



ANNUAL REPORT 2018

District of Columbia State Board of Education

sboe@dc.gov

sboe.dc.gov

(202) 741-0888

441 4th Street NW
Suites 530S & 723N
Washington, D.C. 20001

TABLE OF CONTENTS

State Board Members and Staff _____	3
President's Message _____	4
SBOE by the Numbers _____	5
Summary of Resolutions _____	7
High School Graduation Requirements Task Force _____	9
ESSA Task Force and State Report Cards _____	11
Credit Recovery _____	12
Teacher and Principal Retention _____	13
Student Advisory Committee _____	15
Appendix _____	16



STATE BOARD MEMBERS AND STAFF

There are nine elected representatives on the D.C. State Board of Education (SBOE), each representing their respective wards, with one member representing the District at large, and two appointed student representatives. State Board members' terms are four years and are staggered so no more than five board members are selected in any one election.

2018 SBOE Representatives

- Karen Williams, President, Ward 7
- Jack Jacobson, Vice President, Ward 2
- Ashley MacLeay, At-Large
- Laura Wilson Phelan, Ward 1
- Ruth Wattenberg, Ward 3
- Dr. Lannette Woodruff, Ward 4¹
- Dr. Frazier O'Leary, Ward 4
- Mark Jones, Ward 5
- Joe Weedon, Ward 6
- Markus Batchelor, Ward 8
- Tallya Rhodes, Student Representative (SY 2017–18)
- Tatiana Robinson, Student Representative (SY 2017–19)
- Marjoury Alicea, Student Representative (SY 2018–19)



SBOE Staff

- John-Paul Hayworth, Executive Director
- Miguel Aguero, Staff Assistant (through November 2018)
- Rhoma Battle, Budget and Operations Specialist
- Dyvor Gibson, Administrative Support Specialist (through September 2018)
- Alexander Jue, Policy Analyst
- Jamikka Briscoe Kendrick, Staff Assistant (through January 2018)
- Paul Negron, Public Affairs Specialist
- Matthew Repka, Policy Analyst
- Maria Saliccioli, Senior Policy Analyst (through July 2018)
- Christopher Faiella, Policy Fellow (Spring 2018)
- Abby Ragan, Policy Fellow (Spring 2018)
- Brian Robinson, Policy Fellow (Fall 2018)



¹ Dr. Lannette Woodruff resigned on July 31, 2018. A special election was held on December 4, 2018. Dr. O'Leary was sworn in on December 14, 2018.

PRESIDENT'S MESSAGE

As I complete my fourth year in leadership of the D.C. State Board of Education—two years as Vice President and two as President—I am very proud of the strides the State Board has taken on behalf of all District students. My colleagues and I want to thank the residents of the District of Columbia for entrusting us to help shape the educational landscape of the District and build a community of strong schools.

The State Board continues to expand its footprint in education policy development by building stronger partnerships with families and students, providing unvarnished and vital research on education issues, expanding the breadth and depth of community involvement in state-level education policy, and, importantly, by being the best public servants we can be. This report describes a few of the major projects the State Board embarked on in 2018. From improvements to high school graduation requirements to helping develop the first tool for direct school-to-school comparison across sectors, the State Board has been there.

The D.C. State Board of Education is the public's voice in education. Its elected members and staff take that role seriously and work tirelessly to increase equity and opportunities for all students, especially those that have been underserved for far too long.

As we move into 2019, the District of Columbia can take pride in the work of the State Board, knowing that this agency stands with those fighting for better outcomes in all eight wards.

In service,

A handwritten signature in blue ink that reads "Karen L. Williams".

Karen Williams
President and Ward 7 Representative



SBOE BY THE NUMBERS

PUBLIC ENGAGEMENT AND COMMUNITY MEETINGS

The DC State Board of Education is committed to garnering perspectives of parents and families from all 8 wards through joint task forces, working sessions, and public meetings.

2018 By the Numbers

10

PUBLIC MEETINGS

All students, parents, educators, and community members are invited to provide testimony at public meetings.

11

WORKING SESSIONS

Board members convene monthly to discuss education policy issues for the District. The public is welcome to attend and observe the working session.

5

FORUMS & SBOE SELFIE TOURS

Our citywide forum on teacher and principal retention drew 100 community members. SBOE staff visited schools in all eight wards, to promote the work of the SBOE

15

TASK FORCE MEETINGS

Our #DCGradReqs & #ESSA task forces bring together students, teachers, parents, principals, & the community to tackle HS graduation requirements & #ESSA implementation

10

STUDENT ADVISORY MEETINGS

The Student Advisory Committee serves as the voice of students in the State Board's work and is consulted on all issues of policy before the Board.



2018 PUBLIC MEETING TESTIMONY

14

Students

5

Parents

24

Educators

20

Community Members

30

School Leaders

15

Policy Experts

108

Total Public Testimonies
During SBOE Public Meetings



2018 #SBOELive Viewership

 Periscope



Periscope: SBOE Public Meetings, SBOE Working Sessions,
ESSA Task Force Meetings

Total Viewers: 7642

Live Viewers: 4420

Replay Viewers: 3222

Facebook Live: HS Grad Task Force Meetings

Total Viewers: 306



SUMMARY OF RESOLUTIONS

In 2018, the D.C. State Board of Education (SBOE) passed 22 resolutions. State Board resolutions (SR) ranged from calling for an independent investigation into high school graduation data and accountability to passing the content and format of the D.C. State Report Card to rejecting emergency high school credit recovery regulations proposed by the Office of the State Superintendent (OSSE). Ceremonial resolutions (CR) recognized the academic achievements and educational contributions of numerous individuals.

January 2018

SR 18-1: SBOE Committees

Established SBOE committees to aid academic achievement and equity work.

SR 18-2: Graduation Audit

Called for an independent investigation into high school graduation data and accountability in District schools.

CR 18-1: Tier I Public Charter School Recognition

Commended 51 charter schools who attained Tier 1 status, the D.C. Public Charter School Board's highest rating, in 2017.

CR 18-2: National School Choice Week Recognition

Thanked organizers of National Choice Week for their hard work and dedication to raise awareness of K-12 education options available to students in the United States.

February 2018

SR 18-3: Content and Format of the D.C. School Report Card

Approved the content and format of the School Report Card required under the Every Student Succeeds Act.

CR 18-3: 2018 Standing Ovation and Rubenstein Award Winners

Commended the 2018 Standing Ovation Excellence Award winners, as well as the Rubenstein Award winners for Excellence in Leadership, Excellence in Teaching, and Excellence Among School Staff.

CR 18-4: Peggy Cooper Cafritz Recognition

Recognized Peggy Cooper Cafritz for her significant contributions to education in the District, including co-founding the Duke Ellington School of the Arts and serving as D.C. Board of Education President from 2001-07.

April 2018

CR 18-5: School Mental Health Professionals and Grief Counselors

Honored the Wendt Center for Loss and Healing for their contributions to the welfare of District students.

CR 18-6: DCIAA Ski Program

Recognized the D.C. Interscholastic Athletic Association ski program, its participants, and the 2018 winners.

May 2018

SR 18-4: High School Graduation Requirements Task Force Report

Adopted the High School Graduation Requirements Task Force final report and its recommendations.

CR 18-7: Eastern High School Health and Medical Sciences Academy

Recognized the Eastern Business Advisory Council and John Stone III for his contributions to Eastern Senior High School.

July 2018

SR 18-5: Fiscal Year 2020 Need for Appropriations

Approved SBOE's fiscal year 2020 need for appropriations request.

SR 18-6: Emergency and Proposed Rulemaking on Credit Recovery

Rejected emergency high school credit recovery regulations and urged OSSE to issue guidance to LEAs on the need for a system to report data on credit recovery use and a way to make such data public.

September 2018

SR 18-7: Interim Ombudsman for Public Education

Approved the appointment of Faith Gibson Hubbard as Interim Ombudsman.

CR 18-8: Dr. Lannette Woodruff Recognition

Honored the contributions of former D.C. State Board of Education Ward 4 Representative Dr. Lannette Woodruff for her outstanding service and leadership to the District.

October 2018

CR 18-9: Joyanna Smith Recognition

Honored former Ombudsman for Public Education Joyanna Smith for her outstanding service and leadership to the District.

CR 18-10: Theodore C. Hinton, Jr. Recognition

Recognized Theodore C. Hinton Jr. for 50 years of service to the District of Columbia Public Schools system.

CR 18-11: 2019 D.C. Teacher of the Year

Recognized Kelly Harper as the 2019 D.C. Teacher of the Year and for her work at Amidon-Bowen Elementary School.

CR 18-12: 2018 Milken Educator

Recognized Rachel Tommelleo as a 2018 Milken Educator and for her work at Center City Public Charter Schools – Brightwood Campus.

CR 18-13: Laura Wilson Phelan Recognition

Recognized the stewardship that outgoing D.C. State Board of Education Ward 1 Representative Laura Wilson Phelan has provided since January 2015.

December 2018

CR 18-14: Mark Jones Recognition

Acknowledged the decade of outstanding service outgoing D.C. State Board of Education Ward 5 Representative Mark Jones has provided since January 2009.

CR 18-15: Joe Weedon Recognition

Honored the dedication and service that outgoing D.C. State Board of Education Ward 6 Representative Joe Weedon has provided since January 2015.



HIGH SCHOOL GRADUATION REQUIREMENTS TASK FORCE

In 2017, the D.C. State Board of Education (SBOE) convened a 26-person High School Graduation Requirements Task Force with the mission of examining regulations governing successful high school completion in District public schools and determining what requirements, if any, should be updated and changed.

Before the decision to establish the task force, the current set of high school graduation requirements had not been updated in more than a decade. More than 100 District residents from all eight wards applied for membership on the task force. Over half of the task force members lived and/or worked in Wards 7 and 8, where over 50 percent of the District's public-school-age population resides. The task force began bi-weekly meetings hosted by SBOE and led by two of its members, Ward 1 Representative Laura Wilson Phelan and Ward 8 Representative Markus Batchelor.



In 2018, SBOE and the High School Graduation Requirements Task Force continued this effort, meeting from February through April after a strategic pause in January pending the outcome of the graduation investigation in the District of Columbia Public Schools (DCPS). In April 2018, the task force concluded its work by finalizing a set of recommended changes to the District's high school graduation requirements and urged the State Superintendent of Education to put these changes into policy.²

The task force recommended that the District:

1. **Provide opportunities for students to demonstrate they have mastered course content for world language and mathematics:** this recommendation would give students the opportunity to demonstrate what they know and to receive credit for that knowledge without requiring that they spend the assigned 120 hours in a classroom. The task force identified math and world language as strong candidate subjects for such a mastery-based system because they both have sequenced standards that build on each other in linear and relatively standardized ways. This recommendation would allow for students who have gained knowledge and skills from experiences and opportunities

² The full High School Graduation Requirements Task Force report can be found on the State Board's website at sboe.dc.gov/gradreqs.

outside their school (e.g. study abroad trips or alternative learning experiences) to receive credit for that knowledge.

2. **Reduce the number of required community service hours from 100 to 50:** the task force created this recommendation to increase flexibility for students. Many students reported they struggled to find meaningful community service experiences in which they could participate, and the 100-hour requirement was particularly burdensome for students from low-income families that must dedicate hours outside of school to paid work. The District's current 100-hour requirement is currently the highest of any state in the country. Task force members recommended that the requirement be brought down to 50 hours but to allow local education agencies (LEAs) to continue to set their own definitions of community service.
3. **Create a personalized learning plan for each public school student in the District, and revisit this plan in elementary, middle, and high school to ensure the student is on track to graduate:** under this plan, every public school student in the District should have access to a personalized learning plan (PLP). The U.S. Department of Education (USED) defines PLPs as "formalized processes" where students develop individual learning goals in conjunction with teachers, counselors, and parents based on their personal interests.³ The task force recommended that District students develop PLPs at three distinct times during the K–12 experience: initially between grades 2–4 as students transition from "learning to read" to "reading to learn", at the transition to middle school, and at the transition to high school.

In May 2018, the State Board unanimously passed the task force's recommendations, adopting them in their entirety and sending them to the Office of the State Superintendent of Education (OSSE) for consideration and further development. In September 2018, the Office of the District of Columbia Auditor (ODCA) released a research report prepared by the Education Consortium on Research and Education (EdCORE) in response to the task force's third recommendation on PLPs.⁴

SBOE plans to continue to work with OSSE to turn all of these recommendations into regulatory language that will be made available for public comment before becoming policy.



³ U.S. Department of Education, Office of Planning, Evaluation and Policy Development Policy and Program Studies Service, December 2017, <https://www2.ed.gov/rschstat/eval/high-school/personalized-learning-plans.pdf>.

⁴ The full EdCORE report can be found on the State Board's website at sboe.dc.gov/gradreqs.

ESSA TASK FORCE AND STATE REPORT CARDS

The federal Every Student Succeeds Act (ESSA) passed by Congress and signed by President Obama in 2015 is the most recent authorization of the Elementary and Secondary Education Act. Under ESSA, all states and the District of Columbia are required to develop state plans that detail how they will measure individual schools' effectiveness at preparing students for academic and career success.

Provisions of ESSA place a specific emphasis on promoting educational equity—especially for students of color and underserved communities across the United States. This includes new requirements that states develop systems to track school performance and ensure accountability, like mandating that local education agencies track and report their per-pupil spending and develop measures of school environment.

The SBOE voted to approve the District's state ESSA plan in March 2017, and it was accepted by the U.S. Department of Education (USED) in August 2017. At that time, SBOE announced it would convene an ESSA Task Force, comprised of education stakeholders and community members from across the District, that would meet monthly to discuss the District's ongoing implementation of the federal law and its impact on the local education landscape.

In total, the ESSA Task Force met nine times in 2018. The task force was chaired by Ward 4 Representative Dr. Lannette Woodruff before her July resignation from the State Board; President and Ward 7 Representative Karen Williams chaired the task force for the remainder of the year. Through the task force, members:

- Finalized a definition of equity in education that was adopted by the State Board;
- Worked with the Office of the State Superintendent of Education (OSSE) on the development of the ESSA-mandated school report card and OSSE's report card-related public engagement efforts; and
- Established committees with the goal of exploring more focused issues of equity in education, including school resources and funding, leadership, and curriculum.

In 2019, the ESSA Task Force will continue to work towards equity-related recommendations for the District as it continues to implement ESSA with an emphasis on educational excellence and equity for all students. The task force is expected to conclude its work in June 2019.



CREDIT RECOVERY

In November 2017, the media widely reported on abuse and disregard of existing credit recovery regulations and policies within the District of Columbia Public Schools (DCPS). The State Board called for an investigation of the programs in all public schools in the District to ensure that students were not being short changed.⁵ The resulting investigation was limited to DCPS, but still found significant issues within the system.

Starting in January 2018, the State Board and the Office of the State Superintendent of Education (OSSE) worked on new statewide regulations related to credit recovery. The State Board wanted the new statewide regulations to ensure that students benefit from a tailored approach to education that ensures a student demonstrates mastery of a subject through earned grade, final exam, or other rigorous assessment. The draft regulations were not submitted to the State Board until June 2018, leaving little time for appropriate public involvement or examination by the State Board. The State Board rejected the regulations in July 2018 and requested that OSSE continue to work with the State Board on revised regulations prior to the start of the 2019–20 school year.⁶



Credit recovery, by definition, should be a last resort. The SBOE and OSSE have the opportunity to define credit recovery so that it is clear what it is and who can access it, so that in turn all local education agencies (LEAs) have a policy that conforms to this definition.

Credit recovery needs clear guidelines and rules that support teachers and school leaders to provide students with the help they need, reduce barriers, and ensure equity of access and opportunity. These rules should hold our school leaders and agencies, not just teachers, responsible for student outcomes, and they should empower our students and their caregivers to be decision-makers in education.

The State Board looks forward to continuing its work on credit recovery in 2019.

⁵ During the January 2018 public meeting, the State Board passed SR 18-2, titled *Calling for an Independent Investigation into Data & Accountability Practices in District Schools*.

⁶ During the June 2018 public meeting, under SR 18-6, titled *Promulgate Emergency and Proposed Rulemaking on Credit Recovery*, the State Board rejected the proposed credit recovery regulations presented by OSSE.

TEACHER AND PRINCIPAL RETENTION

Teachers and principals are the foundation of a quality education, and they are essential to the success of our students and our schools. The goals of excellence and equity in education in the District of Columbia cannot be achieved without a thriving, highly effective teacher workforce.

In May 2018, the D.C. State Board of Education (SBOE) contracted with local education researcher and data analyst Mary Levy to produce a report on teacher and principal retention in the District of Columbia. The report was intended to establish a foundation for a deeper investigation of the challenge of retaining highly effective teachers.

In October 2018, SBOE released the commissioned report along with three recommendations.⁷ The report found that teacher turnover at the DCPS system level is 18–19 percent and average annual teacher turnover at the school level in both traditional public schools and charter schools has consistently been about 25 percent. Following the report's release, the State Board issued three recommendations:

1. Create a single comprehensive and publicly available source of teacher and principal retention data;
2. Ensure richer data collection on teacher and principal characteristics; and
3. Conduct additional research to better understand the mechanisms by which teacher and principal retention affects students and schools.

At SBOE's October 24 public meeting, over 15 witnesses shared their experience on this issue.



On November 28, 2018, SBOE and EmpowerEd, a teacher advocacy organization, hosted a public forum on teacher and principal retention in the District. The forum focused on identifying solutions that both traditional public and public charter schools could implement to address the high numbers of teachers and principals leaving schools. The forum was held at Walker-Jones Education Campus and attended by over 100 educators, school leaders, policymakers, parents, and students. Attendees engaged in small group discussions and considered: (1) strategies that they would prioritize to address retention and (2) the changes that would be needed to implement their proposed strategies.

⁷ The full report on retention can be found on the State Board's website at sboe.dc.gov/page/policy-and-researchinfo-0.



Following the forum, the small group discussions were synthesized into five strategy areas. Each of these strategy areas addresses a theory of change that participants believe must occur to address teacher and principal retention in the District.

- **Teacher support** - mentorship; professional development; progression and advancement
- **Human resources** - pre-hiring and recruitment; once hired and ongoing support
- **School-level policy** - changes to high-stakes testing procedures; empowering teachers and school leaders; scheduling flexibility and innovative teaching models/structures
- **Data and research** - annual reporting; common definitions; exit surveys
- **School climate** - transparent and two-way communication; access to resources; distributed leadership and more recognition

The SBOE continues to work to improve teacher and principal retention and published the strategies identified at the November 28 public forum for public feedback and input.

The State Board looks forward to continuing its work on teacher and principal retention in 2019 and sending recommendations to the appropriate government agencies.

STUDENT ADVISORY COMMITTEE

In July 2018, the D.C. State Board of Education (SBOE) announced the selection of Tatiana Robinson, a rising senior at Frank W. Ballou High School, and Marjoury Alicea, a rising senior at Capital City Public Charter School, as our two student representatives for the 2018–19 school year. Both have terms from September 2018 through June 2019.

Ms. Robinson returned for her second term as student representative. She plays four sports, is dual-enrolled at Howard University, sits on the DCPS Student Cabinet, and takes part in Ballou's robotics team and girls' mentoring program. Ms. Alicea is a member of the debate team, serves as a reading mentor, and volunteers as a food justice ambassador. She is the founder and president of her school's ACLU club.



For the length of their term, student representatives join the nine elected State Board members in their policy discussions and community engagement, bringing the voice of students directly to decision-makers. Student representatives participate in all SBOE activities, with votes being recorded but not affecting the outcome of any policy measure.

They also serve as co-chairs of the Student Advisory Committee (SAC), a volunteer group of more than 30 District students from 16 District high schools in both D.C. Public Schools and the public charter sector. The SAC meets at least once per month, and each year, the Committee sends the SBOE a report on a matter of importance to District students, providing recommended next steps. For the second year in a row, State Board members were excited to receive over 20 applications from students interested in serving as student representative and on the SAC. State Board members reviewed the applications, which included essays, letters of recommendation, and information about extracurricular activities and awards.

At the May 2018 SBOE Public Meeting, Student Representatives Tallya Rhodes and Tatiana Robinson, along with members of the SAC, presented a report to the State Board for consideration.⁸ *The SAC met eight times over the course of the 2017–18 school year and selected two key topics that its members felt could be improved in the District's public schools. The proposals submitted focused on college readiness and equal access to educational opportunities in the District.* Working in two teams, SAC members developed a peer-to-peer mentoring program for District students and built a resource website for students looking for guidance and insight into college and career opportunities.

⁸ The full SAC report can be found on the State Board's website at sboe.dc.gov/studentvoices.

APPENDIX

2017–18 High School Graduation Requirements Task Force

Laura Wilson Phelan (co-chair)	Ward 1 Representative, SBOE
Markus Batchelor (co-chair)	Ward 8 Representative, SBOE
Cara Fuller	Principal, DCPS Ballou STAY High School Ward 8 Resident
Carol Randolph	Chief Operating Officer, DC Students Construction Trades Foundation (Ward 7) Ward 4 Resident
Cathy Reilly	Executive Director, Senior High Alliance of Parents, Principals and Educators (S.H.A.P.P.E.) Ward 4 Education Alliance, C4DC Ward 4 Resident
Celine Fejeran	Deputy Director, Raise DC Public Charter School Parent Ward 5 Resident
Cosby Hunt	Senior Officer of Teaching & Learning, Center for Inspired Teaching Current Teacher of Real World History for DCPS and PCSB students Public Charter School Parent Ward 5 Resident
David Tansey	Math Teacher, McKinley Technology HS Math for America, Washington Teachers' Union (WTU) Ward 5 Resident
Dwan Jordon	Senior Advisor for High School Research, Friendship PCS Former Principal, Sousa Middle School (DCPS); Friendship Collegiate PCHS (Ward 7) Ward 4 Resident
Erin Bibo	Deputy Chief, College & Career Programs, DCPS
Jerome Foster II	Member of 2017–18 SBOE Student Advisory Committee Student, Washington Leadership Academy Ward 7 Resident
Jimell Sanders	Director of Engagement, DC Language Immersion Project DCPS Parent Ward 7 Resident
Julie Camerata	Executive Director, DC Special Education Cooperative Public Charter Middle School Parent Ward 1 Resident
Justin Tooley	Special Assistant for Legislation & Policy, OSSE
Karla Reid-Witt	Family Dynamics Specialist, Jump Start DCPS High School Parent Ward 7 Resident
Kimberly Martin	Principal, Woodrow Wilson HS DCPS Parent Ward 3 Resident
Larry Greenhill, Sr.	Vice President, International Brotherhood of Electrical Workers (IBEW) Local 26 Ward 8 Resident
Latisha Chisholm	Special Education Teacher, Anacostia HS Ward 8 Resident
Naomi Rubin DeVeaux	Deputy Director, DC Public Charter School Board (PCSB)

Sandra Jowers-Barber	Director, Division of Humanities, University of the District of Columbia Community College (UDCCC) Ward 4 Resident
Sanjay K. Mitchell	Director of College & Alumni Programs, Thurgood Marshall Academy Former Assistant Director of Undergraduate Admissions, University of Albany (SUNY) Ward 7 Resident
Shenita Ray	Director of Online Operations, Georgetown University School of Continuing Studies Ward 5 Resident
Tom Brown	Executive Director, Training Grounds Inc. DCPS / Public Charter School Parent Ward 7 Resident

2017–19 ESSA Task Force

Karen Williams (chair)	President and Ward 7 Representative, SBOE Chair (August 2018–June 2019)
Lannette Woodruff (chair)	Ward 4 Representative, SBOE Chair (August 2017–July 2018)
Alex Rose-Henig	Director of Academic Programs, BASIS DC PCS
Allyson Criner Brown	Ward 7 Education Council Member and Associate Director, Teaching for Change
Anne Herr	Parent and Director of School Quality, FOCUS DC
Beverly Lucas	Director of Continuing Education, University of the District of Columbia - Community College
Daniel Rodriguez	Student, Benjamin Banneker HS
Deborah Dantzler Williams	Head of School, Inspired Teaching PCS K–8
Donna Johnson	Director of Accountability, OSSE
Elizabeth V. Primas	ESSA Program Manager, National Newspaper Publishers Association
Erin Kupferberg	Senior Manager, School Quality and Accountability, DC Public Charter School Board (PCSB)
Faith Gibson Hubbard	Chief Student Advocate, SBOE
Hannah Dunn	Student, Woodrow Wilson HS
Jack Jacobson	Vice President and Ward 2 Representative, SBOE
Jacque Patterson	Chief Community Engagement and Growth Officer, KIPP DC
Jhonna Turner	Parent Engagement Program Coordinator, Washington Lawyers' Committee
Joe Weedon	Ward 6 Representative, SBOE
Josh Boots	Executive Director, EmpowerK12
Juliana Herman	Deputy Chief of Policy, DCPS
Laura Fuchs	WTU Board Member and Teacher, H.D. Woodson HS
Maya Martin Cadogan	Executive Director, Parents Amplifying Voices in Education (PAVE)
Ramona Edelin	Executive Director, DC Association of Chartered Public Schools
Richard Pohlman	Executive Director, Thurgood Marshall Academy
Samantha Brown	Special Education and Reading Teacher, Calvin Coolidge HS
Shana Young	Chief of Staff, OSSE
Sheila Strain Clark	Parent and Chief of Programs, Sasha Bruce Youthwork
Stacy Smith	General Manager, Hyatt Place Washington, DC
Suzanne Wells	Founder, Capitol Hill Public Schools Parent Organization
Tumeka Coleman	Teacher, Walker-Jones Education Campus
Yolanda Corbett	Co-Chair, Parent Advocate Leaders Group

2018–19 Student Advisory Committee

Marjoury Alicea (co-chair)	Capital City PCS
Tatiana Robinson (co-chair)	Frank W. Ballou HS
Aaliyah Dick	Woodrow Wilson HS
Aaron Spruill	Friendship Collegiate Academy PCS
Akhayla Reynolds	McKinley Technology HS
Aleghzia Smith	Friendship Technology Preparatory PCS
Anna Brosowsky	DC International School
Arnedja Evans	Duke Ellington School of the Arts
Ayodeji Okuleye	Washington Latin PCS
Chandler Nutall	School Without Walls HS
Daniel Rodriguez	Benjamin Banneker HS
Diana Shea	BASIS DC
Emma Quigg	BASIS DC
Hannah Dunn	Woodrow Wilson HS
Hannah Dorosin	Woodrow Wilson HS
Henry Addison, Jr.	Benjamin Banneker HS
Imani Horton	Duke Ellington School of the Arts
Janae Chambers	Friendship Collegiate Academy HS
Jayna Brown	Duke Ellington School of the Arts
Jerome Foster II	Washington Leadership Academy
Joseph Soltani	Eastern Senior HS
Kasai Rogers	DC International School
Kaya Myers	Thurgood Marshall Academy
Khiya Derricott	Washington Latin PCS
London Hart	SEED PCS
Maya Woods-Arthur	Washington Latin PCS
Maya Gray	Benjamin Banneker HS
N'yana Martin	Thurgood Marshall Academy
Raquel Robinson	Friendship Technology Preparatory HS
Sifan Hunde	Benjamin Banneker HS
Siraj Carter	Washington Leadership Academy
Stephanie Chavez	Columbia Heights Educational Campus
Syamayia Beach	Frank W. Ballou HS
Winston Wardlaw	DC International School
Zachary Crouch	Benjamin Banneker HS

2017–18 Student Advisory Committee

Tallya Rhodes (co-chair)	H.D. Woodson HS
Tatiana Robinson (co-chair)	Frank W. Ballou HS
Aaliyah Dick	Woodrow Wilson HS
Agustin Pereira Martinez	School Without Walls HS
Aniyah Fields	Thurgood Marshall Academy
Ayia Evans	Benjamin Banneker HS
Chandler Nutall	School Without Walls HS
Charlotte Mestrich	School Without Walls HS
Daniel Osmin Rodriguez	Benjamin Banneker HS
Davine Holsey	H.D. Woodson HS
De Jesus Ray Vincent Lagman	Benjamin Banneker HS
Diana Shea	BASIS DC
Dwight Harris	Frank W. Ballou HS
Emilia Majersik	Woodrow Wilson HS
Emma K Quigg	BASIS DC
Hannah Dunn	Woodrow Wilson HS
Jamiah Hall	Roosevelt HS
Janae Chambers	Friendship Collegiate Academy
Jasmin Woodruff	Benjamin Banneker HS
Jerome Foster II	Washington Leadership Academy
John Carlos Garcia	Capital City Public Charter School
Marcia Bailey	Cesar Chavez PCS - Parkside
Menkhu-ta Whaley	Thurgood Marshall Academy
Natalie Seablom	Woodrow Wilson HS
Nathaniel Hutton	The Lab School
Zachary Crouch	Benjamin Banneker HS



@DCSBOE