreciate your time.

PRESIDENT JACOBSON: Thank you, Kamili.

Ms. Jolly?

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

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

(Laughter.)

MEMBER JOLLY: It's funny, for the last
two years, I taught AP U.S. History and one of
the things that I tell my kids every year is, you have to learn George Washington's farewell address. It's been on literally every single AP U.S. history test since the dawn of time. This farewell address will not be that epic, but the occasion, like I said, demands that I say a few more words than I normally might.

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

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

I'll put some of his business out, because I don't think he minds, he can't see it
anyway. My first day of teaching, I gave a
reading diagnostic and I was very straightforward
with all of my students, I taught ninth and tenth
grade, where they read, where their reading
levels were.

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

And one of the days in my education
career that I often look back on is the day that
Wydner and 150 of my other students were expelled
for a gang fight. I knew that it was going to
happen and I kept Wydner in my room all through
lunch looking up colleges that he could go to,
what is the education path that you need to
become a poetry professor, how do you get signed
to a label, and the minute that I let him go from
my classroom is when that 150 person riot broke
out.

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

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

The kids who are brilliant, but who
are underserved and forgotten. These are the
kids that I've fought for since my first day in
the classroom ten years ago, they're the kids
that I've fought for every single day that I've
been on this Board, and they are the kids that I will continue to fight for as long as there is breath in my body.

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

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

I'm proud of the work that we did together to make sure that adults who pass the GED test get a state diploma. It was something that was really important to me because two of my grandparents would have benefitted from that, many of my dear friends would have benefitted
from that, and many of my students will in the
future.

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

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

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

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

I want to say to our staff and to my
colleagues, thank you both for your support and
for challenging me, because through both, you
have helped me grow. And I will keep this brief,
but thank you especially to Jack Jacobson, our
President, who, since the day I was selected, has
reached out to be my mentor and my friend. It’s
been an incredible honor to get to be your
partner in this work.

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

(Applause.)

PRESIDENT JACOBSON: Additional Board
Member statements? Karen?

VICE-PRESIDENT WILLIAMS: I’d just like
to say that it’s been a wonderful experience.
One of the first persons I met when I was running
for State Board was Mary Lord and she took me
under her wing and tutored me and got me elected
to this position and has been here for me ever
since the Palisades Fourth of July Parade where I
met her. And Kamili, who had one more year
experience, but didn't tell me that on our State
Board tags, that I could park free until last
week.

(Laughter.)

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

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

Hanseul and I have already had this
collection, so she knows how we feel about it.
And we will continue the good work that these
people that are leaving us tonight performed.
And I want to thank all of you for your service,
for your dedication, and for your love. Thank
you.
PRESIDENT JACOBSON: Laura? Ruth?

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

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

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

(Chorus of ayes.)

PRESIDENT JACOBSON: All those opposed?
Any abstentions? The motions are approved.

(Applause.)

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

(Laughter.)

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

MS. KENDRICK: Good evening, Board Members.

PRESIDENT JACOBSON: Good evening.

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

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

MEMBER ANDERSON: Costco.

MS. KENDRICK: Costco, yes, of course,

Costco.

(Laughter.)

MS. KENDRICK: I will miss you, too.

We've had our little pow wows when I've struggled
with different things, personally, that I've
encountered since being on staff. And I thank
you for your wisdom. I'm not from the area and
during a very difficult time, you were -- what
you said to me was very important and helped me
push through.

Tierra, I got you on that diaper cake.

So, I'm going to miss you guys. And I've said
before that there have been some tumultuous times
with the Board, but I can honestly say that collectively and what we have here with the varying backgrounds and the varying focuses, that finally the Board has some legitimacy.

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

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

PRESIDENT JACOBSON: Thank you, Jamikka.
(Applause.)

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

VICE-PRESIDENT WILLIAMS: So moved.

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

MEMBER ANDERSON: Second.

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

(Chorus of ayes.)

PRESIDENT JACOBSON: We stand adjourned.

(Whereupon, the above-entitled matter went off the record at 8:40 p.m.)
putting 8:3 10:3 12:3
24:19 154:4 192:13

Q

Q&A 168:8
quality 62:11 113:1,19
166:14 170:16
quarter 35:15
quartile 120:11
question 12:15,19
23:20 25:20 32:20
37:7 38:12 39:5 40:10
51:19,22 58:15,21
60:4 75:7 99:18 102:3
103:2 117:20 120:2
123:11 124:13 125:8
126:15 140:4 151:1
151:22 152:9,15
155:7 156:16 159:1
160:13 165:8,10,14
165:17 196:17 199:6
questions 10:22 50:13
80:14,20 81:6 98:6
104:18 109:22 113:17
113:21,22 114:10
115:4,13,16 116:3,21
121:6,22 131:10,11
146:10 153:19 157:13
157:19 159:12 168:5
quick 131:7 159:1
164:15
quickly 47:12 93:11
131:16 162:13 163:21
quit 177:3
quite 17:19 50:20
184:11,13 185:15
187:16
quorum 3:4 4:8 5:12,13
24:13,14
quote/unquote 118:21

R

Race 171:1 172:22
racism 85:15
radio 32:2
raise 30:10 33:12 73:19
raised 7:10 12:8 110:16
raising 70:13
ramen 177:13
ran 190:14
range 73:5 112:9 129:4
159:14
rank 141:16
rap 189:12
raper 189:11
rare 197:17
rate 134:19,19 141:15
145:14,15 155:3
rate-making 31:12
rates 73:14 91:14,14,15
94:7 125:6 152:11
155:12,12 156:18
158:19
ratio 119:22
Raymond 2:11 82:6
105:2
re- 100:19
re-embedded 116:22
reach 180:2
reached 194:5
reaction 161:1
reactions 150:11
160:22
read 30:13,20 38:13,16
38:19 65:11,16 76:21
81:3 88:12 98:16
134:7,8,13 137:20
158:1,1,5 159:3 169:6
174:19 181:14 189:4,8
189:13
readiness 130:10
reading 110:19 132:2,4
132:10 149:8,11,15
149:18 158:11,20
165:1,4 181:3 188:14
189:2,4,9,13
ready 129:6 131:4
160:9
real 136:17 152:12
164:14
realize 193:7
realized 33:11
reason 101:21 113:1
124:16 137:7 166:18
167:1 190:12,13,14
reasoning 8:18
reasons 130:19 148:4
167:21
receipts 64:21
receive 6:3 142:8
171:17
received 74:12 80:3
99:4
recess 20:4
recognize 52:18,18
55:2 72:1
recognized 33:15
recognizes 171:18
173:22
recognizing 52:3 61:20
151:17
recommend 34:9 96:10
119:20
recommendations 10:8
10:18 73:20 179:5
record 6:2 9:18 10:3
11:17,22 12:3,10 29:5
30:20 31:20,22 36:13
49:20 65:12,16 69:16
71:8 81:10 169:7
200:17
recordings 77:12
records 43:4
red 30:10 45:11 81:19
redefine 181:1,1
reduce 49:8 82:17
reduced 64:21 85:13
142:8,9
Reed 47:6
reenrollment 145:14
155:2
refer 76:6
reference 77:15
refine 35:15 131:2
refinement 35:18
reflect 150:4,5
reflecting 129:19,19
reform 62:5 120:10
177:1 181:16
reg 103:1
regard 54:11 70:15
regarded 120:9
regarding 12:12 28:5
regret 191:15
regs 159:3
regular 55:17
regularly 15:14
regulate 100:20
regulation 100:15,16
100:22 101:9,10
102:5,8,11,13,15,17
103:5,7,10,16,18,20
104:3,6,13
regulations 78:5,7 79:1
98:5,7,8,13,19,20
99:2,3,4,12,13,14,19
99:20 100:6,11 101:1
101:7,11,19,20
103:20 104:9,17
130:16 180:20
reimagining 63:13
relate 26:19
related 20:11 21:2
23:10 26:17,17 28:14
76:14 80:14 130:14
150:22
relates 102:10 186:2
relating 172:21
relationship 42:20
86:16
release 157:12
released 98:5 102:15
relevant 83:15
reliable 84.9 109:15
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Before: DC State Board of Education

Date: 12-21-16

Place: Washington, DC

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

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