

Capital Reporting Company
DC State Board of Education Public Meeting 02-18-2015

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DISTRICT OF COLUMBIA STATE BOARD OF
EDUCATION
PUBLIC MEETING

Wednesday, February 18, 2015

5:30 p.m.

Held At:

441 Fourth Street, N.W.

Old Council Chambers

Washington, D.C.

Reported and transcribed by:
Gervel A. Watts, CERT*D

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1 A P P E A R A N C E S

2 BOARD MEMBERS

3 Jack Jacobson, President

4 Karen Williams, Vice-president

5 Mary Lord, At Large

6 Laura Wilson-Phelan, Ward 1

7 Ruth Wattenberg, Ward 3

8 D. Kamili Anderson, Ward 4

9 Mark Jones, Ward 5

10 Joe Weedon, Ward 6

11 Tierra Jolly, Ward 8

12 Brian Contreras, Student Representative

13 Jessie Rauch, Executive Director

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1 C O N T E N T S

2 Call to Order

3 Announcement of Quorum

4 Approval of Agenda/Minutes

5 Comments from the President

6 Public Comments:

7 Vanessa Bertelli

8 Marvin Tucker, OCASE Foundation

9 Progress Report on ESEA Flexibility Waiver

10 Jeff Noel, OSSE

11 Etai Mizrav, OSSE

12 PARCC Update

13 Jeff Noel, OSSE

14 Closing Comments

15 Adjournment

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

2 CALL TO ORDER

3 MR. JACOBSON: Good evening. On behalf
4 of the members of the District of Columbia State
5 Board of Education, I want to welcome you, guests
6 and our viewing public to our Wednesday, February
7 18, 2015 State Board State Board of Education
8 meeting.

9 The State Board holds its regularly
10 scheduled meetings on the third Wednesday of every
11 month, here in the Council Chambers at 441 Fourth
12 Street, Northwest.

13 The next State Board of Education
14 meeting will take place at this location on
15 Wednesday, March 18, 2015 at 5:30 p.m. We look
16 forward to you all joining us.

17 The members of the State Board of
18 Education welcome your participation and your
19 support in our efforts to improve the education in
20 the nation's capital.

21 The State Board of Education meeting for
22 February 18, 2015 is now called to order. The

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1 roll will now be called to determine the presence
2 of a quorum.

3 ANNOUNCEMENT OF QUORUM

4 MR. RAUCH: Jack Jacobson?

5 MR. JACOBSON: Present.

6 MR. RAUCH: Karen Williams?

7 MS. WILLIAMS: Present.

8 MR. RAUCH: Mary Lord?

9 MS. LORD: Present.

10 MR. RAUCH: Laura Wilson-Phelan?

11 MS. WILSON-PHELAN: Present.

12 MR. RAUCH: Ruth Wattenberg?

13 MS. WATTENBERG: Present.

14 MR. RAUCH: Kamili Anderson?

15 MS. ANDERSON: Present.

16 MR. RAUCH: Mark Jones?

17 (No response.)

18 MR. RAUCH: Joe Weedon?

19 MR. WEEDON: Present.

20 MR. RAUCH: Tierra Jolly?

21 MS. JOLLY: Present.

22 MR. RAUCH: Brian Contreras?

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1 MR. CONTRERAS: Present.

2 MR. RAUCH: Betel Asfaha?

3 (No response.)

4 MR. RAUCH: Mr. President, you have a
5 quorum.

6 APPROVAL OF THE AGENDA/MINUTES

7 MR. JACOBSON: A quorum has been
8 determined and the State Board will now proceed
9 with the business portion of the meeting. Is
10 there a motion to adopt the agenda items that are
11 before us?

12 MS. WILLIAMS: So moved.

13 MR. JACOBSON: Is there a second?

14 MS. WATTENBERG: Second.

15 MR. JACOBSON: Is there any discussion?

16 (No response.)

17 Seeing none, the motion has been moved and
18 seconded and we're ready for a vote. All those in
19 favor, please say "aye."

20 (Board members collectively vote
21 "aye.")

22 MR. JACOBSON: All opposed?

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1 (No response.)

2 Any abstentions?

3 (No response.)

4 The ayes have it and the agenda is approved.

5 Approval of the minutes. Board member minutes for

6 our February 4, 2015 working session have been

7 circulated. I understand there may be some

8 technical corrections as well as some stylistic

9 changes that Board members would like to seek.

10 Would Board members be opposed to

11 tabling approval of these minutes until our March

12 meeting? Any opposition to that?

13 (No response.)

14 Any discussion?

15 (No response.)

16 Well, then we'll table that for our March meeting.

17 Now, comments from the president. Good evening,

18 my name is Jack Jacobson and I'm the president and

19 Ward 2 representative to the State Board of

20 Education. Tonight, we'll be focusing on two

21 critical elements of the District's accountability

22 system; the partnership for assessment of

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1 readiness for college and careers, the PARCC
2 assessment, which replaces the former D.C. CAS,
3 which will no longer be use for student
4 assessment, and the renewal of the District's
5 Elementary and Secondary Education Act, ESEA
6 waiver. Together, these tools should allow all of
7 us to place a laser focus on providing support and
8 assistance to students, teachers, schools, and
9 administrators, in order to ensure that all
10 students are succeeding and are college and career
11 ready.

12 With the State Superintendent of the
13 Education is not able to join us this evening, so
14 there will no comments from the Superintendent's
15 Office at this time.

16 We'll move directly into our public
17 comment period. We'll hear from public witnesses
18 who wish to speak on education-related matters.
19 Public witnesses are asked to contact the State
20 Board staff by telephone or email if there is
21 interest in providing testimony at our meetings.

22 Vanessa Bertelli, did you sign up to

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1 testify today?

2 MS. BERTELLI: I did.

3 MR. JACOBSON: Wonderful. Come on up.

4 You have three minutes. Since you're our only

5 witness today --

6 MS. BERTELLI: Right here?

7 MR. JACOBSON: Any of them. Since

8 you're our only witness, we might indulge you with

9 an extra 30 seconds, but if you could keep it to

10 three minutes, we'd appreciate it. Thank you.

11 MS. BERTELLI: I'm here on behalf of the

12 D.C. Language Immersion Project. The people I

13 work with were not able -- can you hear me?

14 MS. LORD: A little closer.

15 MS. BERTELLI: The people I work with

16 were not able to come today, but they're here with

17 me in spirit to thank you, profusely, for having

18 sponsored our first event and for sponsoring our

19 second event on expanding on -- informing about

20 what language immersion is, what it does for our

21 kids, and also what it does for D.C. and its

22 economy.

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1 The reason I'm testifying today is
2 because we've spoken to many of you individually,
3 but we really wanted to address all of you, as a
4 body, to ask for your support in a couple of
5 things that are really essential for this
6 conversation to go forward. We've had a very
7 positive meeting with DCPS and the Public Charter
8 School Board is also very supportive. So we're in
9 a really good place and I would add to that the
10 huge demand for parent in that we believe that
11 there really is a need to make this happen. But
12 this I mean expanding language immersion programs
13 through the District.

14 Currently, language immersion programs
15 are mostly in Ward 1 or in northwest, and there is
16 a huge demand. The waitlist go from -- are very,
17 very long. What we would like the Board support
18 on in particular is accessing data.

19 Everyone knows, anecdotally, that these
20 programs are extremely beneficial to our children,
21 regardless of ethnicities, social economic status.
22 And we understand that OSSE has the data and DCPS

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1 refers to the data. And it would just advance the
2 discussion for this data to be publically
3 available, even if it is not 100 percent
4 statistically sound. It just is something that
5 will -- clarity on this would advance the
6 discussion.

7 The other form that we would like your
8 help on is from your position and in your
9 capacity, you can look at standards. And it seems
10 to us that there is not optimal use of what
11 resources, in the sense that across all of the
12 D.C. programs, there are almost as many models of
13 how we do immersion across the District. And
14 there must be a way that we can figure out which
15 is the model that works the best for our
16 population and that we can then translate that
17 across, in terms of curriculum, it is so much
18 easier to share curriculum and resources if there
19 is some standards.

20 Standards as to teachings, standards as
21 to -- language immersion is a way to teach. It's
22 a medium of teaching. The content is the same,

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1 but you're teaching it in a different language so
2 align curriculum is -- allows you to only
3 translate it once, essentially. And there is also
4 some standards that have to do with professional
5 development for teachers of dual language.

6 MR. JACOBSON: Terrific. Thank you, Ms.
7 Bertelli. We really appreciate you coming out
8 tonight. Could you tell us when and where for the
9 D.C. Immersion Project's next meeting or
10 roundtable, which I believe is on the economic
11 development -- economic benefits of dual
12 immersion?

13 MS. BERTELLI: So the final discussion
14 is on the economic and workforce development, in
15 D.C. in particular. And we're very fortunate to
16 have Libby Hill, who is the assistant secretary to
17 the U.S. Department of Education, who is extremely
18 interested in the immersion programs as tools to
19 make education better, not only for English
20 language learners, which had previously been the
21 focus of the office she directs.

22 We also have Department of Employment

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1 Services, a representative who we're very happy to
2 have him because it makes the link between what
3 the jobs of our children -- the jobs that our
4 children will have with what kind of education
5 we're giving them. And there will also be people
6 from the industry, so it's a very well- rounded
7 panel.

8 MR. JACOBSON: And the date and time of
9 that?

10 MS. BERTELLI: It's the 24th of February
11 of 2015 and it's at 6:30. From 6:30 to 8:30.
12 Martin Astemire will be moderating the second part
13 of that and it will be at the Goethe- Institute on
14 7th and I (Eye), I believe.

15 MR. JACOBSON: Great. Well, I
16 appreciate you coming out tonight. The Board has
17 previously supported these panel discussions. The
18 Board believes that dual immersion is important
19 and has previously passed a Resolution, before I
20 joined this Board, to add that to (indiscernible)
21 to join, as well as community members. And with
22 that, we're going to move onto to our other

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1 community --

2 I see Mr. Tucker. If you wanted to come
3 up, you've got three minutes.

4 MS. WATTENBURG: Are we allowed to ask
5 questions?

6 MR. JACOBSON: Not at this point, no.
7 But I've got Vanessa's contact information and we
8 can do some email back and forth.

9 MR. TUCKER: Good evening. I won't be -
10 - I'll be very brief with the Board. As a parent,
11 I have a real concern when my children's special
12 ed files are compromised. I never got in touch
13 with by DCPS. Nobody ever contacted me. All we
14 heard about it is what was on the news.

15 I missed my turn, but I'm glad to see
16 you here because my son Donnell hadn't been to
17 school two and a half years and you know he hasn't
18 been to school. So I'm trying to find out when is
19 DCPS and the city government is going to make sure
20 that my son is gets the education that's required
21 by law on the ADA.

22 I have a problem with this Board when we

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1 come, as parents, and the community and usually
2 that people that apply for jobs here for OSSE and
3 then they don't really get selected. Or how
4 people that go get political folks to buy in for
5 them to get a chance to get a job here in the D.C.
6 Government. That is true because I just spoke to
7 four people that applied for a job here for the
8 Board that said they never got a fair chance to be
9 interviewed or they didn't get their information
10 back correctly.

11 I have a problem when procurement items
12 are back-dated and given to somebody at DCPS to
13 sign or the State Board to sign. That's not what
14 we pay you guys for. We're the consumer, we're
15 going to you for help. If we can't go get help
16 from you, then I would ask that the attorney
17 general investigate the process, your cell phones,
18 and any documentation that was passed on as it
19 relates this upcoming job and the prior job of the
20 ombudsman.

21 My last point is any open meeting in the
22 public, especially when you have it at a

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1 collaborative that does business in the District
2 of Columbia and the member of their staff sits on
3 this Board and you go -- it's an open meeting to
4 the public; it has to be notified to the public
5 that you're having this meeting. There's nowhere
6 in the law that says you can close the door of a
7 meeting to the public or tell the ombudsman go
8 walk around the corner for an hour and come back
9 after we finish talking.

10 This is not what I'm here for. I'm here
11 because I'm a concerned citizen. There needs to
12 be something done about it. And if you don't do
13 anything about it, then I will go to the mayor and
14 the attorney general and ask them to do an
15 investigation to find out why this Board operates
16 the way they do.

17 Thank you.

18 MR. JACOBSON: Thank you for your
19 comments, Mr. Tucker. I appreciate you coming
20 down.

21 Seeing no more public comments, we'll
22 move onto the business portion of our meeting. I'd

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1 like to invite our friends from OSSE, the Office
2 of the State Superintendent of Education to come
3 up and provide the Board and the community an
4 update on PARCC.

5 This spring, schools across the District
6 will administer a new set of statewide summative
7 examinations. The assessment is commonly known as
8 the partnership for assessment of readiness for
9 college and careers, or PARCC, a computer- based
10 K-12 assessments that measures a student's
11 proficiency in both English, language arts,
12 literacy and mathematics. The assessment should
13 be able to provide teachers, schools, students and
14 parents better information whether students are on
15 track in their learning and for success after high
16 school.

17 The PARCC Assessment should also provide
18 tools to help teachers customize learning to meet
19 student needs. The Board supports that these
20 efforts and believes that it is important that the
21 community is aware of and engaged with PARCC's
22 rollout at schools this year.

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1 To assist with that, we have asked OSSE
2 to provide an update of the PARCC Assessment. I'd
3 like to ask OSSE's representative, Etai Mizrav and
4 Jeffery Noel to come forward and provide a
5 presentation.

6 UPDATE/PROGRESS REPORT ON ESEA

7 FLEXIBILITY WAIVER

8 MR. MIZRAV: Good evening. Thank you
9 very much for having us again. We wanted to not
10 be repetitive of things that were presented in the
11 past. And in fact, we've made significant
12 progress since the last time we've spoken here. So
13 we're going to focus the presentation on the new
14 items that were released for public comments as
15 part of the draft version of the ESEA waiver
16 application. And we'll give a report on the
17 engagement that we did thus far and our plans
18 going forward.

19 So we're going to start by going over
20 the different pieces of the waiver and kind of
21 sharing with you what's new and take your
22 questions on that. I would flag that the new

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1 items of the waiver can be either policy
2 amendments or simply reporting, usually in past
3 tense, on actions that were already taken, steps
4 that OSSE have taken to ensure improvements in our
5 schools so there are less items that we having a
6 discussion about, it's more like a reporting and
7 I'll try to make sure we're identifying what is
8 what.

9 So in Principle 1 -- you want to start
10 first?

11 MR. NOEL: Sure.

12 MR. MIZRAV: Yes.

13 MR. NOEL: All right. Sorry. So for
14 Principle 1, which is the focus on having college
15 and career-ready standards and expectations for
16 all students, as well as assessments, we're going
17 to talk about that a little bit more when we get
18 to the PARCC section, but there are three major
19 areas that are updated in this.

20 The first is that there have been
21 updates to the overall tests to appropriately
22 reflect all the work that's taken place over the

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1 past few years since the waiver was originally
2 included, which is a lot of turning OSSE will to
3 OSSE has, but also talking about the work that's
4 been done, in terms of PARCC preparation, next
5 generation science assessment and limitation and
6 other activities.

7 The second major piece is talking in
8 some detail about the assessment transition. What
9 are the assessments, how are they being used, what
10 is the professional development and type of
11 assistance and support around them and what's been
12 laid out for the next several months in this.

13 And then the third is that there is a
14 math testing amendment that is being written into
15 the waiver that's present in the redlined version.
16 And what this focuses on is that there are many
17 students who take algebra while in middle school
18 or take geometry, in some cases as well, while in
19 middle school.

20 Historically, those students have been
21 required to take the 7th grade math test or the
22 8th grade math test, which is inappropriate to the

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1 content that they've been taught. The U.S.
2 Department of Education has made available a
3 waiver that allows those students to take an
4 assessment based on the course that they're
5 actually participating in at the time. So
6 students who are taking algebra, can take an
7 algebra assessment and students who are taking
8 geometry can take a geometry assessment. And so
9 we lay out both that, as well as the activities
10 that are taking place to make sure that those
11 courses are available on an equitable basis to
12 students across the District.

13 MR. MIZRAV: Thank you, Jeff. Principal
14 2, we have a few new items there. I think the
15 main one, first of all, we reported on some of the
16 improvements. I think the Board was definitely a
17 part of that process that we did for the report
18 cards and for the equity reports. If you open up
19 the Learn D.C. website, you can see some of those
20 new items that were reported on the progress that
21 we've made in the new waiver application.

22 The state system of support, we had many

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1 discussions about in the version that is currently
2 approved, it's not framed as it should be, we
3 believe. It's colored in different places in the
4 waiver, so we reframed the state system of support
5 to talk about all the different components of it,
6 as the concentrated effort, the concentrated state
7 effort to support our low- performing schools.

8 I'm sure the Board members will be
9 satisfied to hear that we're restated that next
10 year after the pause is lifted, 2015/2016 will be
11 the first year where the science assessment will
12 be used for accountability purposes. And that's
13 something that was already approved in the last
14 version of the waiver, but we're doing that again.

15 And then further, on priority schools,
16 we described the state intervention model. I
17 think we talked about it the last time. What do
18 we do as a state for those schools who have not
19 made improvement? Those priority schools that
20 have not made improvement after a few years. This
21 year we started implementing what we call the
22 Learning Support Network, which is a new effort

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1 that we're doing where we're matching the school
2 with coaches and a line of credit and we're
3 already seeing some results there and so we've
4 explained some of that in the new application.

5 And of course, the one section that you
6 won't find when you look at the version that was
7 shared with the public is the accountability
8 section because we kind of pulled it out from a
9 deep and meaningful discussion. The
10 accountability, the framework, and the timeline
11 that we set for accountability starts in positive
12 school classification and making sure that the
13 first year of administrating PARCC is not used for
14 high stakes decisions.

15 Then we modified a little bit, based on
16 feedback that we received from different
17 stakeholder that the timeline that we're going to
18 use for accountability. So Accountability 2.0, we
19 were a little bit inflated, the definition of that
20 to include all the academic measures. So the new
21 school index score will have to change with the
22 new assessment because PARCC provides us with new

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1 opportunities and with different types of ways we
2 can measure both academic achievement and academic
3 growth. So part of the Accountability 2.0
4 section, maybe the first item of the discussion is
5 how will we do that? How will we use this state
6 assessment to give a score to each school as the
7 academic component of the school evaluation, if
8 you will. And then other technical issues that we
9 need to fix with the accountability system, for
10 example, account for a restart model, which is the
11 case for schools that have reopened and sometimes
12 have missing data and that could hurt their
13 chances of showing improvement and we need some
14 technical fixes around that.

15 And then the Accountability 2.1, a
16 discussion that we would plan to start after we
17 are finished with Accountability 2.0. That
18 discussion, and not right now, would be around the
19 larger issues, new measures like non-academic
20 measures, different graduation rates. Things
21 around the names of the classifications and things
22 of that sort. So that's the timeline for

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1 accountability.

2 Then finally, in Principle 3, so again,
3 using the same logic, pausing the use of the state
4 assessment in the new -- in the first year of
5 administration for teacher evaluation purposes.

6 So this year, all of the teachers in DCPS and the
7 charters, I assume, will do similar things, would
8 be evaluated as teachers who are non-tested grades
9 and subjects. So even those math --

10 MR. RAUCH: Move away from the mic.

11 MR. MIZRAV: Sure. Even those math,
12 science, and ELA teachers would not be evaluated
13 based on how the students performed in the PARCC
14 and the GSS assessment.

15 Then we also introduced in Principle 3,
16 the new state teacher evaluation model. So we're
17 taking the good practice for many other states
18 that offer an opt-in model for those LEAs that
19 don't have the time or resources to try and
20 develop their own teacher evaluation model. So
21 our teacher in this team had a partner with a
22 school in D.C. that implements teacher evaluation

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1 successful and created a state model that we hope
2 that many of those schools would choose to opt
3 into. We report on that in Principle 3 as well.
4 And we also talk about some of the professional
5 development that we're doing for English language
6 learner teachers.

7 And so going forward, in terms of
8 engagement, as you know, on January 26th, we've
9 been in a public engagement on both the ESEA
10 waiver renewal, the plan for equitable access to
11 excellent teachers and the state systematic
12 improvement plan, SSIP.

13 Since then, we've used multiple means,
14 which I will detail in a second, of communication
15 and engagement to maximize feedback from
16 stakeholders at all levels. And I'll say exactly
17 what we're doing and what we're planning to do in
18 a second.

19 Looking again at the timeline on a
20 different project, we're looking at stakeholder
21 engagement process for what we call Waiver 2.0
22 that will land in the first submission to the

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1 Department of Education on March 31st. Then
2 Accountability 2.0, which now we are also
3 including the discussion around the new assessment
4 measures. We want to finish that, not necessarily
5 by March 31st, but that could come in a later
6 amendment. The SSIP plan, which would be due
7 right after that on April 1st, then the plan for
8 equitable access to excellent teachers. One of
9 the most important policy efforts that we're doing
10 that we haven't presented yet to the Board, but we
11 hope to do so in future that is due on June 1st.
12 And then finally, the larger accountability
13 discussion with those bigger issues that we want
14 to start after we finish those sections and finish
15 it a little bit later.

16 So back to the engagement strategy. We
17 are managing the engagement on this very important
18 issue. As you know, when we've reported in the
19 past, we're doing that engagement together because
20 all these issues are about the same thing, are we
21 improving our schools? Are we making sure that
22 every child has a great teacher?

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1 So we're doing an engagement about all
2 these issues together through four kind of
3 strands. One is public meetings. We had the
4 first -- it's a combination of the first
5 introductory meeting that was on January 26th and
6 it was followed by a webinar that was a replicate
7 of that meeting. Then we're going to schools, to
8 the wards, partnering with the State Board members
9 and going out and making sure that we are taking
10 to the public the plans, and we're not waiting for
11 them to come to us. We had the first meeting this
12 Thursday -- last Thursday at the School without
13 Walls. It was a very interesting meeting and we
14 had some lessons learned around how to do that
15 engagement going forward. And we got some very
16 important, I think, comments and feedback from
17 some of the people in that meeting.

18 So we're doing those meetings now. And
19 then we have the live website that is always
20 updated where everyone can get information on
21 those meetings. And if you miss those meetings,
22 you can immediately get all the meeting materials

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1 and even sometimes with the notes of what people
2 said in those meetings to log onto the ESEA waiver
3 website.

4 The second strand is the online
5 engagement. For those people, it's an easier way
6 for them to understand what's going on. We're
7 doing, first of all, the waiver draft that is
8 available online so everyone can download it, read
9 it, and share comments with us. But then the
10 webinars, we're trying to follow every week, at
11 least one webinar that kind of gives an update on
12 the progress that we made that week. And it also
13 gives a more in-depth review of some of the
14 issues. So I did one webinar on equitable access
15 that really required no prior knowledge of what is
16 equitable access to effective educators. And then
17 we had another webinar on the SSIP plan and our
18 plans for students for special education. And so
19 we're following up on that as well for people that
20 find that is a more convenient way.

21 The third strand is working groups and
22 those bigger issues. So the working group for

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1 accountabilities are convened and will convene
2 again this Tuesday, talking about those measures,
3 using the state assessments and then that working
4 group for equitable access to excellent educators
5 had convened as well and we will continue to
6 convene that group to make progress. And then the
7 last part is in person, a kind of targeted
8 consultation and overview. We've invited every
9 LEAs and several organizations as well to get a
10 personal walk-through of the ESEA waiver document.
11 We actually started those meetings today. We met
12 with an LEA today. Just the personal overview of
13 the document that is a little bit hard to read
14 sometimes, making sure that we kind of pull the
15 feedback from those LEAs and those organizations
16 and not expect to come back by themselves.

17 I can say that many LEAs are interested
18 in that opportunity to come to us and to have that
19 meeting and we will continue to have them. And
20 then also, targeted focus groups, mostly around
21 the equitable access issues with principals. So
22 with the District's principals of the highest

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1 needs schools, making sure that we're looking at
2 seeing what other issues that they think should be
3 resolved as part of this plan. Again, teachers,
4 highly effective teachers, they're teaching our
5 highest need schools.

6 Finally, just sharing with you some of
7 the very initial issue feedback that we already
8 received from the public and from stakeholders in
9 this process. So around the waiver, I think there
10 is an interest from LEAs and from other folks in
11 the math testing amendment that Mr. Noel talked
12 about, in allowing kids in middle school to take
13 high school level math and always ensuring that we
14 do it in an equitable manner.

15 And then we also received support, I
16 think from everyone for choosing the option to
17 pause school classifications and not the other
18 option to continuing to classifying and using this
19 year's administration of PARCC for accountability
20 purposes.

21 Then in accountability, stakeholders
22 requested that all the substantive changes should

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1 be discussed. Some stakeholder had mentioned the
2 fact that they want to kind of push some of the
3 bigger issues a little bit further. And then
4 there were concerns around whether including early
5 education and accountability, an idea that was
6 raised as part of this open discussion, whether
7 that's a good idea. Some people don't think so
8 and others think it's actually necessary, so it's
9 something that we'll have to discuss.

10 And then equitable access, the first
11 meetings that we had, it's obvious that the main
12 issues are on why do we have a problem of
13 equitable access. Our licensure obstacles and
14 part of the root cause, I would say, that people
15 are raising are school leadership issues, school
16 environment issues, and evaluation and
17 compensation. So those are kind of the
18 preliminary emphasis that we're having around
19 that.

20 So I think that's all for now on the
21 waiver. I'll hand it to Jeff to talk about PARCC.

22 MR. NOEL: Just a process check, would

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1 you guys prefer to ask questions now before we go
2 forward to PARCC or should we complete the
3 presentation?

4 MR. JACOBSON: If you don't mind, let's
5 take them one at a time. I meant for it to be
6 flipped and to PARCC first and then the waiver,
7 but this works really well. We're going to start
8 with Board questions. We're going to keep it to
9 four-minute rounds of questions. If Board members
10 had additional questions that they do not get to
11 in that four-minute time period, I'm going to ask
12 that you allow the Board to submit additional
13 questions in writing and that we receive that
14 response within five business days. So one week.
15 Is that appropriate?

16 MR. NOEL: Yes. That sounds good.

17 MR. JACOBSON: Are the Board members
18 comfortable with that? We've done that in the
19 past.

20 Okay. Wonderful. So we'll start with
21 four-minute rounds. I would like to offer Mrs.
22 Wattenberg from Ward 3 to go first if she'd like,

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1 since she's been the Board's front person on
2 waiver issues.

3 MS. WATTENBERG: Hi. Thanks. Let me
4 just start with responding to some of the feedback
5 so far, which will give me a good opening to say a
6 few things.

7 First, thanks so much for taking up the
8 math testing amendment. There was recently a deal
9 where it is a huge issue, where kids -- I learned
10 a lot about this in my campaign -- who were in an
11 algebra class or a geometry class and had to take
12 a lower-level test and so on. So I appreciate
13 that.

14 Second, I know there were some questions
15 raised about the early education accountability at
16 one of the meetings that I was at and I see that
17 is here. I don't know enough about what people
18 have in mind, so I don't want to go too far on
19 this, but I do think it is really important to
20 understand how early education is working and I
21 raise that for two reasons; 1) we have in this
22 city, really the most ambitious pre- K program in

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1 the country and we need to know what's going on
2 with it so that we can be in there on a regular
3 basis, making sure it's as good as it can be. I'm
4 not convinced that's happening; maybe it is
5 happening. So I think that it is important to get
6 the information for that reason.

7 And the second reason is we don't get
8 via the CAS and now the PARCC, information on how
9 kids are rating until third grade, but everything
10 we know is that the earlier you intervene, the
11 more quickly, the more efficiently, the more
12 effectively you can make gains. And one of the
13 things, when I go through the waiver and when I
14 talked to my colleagues, I think it's such a
15 struggle for everybody to understand that we have
16 so much testing data now and somehow it's not
17 translating into really intensive intervention in
18 those early grades when we could get it done. So
19 I want to give a counter sentiment to that.

20 The third issue, just quickly, on the
21 equitable access to good teachers, you have a
22 number of issues up there on licensure and so on,

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1 but what I want to say, what I have heard so many
2 times from people I have just run into, people who
3 are teachers, people who are teacher trainers, is
4 that new teachers get sent to the schools that are
5 really, really challenging and they don't get
6 support. And that's not on the list.

7 I just can't imagine that any of those
8 other things would have as much impact on sort of
9 saving the investment that everybody has already
10 been made in a teacher and trying to keep them
11 there and help them and support them.

12 And the last one I want to raise is
13 broader -- and I've raised it with both you in
14 some other settings and with my colleagues, which
15 is we have end-of-year tests for great reasons; it
16 provides accountability. It lets parents know
17 what's going on, it lets teachers know what's
18 going on, but it also comes with some side
19 effects. And I really would like to see this
20 waiver deal with some of the side effects, and
21 there's two that I want to raise. One is the huge
22 amount of testing that goes on. And it's not

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1 testing from the OSSE tests; we all know that.
2 It's testing that gets done by the LEAs because
3 they feel that's their only way to make sure kids
4 are on a path to do well on the end-of- year
5 tests. And it's really hurting education, I
6 believe. In the schools in my area, I hear it as
7 a complaint very often, from teachers and from
8 parents, and of course from kids, and I hear it in
9 other parts of the city and I've heard it from my
10 colleagues.

11 The second -- the anecdotes are huge. I
12 know one of our schools I was told there was not a
13 full week of instruction without testing until
14 after back to school next year. The last point I
15 want to make is that the other thing that gets
16 driven out when you have so much focus on the
17 reading and math tests is the social studies, the
18 science, and the arts. And what we're learning
19 more and more is to become a good reader as you
20 age into other grades, background knowledge is
21 huge. And if we're cutting out people's social
22 studies and science and arts now, we pay for it

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1 later and they pay for it later. And it is a side
2 effect of these tests and we've got to figure out
3 a way not to have that happen because we're all
4 going to be paying for it. And I think we need to
5 think about maybe next year with PARCC, maybe
6 there's a way to parse out the content parts of
7 the reading assessments, where the PARCC
8 assessments are meant to be on the content. Maybe
9 there is a way to pull out some subject matter
10 grades from it so we can alleviate some of that.
11 But I think it's huge and I really think it needs
12 to be dealt with.

13 Thank you very much.

14 MR. JACOBSON: And like I said, if you
15 have additional questions, we'll submit them for
16 the record through our executive director, Mr.
17 Rauch, and we'll look forward to your responses to
18 those questions.

19 Ms. Wilson-Phelan, please.

20 MS. WILSON-PHELAN: Thank you. And
21 thank you for all the prep work and the incredible
22 community outreach you're doing. I can only

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1 imagine the hours that your staff and you were
2 putting in, given the number of meetings you
3 scheduled, it's pretty unbelievable. I know there
4 are three Ward 1 alone, so that's pretty
5 impressive.

6 My question, I just wanted a bit of
7 information about your comment about the new state
8 teacher evaluation model. So could you explain
9 just a little bit of background about how that
10 relates to the Department of Education
11 requirements that all teachers be evaluated? There
12 are some LEAs that feel they don't have to perform
13 evaluations on teachers, and therefore you're
14 providing this as an alternative. Some more
15 information would be useful.

16 MR. MIZRAV: First of all, thank you for
17 your comment, we think it's the only way of doing
18 good policy, is talking to the people and that's
19 why we're doing it. The state evaluation model is
20 not a response to any LEAs not compliant, but some
21 LEAs have come a long way and maybe farther than
22 others with developing those systems. Some LEAs,

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1 and definitely new LEAs and we have some new
2 charter schools opening next year, do not have
3 that experience in teacher evaluation and could
4 use a system that is based on best practices that
5 exist already in the District. That's the
6 motivation.

7 I think that the state teacher
8 evaluation model is less about compliance and is
9 more about support. How do we create an
10 additional means of support? Also we need the
11 state system of support to kind of support the
12 schools around evaluating and developing their
13 teachers. It will focus on SLOs and student
14 learning objectives. We also will comply with all
15 the requirements that we have.

16 As I said, we've partnered with an
17 existing charter school in teacher evaluations and
18 we hope that by doing that we could, for those
19 that want, save resources and time and offer
20 something that is based on research and best
21 practices. There are LEAs, like DCPS for example,
22 that already have their own and don't want

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1 support. That's why it's an opt-in model, so if
2 they want it, they can get support from us.

3 MS. WILSON-PHELAN: Thank you.

4 MR. JACOBSON: Thank you so much. The
5 at-large member, Ms. Lord.

6 MS. LORD: Thank you very much, and
7 thank you for this update. I'm just going to ask
8 a couple of little specific questions. We spend a
9 lot of time talking about, you know, evaluations
10 and teacher evaluations and all this, but at the
11 end of the day, the whole exercise is supposed to
12 improve student learning. Nothing else matters.

13 How much input have we had from the
14 consumers of education, the students? We've had a
15 number of public engagement sessions and I'm just
16 curious as to --

17 MR. NOEL: There's been limited
18 engagement from students in this round. During
19 the initial waiver creation, as I'm sure you
20 remember, there were several Saturday forums. The
21 mayor's Youth Advisory Commission played into it,
22 and we haven't scheduled those yet, but that's not

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1 because we don't intend to have consultation for
2 students. It's because our folks who normally do
3 the relationships with those student groups
4 haven't set those up yet.

5 I think we would be very happy to have
6 feedback sessions, particularly if you're a
7 student, State Board members could co-sponsor or
8 something. We would love to attend and get
9 additional feedback because, as you say, student
10 voices are incredibly important in finding out if
11 we're doing this right.

12 MS. LORD: And then to get to the point
13 of teacher quality, there have been numerous
14 studies that indicate that a student's perception
15 of whether they're challenged or appreciated and
16 feel safe are about the strongest correlation we
17 have with teacher quality. Have we given any
18 thought to including, in our new accountability
19 waiver, a student survey?

20 So along with the PARCC assessment, we
21 include questions on -- indicators that would
22 include sort of the measure of teacher quality.

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1 MR. NOEL: I think there are sort of two
2 ways in which student surveys have been used in
3 accountability systems across the country. The
4 first is that the Gates-funded measures of
5 effective teaching project obviously did a lot of
6 research on how they can be used in teacher
7 evaluations. That is certainly something that's
8 available as an option to LEAs, but I'm not sure
9 that we're aware of any LEAs currently taking
10 advantage of that as a major option in the
11 District. Although, we have heard from several
12 LEAs that they've been considering it and looking
13 at how the limitation worked in that district to
14 try to learn some lessons about how to do that
15 well.

16 The second option that's been discussed
17 here off and on, at least over the past couple of
18 years, is including a student survey in a school
19 level accountability measure of some sort and
20 there is a reasonably strong amount evidence
21 around that. One of the most predictive factors
22 about whether or not a student will drop out is

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1 their feeling of connection with adults in the
2 building. There is tremendous evidence that this
3 impacts motivation and that the ability to become
4 a self-sufficient learner, and be adaptable and
5 have created ways that are incredibly important
6 for success.

7 I think there's strong interest in that
8 that we've heard particularly from community
9 stakeholders. In inclusion of that is a measure
10 that is not something that I think we would
11 anticipate submission for the March waiver
12 renewal, but I think we're anticipating that to be
13 part of the discussion for Accountability 2.1, as
14 to whether or not that's appropriate.

15 MS. LORD: Okay. The reason I asked is
16 because I was sort curious about how they moved
17 the needle forward faster for our students.
18 Definition of insanity, doing the same thing over
19 and over again and expecting a different result.

20 And then quickly, with my last remaining
21 seconds, you mentioned a state education agency
22 teacher evaluation. I'm curious as to how this

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1 would work. Charter schools do not require
2 licensing from the state, so in a sense, we're
3 putting a hybrid in. So I'm curious about that
4 and I'm also curious about how a state level
5 categorizing of schools works with the already
6 very robust performance management framework that
7 the charter schools are using. Wouldn't it make
8 more sense, particularly from a consumer point of
9 view, to have one system?

10 MR. NOEL: I think that might be a
11 semantic question or we may not have been clear. I
12 think there are two different things. One is that
13 we've worked with a high performing charter school
14 to convene a group to facilitate sharing of best
15 practice evaluation plan with other charter LEAs
16 that have interest, and that's us in the role of
17 convener, rather than us in the role of creator,
18 to help support the type of assistant that folks
19 need for rigorous systems.

20 The second one is that the way that Etai
21 has described the accountability and
22 classification system we have mapped, is as an

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1 evaluation system because it's intended to define
2 who needs recognition, support, and accountability
3 for the actions at an individual school level.

4 And I think as a part of that, there's an
5 incredible bind to the importance of a state
6 unified system that appropriately recognizes
7 accountability requirements, as well as
8 recognition across all sectors, all levels of
9 schools and that's the only way that it's
10 successful.

11 MS. LORD: So then the state would never
12 adopt the PMF at this point. It doesn't serve our
13 purposes.

14 MR. NOEL: I don't think we have a
15 position on that yet. I think, again, we're
16 trying to start from the place of the community.
17 There's a stakeholder that has a lot of good
18 things to say. Practitioners know what's going
19 on; the charter schools that participate in the
20 PMF know a lot of things, but we're trying to
21 facilitate a meeting and we're hoping that that
22 will be a part of the conversation. But I think

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1 we have not yet weighed in on whether or not we
2 think that makes sense, but I think we also
3 anticipate that that will be part of the
4 Accountability 2.1 conversation. There are folks
5 that say they want to have and they want to spend
6 a lot of time on, but they want to get to other
7 side of the PARCC assessment first.

8 MR. JACOBSON: Thank you so much. Ms.
9 Anderson.

10 MS. ANDERSON: I got my answer.

11 MR. JACOBSON: You got the answer.
12 Wonderful. Ms. Williams, our vice-president.

13 MS. WILLIAMS: I kind of comment and
14 just kind of a question. I like the concerns,
15 including the early childhood accountability
16 because by the time they get to the 8th and 9th
17 grade, it is very late to start an intervention,
18 but I also understand people's concerns about
19 testing at such an early age. But I also know,
20 being in early childhood, that it not so much
21 testing, it's assessing where a child is so that
22 you can know whether they have accomplished that

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1 objective. So we need to mold this in with the
2 CBE piece and have good standards for competency,
3 starting at early childhood education and earlier.
4 I don't know how this fits into Accountability 2.1
5 or 2.2 or whatever, but I would like to see that
6 considered because the earlier we change the
7 behavior, the earlier they get it, the better off
8 we are and the more we can raise our graduation
9 rate, et cetera, et cetera.

10 So it all ties in together and I would
11 like to see how, at some point, you envision in
12 our working together so that we can perform --
13 especially east of the river. Our young children
14 need that earlier than high school. So I would
15 like to sit down with you to we can talk about it
16 because I think that's one of the big answers, one
17 of the ways that we can raise our graduation
18 rates, the education rates, period. Thank you.

19 MR. NOEL: I think one of the big points
20 around that has been that there have been
21 discussions for years about QRIS systems for the
22 CBOs that are doing pre-K, but there hasn't always

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1 been a similar conversation about how to have
2 quality rating and improvement supports in the LEA
3 space. And I think part of where this discussion
4 is coming from is that there should be an
5 alignment between our state education plan within
6 the LEA space and the activities that are going on
7 in the early childhood in the other world.

8 MS. WILLIAMS: Anything to do with the
9 QRIS assessment being dominant?

10 MR. NOEL: I think that our hope is that
11 if there is something dominating early childhood
12 as a part of the waiver, that it would align with
13 whatever would happen in QRIS.

14 MR. JACOBSON: Any other Board members
15 have questions? If not, I just have two really
16 quick things. First, I want to thank you for the
17 success of two pieces that the Board worked on
18 with the OSSE superintendent at the last go-
19 round, which is the state system supports that
20 OSSE would go into priority and focus schools that
21 were struggling and not exiting focus and priority
22 status and help them with their plans to exit that

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1 status. And I think that's been wonderful and my
2 understanding is every priority and focus school
3 is participating in that program. I understand
4 that from Dr. Irizarry; is that correct?

5 MR. MIZRAV: So every priority focus
6 school that has got to the third year of
7 implementation and did not show progress is
8 participating. Two schools did show very
9 impressive progress are not part of it. We did
10 not want to touch whatever good things are
11 happening there for those schools that did not
12 partake.

13 MR. JACOBSON: Wonderful. And that's
14 something that this Board worked with OSSE on to
15 include in the last waiver amendment, so we really
16 appreciate that. Also, the sharing of best
17 practices between DCPS and our numerous innovation
18 labs, which are our public charter schools and I
19 understand that that's working well. I think this
20 Board needs an update on both of those at some
21 point in the next couple of months and I think Dr.
22 Maisterra is happy to do so.

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1 One of the things that I'd like to put
2 before OSSE for consideration is beefing up data
3 on the school report cards in two major areas,
4 health. A lot of Board members are very dedicated
5 to improving the health of our students and having
6 school health data on our school report cards with
7 things like is there a school nurse and if that
8 nurse is full time or part time. How many hours
9 of exercise a student gets per week. If there are
10 counselors, whether those are guidance counselors
11 or emotional counselors. I think adding that to a
12 school report card would make it more robust and
13 ensure that families are choosing the schools that
14 are appropriate for their children in non-academic
15 ways.

16 And to piggyback off of Ms. Lord's point
17 in school climate, the Office of Human Rights has
18 approached me, the D.C. Office of Human Rights has
19 approached me and would love to work with OSSE and
20 this Board to figure out a way to get school
21 climate data into our assessments of schools and
22 one way to do that is to require a school climate

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1 assessment, which is not an exam. It's not testing
2 a student's knowledge, it's testing student's
3 feelings, the soft skills, if they're comfortable
4 in a school, if they're feeling supported and then
5 getting back data onto a school report card.
6 Those are two things that I'd really like to work
7 with you all on, and my colleagues on the Board
8 because we've gotten a lot of pushback from the
9 community that school report cards only deal with
10 assessment data, only deal with the scores and
11 that's not the only way to assess a school. Plus,
12 we you can have a bad year and have a couple of
13 students at a small school that could really bring
14 down scores and make a school look like it's
15 struggling when it's not.

16 I look forward to continuing that
17 conversation with you and my fellow Board members
18 at future date, but it's something that I'd like
19 to put a marker down.

20 MR. NOEL: If I could just flag that
21 there are currently school health profiles that
22 are online and accessible to everyone. We've been

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1 looking at what would be involved in integrating
2 those in Learn D.C., but I feel like I would be
3 remiss if I did not say that they are already
4 posted on the OSSE website, a school health
5 profile for every school that includes information
6 on nursing and minutes of PE and the health
7 curriculum and water and food that's available for
8 students and a number of other things. Those are
9 useful resources and that I hope folks can take
10 advantage and avail themselves of those.

11 MR. JACOBSON: That's very helpful. One
12 of my criticisms with the D.C. system generally is
13 that we have all this data, but it's on 12
14 different websites and it's really difficult for
15 parents to access and for guardians to access and
16 if we could just get all in one space, this might
17 be a really good way to do that
18 I'm over my time, so I'm going to say that we
19 should move on to PARCC, if everyone is okay with
20 that. So Mr. Noel, if you want to start your
21 presentation on PARCC.

22 MR. NOEL: Thank you. So I think we've

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1 shown this slide before, but just to highlight,
2 why we use the shorthand PARCC, and I think most
3 other folks do too, we want to make sure that
4 we're highlighting that there's more going on than
5 just the move between the D.C. CAS reading and
6 math and the composition, which was the writing
7 test, to the PARCC assessment. That we're also
8 transitioning from a historical science assessment
9 to a new assessment that is next generation
10 science standard aligned and we'll be the first
11 state in the country to administer a GSS
12 assessment this school year.

13 And also, the alternate assessment we've
14 been giving in English language arts and math is
15 being replaced by another consortia assessment
16 like PARCC, it's called NCSC, or N-C-S-C, that's
17 currently run out of the University of Minnesota.
18 And then finally, the ELL assessment that we've
19 been giving for four years is in the process of
20 transitioning to being online as well so that we
21 can make it easier and quicker to assess English
22 language learners level of fluency in languages.

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1 So just to do a bit of an overview on
2 the PARCC side specifically, there are two major
3 components of the PARCC assessment. The window
4 for D.C. is March 2nd through May 8th is when an
5 LEA may have its window for the performance-based
6 assessment, which is the part that's more writing
7 and problem oriented and less short answer. And
8 then there is an end-of-year assessment component
9 and that can start as early as April 13th and go
10 to June 5th.

11 The windows for individual LEAs in
12 schools vary. It will be around four weeks within
13 that time period, depending on the specific school
14 and there are some that start earlier and some
15 that start a little bit later, depending on when
16 their spring break schedules were and other
17 related things.

18 The overall test is administered in
19 chunks that are between 60 and 90 minutes long,
20 depending on both the content and the age level of
21 the student being assessed. For the first time,
22 this is a timed assessment. The time limits were

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1 set based on how long it took individual students,
2 last year, to be able to perform the assessment in
3 a way to avoid having time being a limitation for
4 a student being able to finish. But they are, for
5 the first time, timed assessments.

6 The 2015 results from this assessment,
7 we expect to receive in September, October,
8 November or December of 2015. So instead of
9 getting them in the summer like we historically
10 have, we'll be getting them in the fall. We will
11 have a more in-depth update on some of the aspects
12 of this calendar, shortly for you all, but one of
13 the key things that's going to need to happen is
14 definition of what the proficiency level is for
15 PARCC for the District of Columbia, and that is a
16 State Board authority, so there's going to need to
17 be a discussion leading up to that and that will
18 need to happen before results are in a situation
19 to be released.

20 Additionally, one of the things that is
21 a bit different about PARCC is instead of having
22 four performance levels, we're moving to five. And

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1 the top two represent a student who is either on
2 track or has already achieved college and career
3 readiness.

4 The PARCC assessment actually started
5 being given for the first time on Monday of this
6 week and there were about 40,000 tests started in
7 Ohio yesterday. So we're already starting to
8 learn about what's working well and what's are
9 challenges for folks and having daily standup
10 calls with all PARCC states to talk about how we
11 can adjust that. New Jersey and Colorado will be
12 beginning within the next week as well, and so we
13 will have an opportunity to learn from others'
14 experiences, as they actually start administrating
15 this test live.

16 There are seven LEAs that are beginning
17 testing on March 2nd in D.C. They are not DCPS,
18 they are largely single campus charter schools.
19 And most LEAs are beginning testing the week of
20 March 23rd for their performance-based assessment.

21 The overall combination of both windows
22 will continue through June the 5th and we are

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1 already learning individual things about issues,
2 getting materials from other states and finding
3 out what's worked and what's been challenges, and
4 have used that as a way to focus our training and
5 support for folks.

6 One of the big things that has come out
7 of that over the last few weeks is that many
8 states have used a tool that Pearson, the test
9 vendor developed called an infrastructure trial.
10 And what that allows a school to do is do a live
11 simulation of what it would be like if I was
12 running the test right now an administering it to
13 kids in a secure environment. And it is a way to
14 do a full check of the computer-testing
15 environment, start to finish, without disrupting
16 students, without student involvement, but for a
17 staff member to full simulate the test and
18 identify what, if any, problems may come up.

19 We've been really using the materials
20 that have created from other people doing
21 infrastructure trials and encouraging that around
22 the state and we've been getting back some results

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1 already from folks that have used this that have
2 started to identify problems or configuration
3 changes that they can make, as well as identify
4 things that appear to be working. So we're hoping
5 that that's going to help lead to a smooth
6 administration in what's starting in just a couple
7 of weeks.

8 This is again, just a repeat of the
9 timeline. The performance-based assessment we'll
10 be completing for students, for the most part,
11 between March 23rd and April 3rd. So even though
12 the performance-based assessment window
13 theoretically goes to May 1st, most LEAs in D.C.

14 will be done between March 23rd and
15 April 3rd.

16 The end-of-year assessment which is
17 primarily the shorter answer items and the
18 technology enhanced items will be opening April
19 13th, but our first LEAs will begin using it on
20 April 20th, and that's still two LEAs, and again,
21 I believe it's single-campus charter LEAs. And
22 the bulk of testing is completed for the end of

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1 the year assessment between May 11th and June 1st.
2 The closure date for the end of the year
3 assessment is June 5th.

4 I want to tell you a little bit about
5 what we've already done to support the PARCC
6 rollout and successful next generation assessments
7 in general. One of the first things that we've
8 done over the last six weeks is we identified
9 points of contact from other divisions within OSSE
10 who could help support the PARCC implementation
11 effort. We identified a single point of contact
12 for every single LEA in the state that has sent
13 email communication introducing themselves that
14 has done proactive outreach to talk to them about
15 what their plans are, what they checked, what the
16 areas of concern are.

17 We have a specific protocol for how
18 issues and support that are coming back through
19 those ambassadors get leveraged up to people with
20 the subject matter expertise, both within OSSE and
21 outside of OSSE within Pearson and the PARCC
22 organization, and are committed to a 48-hour

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1 response time to policy questions, to issues, to
2 how do I do this thing best.

3 We have a second tier of ambassadors,
4 which is what I was referring to as subject matter
5 experts that are doing responses to the questions
6 and we have a targeted person focused on
7 accessibility and accommodations. There's another
8 one focused on test administration procedures.
9 We've got a person with expertise in the science
10 administration, who's leading that side of
11 science. We have folks with expertise in
12 technology so that we have very strong specific
13 subject matter knowledge that's supporting our
14 frontline, which is the PARCC ambassadors that are
15 doing tracked outreach.

16 And then finally, we're using the
17 questions and issues that are coming up from that
18 proactive outreach to LEAs to start producing a
19 set of frequently asked questions on the OSSE
20 website to make sure that that gets shared down to
21 each and every teacher in the District of
22 Columbia.

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1 In terms of the actual test
2 administration and integrity supports, on February
3 2nd and 3rd, we had a full day training for one
4 person per school. We had over 400 individuals
5 participate across those two days, including
6 technology coordinators and assessment
7 coordinators at individual schools and LEA-level
8 personnel.

9 On that day we focused on three core
10 things; we did test integrity training to raise
11 awareness about what the rules are and the do's
12 and don'ts of test integrity to go through the
13 actual process of how an assessment is
14 administered through PearsonAccess, and to do the
15 technical side of that, how is the technology
16 interacted with? What do you do when something
17 crashes while a student is taking it? So we had
18 more of a technology-centered afternoon and in the
19 morning, we had one that was more focused on
20 administration. The PearsonAccess' next platform
21 is the platform for both the PARCC assessment and
22 the science assessment.

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1 We've been doing similar trainings for
2 the NCSC platform and then also for the ELL
3 assessment platform, but those have been going all
4 year in smaller groups because the number of
5 teachers administering those assessments is
6 substantially smaller.

7 Additionally, we've had a weekly
8 administrative bulletin that we've been sending
9 out to LEA assessment coordinators and it's both
10 been a weekly update from the PARCC consortia
11 about progress on the test, technology changes,
12 and just making sure that people are kept abreast
13 of developments, but also using it as a way to
14 pushback all the policy and procedure information
15 that's been clarified, both through questions and
16 as decisions have been made to all LEAs to make
17 sure there's clarity and transparency into all of
18 that.

19 The issue of accessibility and
20 accommodations, which is a huge opportunity with
21 the PARCC assessment because the technology
22 enables a lot more opportunities in different ways

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1 for students to be able to interact with the test.
2 We've had two specific webinars that have been
3 focused on helping to support people doing this.
4 We even made a substantial investment into our
5 special education data system to be able to track
6 accommodation and accessibility-specific features
7 and to do those in a way that links to IEPs. And
8 then we have a single person that is dedicated to
9 helping with the personal needs profile, which
10 just describes for each and every student what
11 additional features they need to customize their
12 test to make sure that it's successful to them and
13 that is included in a webinar that we have going
14 on a little bit later this week, as is was a lot
15 of ongoing technical assistance and responses to
16 questions and concerns as if they've gone up in
17 helping to clarify things as people set this up.

18 In terms of technology readiness, we are
19 actually at the strongest end among states, in
20 terms of the number of students who are giving the
21 PARCC on computer. We have over 90 percent of the
22 students who are taking the assessment that way,

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1 including virtually all of DCPS.

2 LEAs have access to an online training
3 system that has training modules as well as the
4 infrastructure trial tool that I mentioned earlier
5 for folks to be able to simulate the technology
6 environment. We had the two half-day trainings
7 that included more than 400 folks that was
8 technology-centric and then we also have two
9 additional webinars that are being done over the
10 next week as the make-up for folks who didn't
11 attend the initial trainings, to walk through all
12 the steps in detail, involved in how does the
13 technology work and configured and what to do when
14 things don't go as expected.

15 Additionally, we have a Pearson direct
16 number for technical support that will walk
17 through each and every step of this configuration
18 process. And because of that, we've been
19 encouraging folks to start doing the simulations
20 now and to leverage the technical support now so
21 that by the time that we get to the test
22 administration, everyone will know how the

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1 computers work with the PARCC assessment and will
2 know if they don't, what the problems are.

3 And we have resources on hand to help
4 support if issues come up in the process of doing
5 that investigation. We had a coordination call
6 today with leadership to talk about how the Chief
7 Technology Office not only was supporting DCPS,
8 but how they potentially support charter schools
9 in being successful in administrating this despite
10 having smaller organizations.

11 During testing itself, we have enough
12 support and outreach environment that we're in the
13 process of putting a how to know who to call list
14 together to help people navigate it, but we have a
15 test integrity hotline that's used for reporting
16 incidents that potentially have test integrity-
17 related implications. We have a technical support
18 for dealing for both assessment test
19 administration questions, as well as helping to
20 support if Pearson isn't able to fully follow
21 through on the technology side issues.

22 As part of that, we have a person who's

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1 going to have their focus during test
2 administration just be doing oversight of
3 Pearson's technology support and helping people
4 navigate through that and escalate tickets if
5 necessary, to ensure that every issue that comes
6 up gets addressed and then we're in the process of
7 developing a monitoring plan and we will be
8 dispatching monitors to schools to help both
9 ensure test integrity and implementation of
10 approved test plans and also to learn things about
11 what our areas of challenge is so that we can
12 change our approach and improve practices going
13 forward.

14 Finally, we've been working to build out
15 more supports for parents and community
16 stakeholders. This is an area where we would
17 especially love ideas about how we can do this
18 better, but to date, we have been doing the
19 community meetings that were discussed earlier,
20 where PARCC is a central item.

21 We have a PARCC parent resources section
22 on the OSSE website, where we've been highlighting

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1 resources, both produced by PARCC and locally that
2 talk about example items, sample tests, and
3 understanding what the PARCC means for you as a
4 parent. We are in the process of planning out
5 several public service announcements related to
6 the PARCC assessment that will go out during the
7 PARCC testing season and we've also been producing
8 a monthly newsletter since September of last year,
9 related to assessment that we've been distributing
10 out to LEAs, who have been distributing it to
11 parents, including producing translated versions
12 to make sure that it's accessible.

13 In terms of ongoing test development,
14 while all this has been going on, we've also been
15 continuing to participate in the state leadership
16 group that makes core decisions for the PARCC
17 administration. Additionally, we as D.C.,
18 actually co-lead the overall test administration
19 in the systems group for the PARCC consortia as a
20 whole and have been participating in the task
21 force and working groups around ELA. I want
22 English language arts and literacy questions, math

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1 questions, and accommodations and accessibility
2 features.

3 Additionally, we have been continuing to
4 recruit District teachers and administrators that
5 have been participating in review of items over
6 the past three years. We've been sending groups
7 of stakeholders that are both regular participants
8 and then also folks who just want to participate
9 once to go review ELA and math items to weigh in
10 on whether or not they make sense. Is there any
11 risk of bias in any given question? And to help
12 ensure that the perspective of D.C.

13 educators is represented in the
14 formulation of the test overall.

15 Additionally, we will have D.C.
16 educators directly involved in the standard
17 setting and performance level setting process,
18 which will precede the proficiency level decision
19 that I mentioned earlier.

20 And finally, we've had teachers involved
21 in review of the results of the field tests from
22 across the country as a whole and will continue to

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1 have folks be involved in reviews as we begin to
2 get back results from the first summative
3 assessment.

4 This is a listing of resources. The
5 most important resource that we refer parents to
6 is the sample items, seeing what the questions
7 look like. Oftentimes, it both creates comfort
8 with what's coming and helps make it be a little
9 bit less scary, but we've also found that it's
10 raised for lots of parents questions about what
11 can I do to help my child do better on this
12 assessment, to help them understand that the
13 skills they need to have to help them be
14 successful at this. We've been trying to both
15 feed the resources the parents need through the
16 parent resources I mentioned earlier, but also use
17 that as an opportunity to have a new relationship,
18 hopefully be forged between schools and parents,
19 focused around how can we support all students in
20 being successful in what 21st century Common Core
21 success looks like.

22 That's what I've got, in terms of a

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1 general briefing of what we've done. I'd be happy
2 to answer any specific questions.

3 MR. JACOBSON: Thank you so much for
4 that detailed presentation. Obviously, there's a
5 lot of work that OSSE and the Board needs to do to
6 make sure that the families understand the move to
7 PARCC, what it means in terms of the assessments
8 and everything, and we look forward to working
9 with you on that.

10 At this time, we'll entertain questions
11 from Board members. I'd like to three-minute
12 rounds, if possible. Any objections?

13 (No response.)

14 Wonderful. Anyone on this side of the room? Ms.
15 Wilson-Phelan.

16 MS. WILSON-PHELAN: Thank you so much.
17 I just have a very quick question. My concern is
18 a lot more related to what happens after the
19 assessments come back because we have seen the
20 "freak out" effect. So you don't have to address
21 it right now because I know that you have a number
22 of fires you're trying to put out, but is somebody

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1 thinking about to prep that in the fall to over
2 the summer?

3 MR. NOEL: Yes. There's work going on
4 with that and I think we've come to the conclusion
5 that the first part of that conversation that we
6 can have now is that the assessment is designed to
7 task college and career readiness. We know from
8 the National Student Clearing House something
9 about how are our students being successful once
10 they leave our districts and go into post-
11 secondary institutions. And we should talking
12 about a) what that looks like right now, and b)
13 what can we do to help improve those sets of
14 numbers and to help support our students in being
15 more successful.

16 MS. WILSON-PHELAN: And to your point, I
17 do think some of the issues that have been raised
18 by the Board members are associated with what is
19 the impact associated with the kinds of
20 interventions you're making, whether it's the
21 learning networks or using data to being targeted
22 interventions is going to cause some of that

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1 challenge.

2 We do know already a lot of the data
3 associated with college completion in our
4 population here in D.C., so it shouldn't be a
5 tremendous surprise that they actually have a test
6 that validate it, but then there's going to be
7 outrage and people are going to feel like we're
8 not doing anything about it. So to the extent
9 that all of these come together in a beautiful
10 manner, whether it's report changes that are a
11 little bit more refined and using the data to
12 portray it to parents in a way that is more than
13 just an average, you know, things like that. And
14 I would love to partner with you in thinking
15 through what would be useful to my community.

16 MR. NOEL: Part of the reason why we
17 keep trying to tie PARCC to the waiver in the
18 conversations is we still haven't done this as
19 successful as we should and as we need to yet is
20 because PARCC will help tell us where we have
21 challenges. What are the specific skills that
22 students are not getting right now? And the

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1 waiver should be where we say "so what." Here's
2 what we're going to do about that to ensure that
3 all of our students can leave our schools
4 successful and ready for college. That's the
5 challenge to us, is to build out the robust so
6 what, here's what we're doing.

7 MS. WILSON-PHELAN: Again, I would just
8 echo what people have mentioned earlier, where I
9 do feel like this set of people in front of you
10 spends a lot of time listening and talking with
11 members of the community and based on what I've
12 seen so far and how you're explaining the waiver,
13 it's really hard for people to get their heads
14 around it, even someone like me, who is a person
15 in the State of Ed.

16 So to the extent that we can help
17 translate all of this, I know you're putting out
18 fires right now, so I can see why -- that requires
19 that we get stuff way in advance, for example, so
20 that we could actually modify it, but maybe over
21 the summer, if there's more time, we can work on
22 that collectively.

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1 MR. NOEL: Thank you.

2 MR. JACOBSON: Ms. Lord.

3 MS. LORD: Thank you. I echo the
4 comments of my colleague from Ward 1 with the
5 concern about the messaging and what the purpose
6 of all this testing is for, which is to make sure
7 our kids are prepared for success in the next step
8 after graduation.

9 So my question is in the spirit in the
10 messaging. If we're starting the PARCC trials on
11 March 2nd and wrapping up March 1st (sic), that
12 seems like an awful lot of time spent in and
13 around the testing space. Have we gotten any
14 feedback from schools about the disruption to the
15 curriculum and the learning that's supposed to be
16 taking place in schools?

17 In other words, it seems very hard to
18 counter that there is too much testing when we've
19 got basically two months set aside for testing.
20 And then the second point is, I've heard, as I'm
21 sure you have too, concern about the developmental
22 appropriateness of training kids to use keyboards

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1 in second grade so that they will succeed in third
2 grade. How have we approached that?

3 MR. NOEL: So on the developmental
4 keyboarding issue, that's been a concern of the
5 PARCC consortia from the beginning. There is a
6 research study that is underway that is a three-
7 year study, but they kicked it off with the field
8 test that happened last fall, looking at how
9 different are things when students do some paper,
10 some computer, or just do paper or just do
11 computer and looking at are their challenges in
12 terms of developmental appropriateness and what,
13 if anything, do we need to do about items.

14 The results from that so far have looked
15 good, but I think there's a lot more that we need
16 to see and a lot of questions we need to ask. I
17 think one of the core things that has come up,
18 locally, in terms of this conversation is how can
19 students also be prepared with scratch paper and
20 take advantage of that appropriately, along with
21 the computing environment to write, which includes
22 the fact that students can do initial composition

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1 on a piece of paper. That is entirely allowable
2 in a computer-based test environment, and then
3 transfer that from paper into the computer and
4 then do editing in the computer, which is
5 something that many students are more familiar
6 with, in addition to doing their initial
7 composition within a computer environment.

8 On the issue of the overall testing
9 time, one of the challenges for us is that there
10 is a lot of flexibility in the scheduling this
11 year that hasn't been there historically. With
12 CAS we said every school, we don't care when you
13 plan spring break, these are the two weeks,
14 everybody gets done during this time period. And
15 here we've said, you know what?

16 Out of school or not, you pick when you
17 start because the computers give us that
18 flexibility. And you know what? You might not
19 have enough computers for every student, so while
20 an individual student's test time might be very
21 similar to what it's been before, it might be that
22 you test fourth grade this week and fifth grade

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1 next week, and sixth grade the week out, so that
2 sort of spacing has meant that while there may be
3 more test window time, that it's not necessarily
4 more testing for an individual.

5 I think one of the core differences that
6 we need to recognize is that it does seem that,
7 particularly for grades that didn't use to have a
8 writing assessment, that the PARCC assessment, at
9 least the maximum time, is longer than what was
10 previously scheduled by many students.

11 But there's a corollary to that, which
12 is that we are now expecting all students to write
13 every year, as opposed to having it so that we had
14 only three writing assessments that happened
15 during the course of the student's career that
16 were done at the state level and everything was
17 simply an assessment of reading. That is a
18 tradeoff and it's a policy issue, but it's one
19 that the question has come in that way.

20 I think we've done, to the extent, what
21 we can to produce that by doing things like having
22 us be a no stakes year so that people can

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1 hopefully focus less on trying to build out that
2 sort of operational proficiency and more on just
3 doing good instruction and seeing how that
4 translates. But I think there is a limit to how
5 much we can do that and it's probably not as much
6 as it could be, in terms of an impact on things.
7 It is certainly our hope, and I think it's
8 everyone's hope that after a little bit of
9 familiarity with this assessment that we'll be
10 established this year by us being 90 percent
11 computer-based. That the amount of time that that
12 takes will be a one-time investment and not
13 something that continues over time.

14 MS. LORD: Just bear with me. So you
15 mentioned the amount of time an individual student
16 would be taking the assessments is not two months'
17 worth. Do we have an approximation for
18 essentially how many hours a student will be
19 spending taking a test?

20 MR. NOEL: We do. I apologize. I don't
21 have that with me tonight, but I will send that
22 back to you. I'm sorry; this actually came up at

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1 one of the community meetings that we had this
2 week, for the first time, among the community
3 meetings I've been to. So we will send that as a
4 follow-up and break that out between the
5 performance-based part of the end-of-year so that
6 you can see that.

7 MS. LORD: And then just one quick one
8 of the test security. If the LEA school systems
9 are staggering when they're giving the test and
10 which test they're giving, how do you ensure the
11 integrity of the questions that people say on, the
12 answer to Question 5 is --

13 MR. JACOBSON: And if you can keep your
14 response brief, please.

15 MR. NOEL: Sorry. So CAS used to have
16 only two different forms per test and so there was
17 only two different versions of No. 5. With PARCC,
18 there's a whole lot of different No. 5's because
19 there are a whole lot of different versions of the
20 test for the grade and subject. There are a lot of
21 different third grade ELL assessments that make it
22 different and we're going to be spending a lot of

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1 time in schools, both observing the test as well
2 as making sure we keep an eye on social media and
3 other forms to make sure that if such sharing
4 happens that we do something about it.

5 MR. JACOBSON: Thank you. And if we
6 have additional questions, may we submit those in
7 writing?

8 MR. NOEL: Yes.

9 MR. JACOBSON: Ms. Wattenberg.

10 MS. WATTENBERG: Thanks. First, this
11 was very reassuring. I have been getting lots of
12 impressions as I passed onto you, especially from
13 school people who are worried that the computers
14 weren't going to be there and the Wi-Fi wasn't
15 going to work, so this is very, very reassuring
16 and I will pass that on.

17 I want to say something about the
18 communication, which as you say, it's not all it
19 could be or needs to be and I understand that.
20 Actually, this week, put together a webpage on it,
21 so I have to go on everybody's else's site to sort
22 of see what was there and I do think the sample

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1 questions and the sample tests are great and
2 parents really like that.

3 One thing that I would urge, and I don't
4 know if you're in a position to do this or the
5 LEAs to do it, but to get it up on the websites
6 and the schools because that's what parents look
7 at.

8 There are sort of two levels here; one
9 is the school people who have been very nervous
10 about the infrastructure and then the second is
11 that the parents are very nervous about a lot of
12 other things. And the parents, they're not to go
13 to websites of anybody very often, but they do
14 look at their own school websites.

15 They get their own schools listeners
16 and I do think that's an opportunity, you know, if
17 there was a sort of a paragraph a week that could
18 just shoot out and be up in schools. I think it
19 would go a long way. And it would help later on
20 with this messaging about the rigor. There's been
21 one thing I've been saying to people is yeah, it's
22 a harder test. That's what we've been saying,

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1 it's a harder test and if it's a harder test, the
2 scores are going to be lower. I think that's what
3 you're saying.

4 MR. NOEL: I will start working with
5 schools tomorrow morning with regard to that.

6 MS. WATTENBERG: Thanks a lot. I mean,
7 I know it's a huge amount. It's a huge amount.

8 MR. JACOBSON: Do Board members have
9 additional questions? Ms. Anderson.

10 MS. ANDERSON: Yes. Thank you for
11 presenting this. My question, though, is will you
12 be conducting any, I guess, a case failure
13 approach to obtain some qualitative data about how
14 the tests were received in the school, in terms of
15 those kinds of aspects that have to do with how
16 students respond to the kinds of things happening?

17 MR. NOEL: So in terms of the
18 qualitative data, we're going to do what we can.
19 We've gotten a tremendous amount of qualitative
20 data around the alternate assessment. We've
21 administered pilots twice now and part of what we
22 saw on that is that we need to make modifications

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1 to the consortia's directions and approach to have
2 something that students could engage with
3 properly.

4 I think we're hoping to take the folks
5 who have done that sort of engagement and
6 oversight with the alternate assessment and have
7 them do training for our people who are going to
8 go out and do onsite monitoring during this year's
9 assessment so that we can get retro data.

10 Historically, our monitoring forms that
11 people have filled out have been largely
12 checkboxes of questions like, do you see this? Do
13 you not see this? And I think we're trying to
14 find a way to get some of the richer qualitative
15 data, particularly around student engagement,
16 classroom environment and how that sort of
17 affecting the actual school piece.

18 And then I think we feel that there is a
19 need to do more to have discussions with students
20 after this is over to learn from that and get
21 their perspective on what happened and hopefully
22 get some measured data from that.

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1 In terms of the test security piece, in
2 terms of ensuring the security of the test, it's
3 going to be a new thing. We've been doing a lot
4 of things to prepare for the fact that instead of
5 getting erasures, we're going to get data on when
6 did this question get clicked and did this
7 question get clicked and did it take someone 10
8 seconds to get all the hard questions right in a
9 row and things like that. There will be new data
10 for us to deal with that will help ensure that we
11 have what may be better information on the
12 security front. I think there has not been a
13 great deal of training about the actual
14 environment management, with the exception of the
15 two four-day trainings that I mentioned, at the
16 beginning February, where there's a lot of
17 specifics on how the environment needs to be
18 managed and the expectation and that there is
19 follow-up to make sure this happens. That we do
20 this training for one person for every school and
21 that the schools then repeat that trend for every
22 teacher who is going to oversee test

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1 administration within the school so that it does
2 get down to a teacher level, to some extent.

3 I think we're going to learn new things
4 this year that will modify that training for next
5 year, but I think we've done some, at least, to
6 ensure that there is some awareness about do's and
7 don't's. I think the technology will be a new
8 challenge for folks.

9 MS. ANDERSON: One thing I'm
10 particularly interested in finding out is whether
11 the new testing modality -- how it affects those
12 students who traditionally have not done well on
13 tests. Some will say there may be a way to
14 mitigate that, but in other cases, it may be
15 something that might expand and exacerbate in
16 time. So I guess that's kind of data -- you would
17 find out that there's certain conditions that
18 you'll find in the computerized testing
19 environment that it increasing a student's anxiety
20 level or students resist to that kind of testing,
21 but there are things that maybe there would be a
22 problem in that regard.

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1 MR. NOEL: We will definitely look at
2 that. And in terms of the type of engagement,
3 like one of the things we're hoping will come out
4 of this is that we get better information from
5 students who repeated a grade in high school.
6 Those have traditionally been the worst accuracy I
7 terms of test score measurements. That once a
8 student has repeated 9th grade, by the time they
9 get to 10th, there is much less seriousness in the
10 engagement with the assessment and I think we're
11 hoping we can get better information on students
12 on a variety of tracks coming out of this process.
13 I hope I'll have some information on that by the
14 summer.

15 MR. JACOBSON: Any other Board members
16 have questions? Mr. Williams.

17 MS. WILLIAMS: I don't have any
18 questions. I just want to thank you, OSSE, for
19 all the work and energy that I see you're putting
20 into this process. I think most of us feel that
21 while it's not a perfect process at the moment,
22 that we will continue to work to make it better

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1 and I want to thank you for your time and energy.

2 MR. JACOBSON: And I just had two really
3 quick things. At the community forum last week,
4 the question was asked about the interactive
5 components of PARCC, the videos, the pictures,
6 those types of things that are a little more
7 interactive and how that might engage some of
8 these students that don't really like the bubble
9 test or really don't pay attention to the bubble
10 test. Can you talk for, I don't know, 60 seconds,
11 about what you're seeing, in terms of engagement
12 on the interactive components of
13 PARCC?

14 MR. NOEL: So in the field test last
15 year, there was a substantially higher engagement
16 than there has been, historically, in most states
17 with a paper-based assessment. And the level of
18 engagement was noticeably higher for the
19 technology enhanced items and that's both items
20 that have pictures and photos and video and audio
21 for students to react to, but also the ones that
22 instead of saying a, b, c, d, it's put these

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1 things in order, build a triangle out of these
2 shapes and figure out how to measure this
3 particular item.

4 Those sorts of interactive questions
5 showed much higher degrees of student engagement
6 in the work that we saw in the field test and an
7 intensive observation for those. And I think
8 we're hoping to see that also in the actual
9 implementation of the assessment.

10 MR. JACOBSON: Wonderful. That's great
11 to hear and we'll be eager to hear more about that
12 as this test rolls out. The last question I have
13 is regarding the science assessment. I think you
14 said that D.C. now will be the first to have a
15 science assessment that is aligned with next
16 generation science standard; is that correct?

17 MR. NOEL: Yes.

18 MR. JACOBSON: Okay. I'm really excited
19 about that and a bit trepidatious at the same
20 time. Are students getting (indiscernible) for
21 this or how is quality testing going?

22 Can you give us about 60 seconds on

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1 that?

2 MR. NOEL: So we have actually
3 contracted with a large number of the folks who
4 were involved in creating the next generation
5 science standards in the first place to help build
6 on some work that they've done in building
7 formative assessments in use in some other states
8 to help see our students learning as we do units,
9 to build a first summative assessment.

10 There has been historical research in
11 lots of places, nationally, that shows having good
12 assessment data helps people adapt to doing a
13 standards change. And so it's our hope that by
14 moving relatively quickly on this that we will be
15 providing information without stakes attached from
16 this year's assessment that help teachers
17 understand what parts of their adaption to next
18 generation science standards have gone well and
19 what parts may need additional work in terms of
20 curriculum. I think that we are nothing but
21 excited about the fact that we're confident the
22 items on this year's science assessment are

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1 substantially higher quality than those that have
2 been a science assessment previously given in the
3 District of Columbia.

4 MR. JACOBSON: Wonderful. Any other
5 questions or comments from Board members? Go
6 ahead, Ms. Lord.

7 MS. LORD: Just a quick one. One of the
8 suite of assessments that comes with PARCC is the
9 diagnostic test that teachers could administer
10 that would show -- get at that range of whether
11 their students are reading at a third grade
12 through eighth level. Are we still planning to
13 have that as part of our offers and is there some
14 way of having that administered twice so you could
15 see the individual student growth? Because a
16 diagnostic at the beginning could be a summative
17 at the end of the year.

18 MR. NOEL: So that's a beautiful tool
19 that unfortunately, didn't get completed with all
20 the bugs out for this year or for any other PARCC
21 consortia states, but will be available next fall.
22 And it's designed to allow a teacher to say I want

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1 to assess this, this, this and this standard that
2 I just finished teaching over the last month,
3 produce an appropriate assessment for this
4 student, takes those results and helps identify
5 which standard showed progress or showed growth
6 from the last time it was given. So it could be
7 used once, it would be used more than once. It
8 could be focused on what lessons were taught in
9 this classroom within the last two months or it
10 could be a standardized program across the school.

11 So it's a very flexible tool. It's
12 going to need a lot of support from schools to be
13 used effectively and to not be another contributor
14 to excessive testing, but I think there's a
15 potential strong opportunity there to have a
16 really useful for instruction tool. And again, I
17 think we're looking to that as a model for what we
18 need to do on science as well. And we're already
19 trying to think about how the staff have to help
20 support that be used effectively by schools.

21 MS. LORD: Just to make sure I'm
22 understanding, this could be used for say, a high

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1 school student who is reading well below grade
2 level for an eighth grader or is this something
3 different? Or is this in the course of teaching,
4 you see if your kids are meeting the standards?

5 MR. NOEL: So it can do both of those
6 functions, but the first rollout for next school
7 year will be for grades two through eight. So it
8 does not include the high school coursework, at
9 least not at this time, but it will cover from
10 second grade through eighth grade and it can be
11 either to place the student piece that you
12 mentioned or it can be do an assessment of
13 instructional component.

14 MS. LORD: Okay. Great. Thank you so
15 much for clarifying.

16 MR. JACOBSON: Great. I want to thank
17 our friends from OSSE from coming and presenting
18 tonight. We learned a lot. It was a deep
19 conversation. Obviously, there are some follow-
20 up things from Board members who may have some
21 additional questions on PARCC or the waiver. You
22 can direct your written questions to our executive

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1 director by close of business Friday so that he
2 can compile those and send those to OSSE and we
3 can make sure that we have a good turn around on
4 giving our questions and receiving our answers.

5 With that, thank you all for stopping by
6 today. We have one more housekeeping issue, which
7 is creation of committees. All of you should've
8 received an email, Board members should have
9 outlining a couple of committees that we're going
10 to be creating, including rosters for those
11 committees.

12 I'm going to propose that tonight we
13 focus on just three committees. The Competency-
14 based Learning Committee, the Closing the
15 Achievement Gap Committee, and an ESEA Waiver
16 Committee. We'll come back to the College and
17 Career Readiness Committee once we have that
18 roster filled out. But I'm just going to read
19 these into the record so that they're there.

20 The Competency-based Learning Committee
21 will be chaired by Laura Wilson-Phelan, with Board
22 members Mary Lord, Karen Williams, and Ruth

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1 Wattenberg rounding out the committee. Is there
2 any other Board member that would like to join
3 that committee?

4 (No response.)

5 Then we will move onto the second committee,
6 closing the Achievement Gap. The chair will be
7 Tierra Jolly from Ward 8, with Board members
8 Kamili Anderson, Ruth Wattenberg, Joe Weedon,
9 Brian Contreras, and Betel Asfaha, rounding out
10 the committee. Anyone else that would like to
11 join that?

12 (No response.)

13 The third and final that we're going to approve
14 this evening will be the ESEA Waiver Committee
15 chaired by Ruth Wattenberg from Ward 3, joined by
16 Mary Lord, our at-large member. Are there any
17 other Board members that would like to join that
18 committee?

19 (No response.)

20 There's also going to be a College and Career
21 Readiness Committee. We're going to work in
22 flushing that out a little bit more before we

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1 finalize it. So I'm going to entertain a motion
2 to create these committees, as read into the
3 record.

4 MS. WILSON-PHELAN: Motion to create
5 those committees.

6 MS. JOLLY: Second.

7 MR. JACOBSON: Is there any discussion?

8 (No response.)

9 Hearing none, all those in favor, please say
10 "aye.)

11 (Whereupon, Board members collectively
12 respond "aye.)

13 MR. JACOBSON: Any opposed?

14 (No response.)

15 MR. JACOBSON: Any abstentions?

16 (No response.)

17 Wonderful. We will get information about that out
18 to our stakeholder partners. I know OSSE was very
19 interested in this.

20 The committee assignments, as was the
21 deputy there for education, I got a special email
22 from her asking about our committee creations and

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1 our process. So we will work on getting that out
2 as soon as possible.

3 We've also discussed by email forgoing
4 closing statements, but allowing Board members an
5 opportunity to make special announcements. We
6 will move to that portion of the agenda now.

7 I think Ms. Lord had a couple of
8 important announcements she's like to share.

9 BOARD ANNOUNCEMENTS

10 MS. LORD: Thank you for indulging me.
11 There are two very important science-related
12 opportunities for students coming up. One is the
13 National Youth Science Camp. This is a very
14 prestigious, almost four-week summer camp program
15 in West Virginia, and 2) graduating high school
16 seniors from the District of Columbia can apply to
17 represent our city at this camp.

18 The deadline for applications is March
19 1st. You can go to apply at NYSC, for National
20 Youth Science Camp, dot org. (nysc.org). This is
21 a huge honor. It's a life-changing experience.
22 Everybody comes back to Washington for a few days

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1 to hobnob with the swells on Capitol Hill. So if
2 you know a young person, you don't have to be the
3 intel science genius, this is for students whose
4 love of science, technology, engineering and math
5 is such that they would really benefit from this
6 and I really hope that as many students will apply
7 as you can possibly have.

8 And the other one is on February 28th,
9 to mark National Engineer's Week. The National
10 Building Museum is hosting an all-day family
11 engineering day. And if you like making slime or
12 testing paper airplanes in a wind tunnel or
13 meeting astronauts, this is the place to go. It's
14 10 to 4:30. I believe it's a Saturday. Check out
15 National Engineer's Week. There are a lot of
16 activities going around in our universities. I
17 think Howard is hosting something. So that's
18 really good.

19 And then I just want to give a shout-out
20 to One World Education and the fabulous launch of
21 the college and career fair, writing fair and I
22 and my colleagues from Wards 1 and 6 judged last

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1 week. This was an amazing example of young people
2 who not only saw college as the key to their
3 future success, but thought deeply about what
4 things colleges could do to make that transition
5 real successful, from allowing students to choose
6 their roommates to increasing -- offering federal
7 financial aid for undocumented immigrants of which
8 we had two outstanding representatives.

9 So I just wanted to say, now that we're
10 moving into an era where we're testing writing
11 every year, the true test of writing was what
12 those young people did. Just about every high
13 school in our city was represented and my
14 favorite, of course, was the young lady from
15 Eastern High School who wants to become a
16 journalist. So good luck with that. So thanks
17 for indulging me in these public service
18 announcements.

19 MR. JACOBSON: Wonderful. Thank you for
20 sharing. Mr. Weedon from Ward 6.

21 MR. WEEDON: I'd just like to put out
22 the reminder that on Saturday, I'll be partnering

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1 with our friends from OSSE for an information
2 session on the ESEA waiver. That will take place
3 at the Stuart-Hopson Middle School, beginning at
4 10:00 a.m.

5 MR. JACOBSON: Thank you so much from
6 Ward 2 for engaging and trust that Ward 6 will be
7 similarly interested in the community.

8 Any other Board member announcements?
9 Ms. Jolly from Ward 8.

10 MS. JOLLY: I just wanted to announce
11 that on March 7th I will also be co-sponsoring a
12 meeting with OSSE to discuss the ESEA waiver.
13 Again, it will be March 7th at the very beautiful
14 Ballou High School. I will make sure, though, to
15 keep my constituents informed, both on social
16 media and my new website. Thank you.

17 MR. JACOBSON: Wonderful. And I think
18 OSSE, is listing all of these on their website as
19 well.

20 Ms. Wilson-Phelan from Ward 1.

21 MS. WILSON-PHELAN: So I'd also just
22 join in that I have also be co-sponsoring, on

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1 February 28th at Next Step Charter School,
2 starting at 10:00 a.m. And there are two others
3 in Ward 1 and they are listed on my new website,
4 which is www.wardoneeducation.org. I encourage
5 all of my constituents and other interested
6 parties to visit.

7 MR. JACOBSON: Wonderful. Any other
8 announcements?

9 (No response.)

10 If none, I would entertain a motion to adjourn.

11 ADJOURNMENT

12 MS. LORD: So moved.

13 MR. JACOBSON: Second?

14 MS. WILSON-PHELAN: Second.

15 MR. JACOBSON: All those in favor?

16 (Whereupon, Board members collectively
17 respond "aye.")

18 MR. JACOBSON: And we're adjourned.

19 Thank you.

20 (Whereupon, at 7:16 p.m., the
21 Public Meeting was adjourned.)

22 * * * * *

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1 CERTIFICATE OF NOTARY PUBLIC

2 I, GERVEL A. WATTS, the officer before whom the
3 foregoing meeting was taken, do hereby certify
4 that the testimony that appears in the foregoing
5 pages was recorded by me and thereafter reduced to
6 typewriting under my direction; that said meeting
7 is a true record of the proceedings; that I am
8 neither counsel for, related to, nor employed by
9 any of the parties to the action in which this
10 meeting was taken; and further, that I am not a
11 relative or employee of any counsel or attorney
12 employed by the parties hereto, nor financially or
13 otherwise interested in the outcome of this
14 action.



18
19
20
21

A large, bold, handwritten signature in black ink that reads "Gervel A. Watts". The signature is written in a cursive style with a prominent initial 'G'.

22
23

GERVEL A. WATTS
Notary Public in and for the
District of Columbia

24 My Commission expires: February 14, 2019

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