



**State Board of Education Resolution
On the Implementation of Working Group Proposals
SR19-7**

WHEREAS, the State Board is committed to facilitating research aimed at increasing public awareness and understanding of the quality of public education in the District of Columbia and supporting its improvement, especially for our most vulnerable students;

WHEREAS, the District of Columbia’s teacher turnover rate of 25 percent is higher than the national average and the rate at our highest-poverty schools is even higher, at roughly one-third each year;

WHEREAS, evidence shows that high-quality teaching develops over time; that strong school culture, strong relationships between and among staff and families, and other outcomes associated with longer teacher retention benefit students; and that constant churn hurts it;

WHEREAS, national reports have suggested that many students, disproportionately those who are black, brown and/or low-income, are not getting a full, rich curriculum beyond English Language Arts and mathematics instruction; that these students often receive and complete school assignments that ask less of them; and that these less rigorous, narrower assignments are one reason that their achievement is lower;

WHEREAS, only one in three District students are proficient in reading comprehension, and one key pillar of comprehension is strong background knowledge built from exposure to and instruction in social studies, science, and the arts;

WHEREAS, reading and math skills alone are not sufficient for success in college careers and life, and whereas the Every Student Succeeds Act calls for every student to receive a well-rounded education, including robust instruction in social studies, science, and the arts;

WHEREAS, the District of Columbia’s academic standards establish rigorous, grade-level benchmarks in math, English Language Arts, social studies, science, and the arts, all of which are important for District students’ preparedness for college and careers;

WHEREAS, the State Board convened four working groups—on teacher retention, well-rounded education, research, and social studies standards—to consider these issues and propose relevant projects for the State Board to pursue;

WHEREAS, having met on a regular basis throughout 2019 the working groups have developed recommendations and suggested priorities for the consideration of the State Board;





WHEREAS, these and other proposals were considered by State Board members at multiple working sessions and working groups of the State Board, and;

WHEREAS, these proposals are now contained in the State Board project plan attached to this resolution.

NOW THEREFORE BE IT RESOLVED, that the State Board undertake the following work, per the State Board project plan:

In the area of teacher retention:

- Survey former teachers in traditional public and public charter schools to better understand the causes of teacher turnover in the District and especially the disproportionately high rate of teacher turnover at schools with higher percentages of at-risk students.
- Survey current teachers about their motivations for staying at their schools, factors influencing their decisions, and recommendations for increasing teacher retention.
- Pursue a statewide policy for the collection and public reporting of standardized data on teacher turnover.

In the area of state education standards undertake research to:

- Understand the extent to which PK–5 students are exposed to and taught state standards, with a special focus on exposure to social studies, science, and the arts, through a review of school schedules and surveys and/or focus groups of teachers and principals.
- Understand the extent to which students across the city are exposed to comparable, grade-level assignments and demonstrate comparable work in those assignments, especially in English Language Arts, and do so in consultation with an advisory group representing key stakeholder groups.

In the area of measuring school quality:

- Prepare a report on high school growth based on State Board hearings and research and a research review of how school quality is measured, alternative ideas and options for such measurement, and the strengths and weaknesses of these measures.

In the area of social studies:

- Develop a multi-year work plan, including extensive collaboration with OSSE and a diverse set of stakeholders, that will ultimately result in revised and updated state social studies standards for the District that are culturally inclusive and anti-racist, impart important social studies content in the early grades, strengthen student knowledge of democratic principles and values, and promote civic engagement.
- Design a process, including anticipated budget and staff needs, for selecting advisory group and writing group members, and leading the groups through the review, revision, and drafting of updated state social standards that can be considered by the State Board for potential adoption in the beginning of the 2022–23 school year.





- Convene a Social Studies Standards Advisory Group to support this effort in 2020; and, assuming adequate staffing, convene a Social Studies Standards Writing Group in 2020.

BE IT FURTHER RESOLVED, that across these efforts, the State Board will work to engage stakeholders as advisors, whether informally or through formal advisory groups, with the goal of incorporating diverse perspectives into research efforts;

BE IT FURTHER RESOLVED, that as appropriate, the State Board may pursue multiple projects through the same mechanisms, such as a single survey of teachers on multiple issues or an advisory group designed to provide information or feedback on multiple issues.

Date Adopted: July 17, 2019 Signed: 

