

**COUNCIL OF THE DISTRICT OF COLUMBIA
COMMITTEE OF THE WHOLE
COMMITTEE REPORT**

1350 Pennsylvania Avenue, NW, Washington, DC 20004

DRAFT

TO: All Councilmembers

FROM: Chairman Phil Mendelson
Committee of the Whole

DATE: March 5, 2019

SUBJECT: Report on PR 23-67, “Chancellor of the District of Columbia Public Schools Dr. Lewis D. Ferebee Confirmation Resolution of 2019”

The Committee of the Whole, to which Proposed Resolution 23-67, “Chancellor of the District of Columbia Public Schools Dr. Lewis D. Ferebee Confirmation Resolution of 2019” was referred, reports favorably thereon, and recommends approval by the Council.

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I. BACKGROUND AND NEED

The purpose of Proposed Resolution 23-67 is to confirm the appointment of Dr. Lewis D. Ferebee as the Chancellor of the District of Columbia Public Schools (DCPS). Dr. Ferebee is currently a Ward 6 resident.

Mayor Bowser announced in early December 2018 that she would nominate Dr. Ferebee as DCPS Chancellor. Because this was near the end of Council Period 22, she waited until January 7, 2019 to submit the legislation for Council consideration. Subsequently, the Committee of the Whole held three hearings (“roundtables”) jointly with the Committee on Education. Additionally, the Chairman of the Committee of the Whole traveled to Indianapolis and interviewed representatives of eight stakeholder organizations to understand the nominee’s record with the Indianapolis Public Schools (IPS).

Earlier this year, a Washington Post article summarized Dr. Ferebee thusly: “Ferebee built a national reputation for collaborating with charter schools and disrupting the status quo as he

overhauled Indianapolis's approach to public education."¹ This reputation has caused some education advocates in Washington, D.C. to fear that Dr. Ferebee would favor charters over DCPS and disrupt the slow but steady progress DCPS has made over the past decade.

However, Dr. Ferebee's testimony before the Committee and interviews with Indianapolis stakeholders strongly suggest these fears are unfounded. Dr. Ferebee made clear to the Committee that he is fully committed to DCPS and will build upon the progress it has made. Moreover, Dr. Ferebee is widely viewed to have been a collaborator and coalition builder in Indianapolis (although there was some criticism that Dr. Ferebee fell short on parent engagement related to school closings and school conversions). Both the testimony and our interviews have convinced the Committee that Dr. Ferebee intends to be a leader of DCPS, not a facilitator for charter schools.

Dr. Ferebee has demonstrated to the Committee both a broad understanding of the pedagogical challenges confronting urban school systems and a sincere commitment to closing the achievement gap (which he called the "opportunity gap") between black and white students. Further, both his testimony and his IPS record convey a firm belief in school autonomy. The Committee shares this view: that quality schools must have substantial autonomy to succeed.

The Committee believes Dr. Ferebee will move DCPS forward, the District will see continued progress in raising test scores, and the achievement gap will close. What remains to be seen, however, is how far and how fast this progress will occur.

Dr. Ferebee has a Bachelor of Arts in Elementary Education from North Carolina Central University, a Master of Arts in School Administration and Supervision from The George Washington University, and a Doctor of Education in Educational Leadership from East Carolina University. He began his career in education as an elementary teacher, teaching third, fourth, and fifth grades during his tenure in Newport News, Virginia. From there he became an assistant principal in Granville County Schools in Creedmoor, North Carolina, and then the principal of Fairview Elementary School in High Point, North Carolina and of Otis L. Hairston Senior Middle School in Greensboro, North Carolina. In 2007, Dr. Ferebee became an Area Superintendent within Guilford County Schools and was responsible for managing and serving as the chief instructional leader of 13 middle schools. He was promoted to Regional Superintendent in 2009, and his portfolio expanded to cover elementary, middle, and high schools within shared feeder patterns.

Between 2010-2013, Dr. Ferebee served as Chief of Staff for Durham Public Schools (DPS). In this role, he was DPS's chief officer for academics and operations, overseeing a school system with 56 schools and a budget exceeding \$451 million. During his tenure at DPS he worked to ensure teacher support through curriculum coaching and by fostering professional learning communities. Additionally, Dr. Ferebee was responsible for acquiring almost \$10 million in federal funds to assist in school reform efforts, as well as for developing and implementing a magnet school plan that allowed for relevant and high-interest course offerings. Further, under Dr. Ferebee's leadership, DPS's four-year graduation rate rose from 69.8% to 77%, its elementary

¹ Perry Stein, *Can Lewis Ferebee Turn Around DC Schools?*, WASH POST, A-1, available at <https://www.pressreader.com/>.

math proficiency increased by five percent, elementary and middle science proficiency increased by over seven percent, and high school proficiency rose by about six percent. Also, the number of schools designated as low-performing by the state went from five to zero.

For the past five years, Dr. Ferebee served as the Superintendent of Indianapolis Public Schools (IPS). During his tenure at IPS, he created a teacher evaluation system with buy-in from the teachers; established the Indianapolis Public School Business Alliance, thereby advancing workforce development and corporate partnership as IPS strategic priorities;² and implemented school-based budgeting which provided schools with more autonomy over their budgets (while still ensuring equity throughout IPS through transparency). Dr. Ferebee expanded arts education, dual language opportunities, and project-based learning.³ Dr. Ferebee also created “innovation schools,” entirely autonomous schools that operate within IPS boundaries. These schools have academic and financial freedom; each is its own nonprofit; but each is accountable to IPS for results. The closest analogue in Washington D.C. is Duke Ellington School of the Arts.

Although these reforms are significant, graduation rates rose but not dramatically, and the achievement gap widened.⁴ Additionally, test passage rates dropped in the majority of IPS schools in 2018.⁵ Moreover, during Chairman Mendelson’s visit to Indianapolis, he spoke with individuals who expressed concern with Dr. Ferebee’s performance while heading IPS. Specifically, the Director of University/Community School Partnerships at Indiana University-Purdue University Indianapolis and a member of the IPS Community Coalition were very critical of Dr. Ferebee’s interaction with parents and his commitment to school community engagement.

Yet other individuals from Indianapolis with whom Chairman Mendelson spoke indicated that Dr. Ferebee empowered educators at the school level, provided autonomy for decision-making at the local school level, and moved resources and autonomy closer to students. A union leader described him as collaborative and a fighter for better teacher pay and more classroom resources. Others indicated that Dr. Ferebee’s greatest strength was creating partnerships proactively. For instance, both the business and philanthropic communities had turned their backs on IPS, but Dr. Ferebee gained their support. The Indiana State Legislature was favoring charters and taking over IPS schools but that stopped under Dr. Ferebee because of the trust he built. Indeed, during Dr. Ferebee’s tenure, the growth of charter schools halted, and significant philanthropy has been redirected to IPS. Perhaps the ultimate measure of Dr. Ferebee’s skill is that in the Fall of 2018 Indianapolis voters overwhelmingly approved (>70%) his request for two referenda to increase taxes so as to increase IPS funding.

When asked at his confirmation roundtable about the struggle he faced in Indianapolis with regard to parental and community engagement, Dr. Ferebee acknowledged that this was not a strength during his time at IPS but he has learned from those experiences.⁶

² Dr. Ferebee written testimony 2.12.19.

³ Dr. Ferebee oral testimony 2.12.19.

⁴ <https://wapo.st/2TgJGPS>. However, after five years of gains, last year most IPS high schools saw dips in graduation rates.

⁵ *Id.*

⁶ Dr. Ferebee oral testimony.

Looking forward to Dr. Ferebee's tenure at DCPS, it is crucial that Dr. Ferebee build relationships proactively. At his confirmation hearing, Dr. Ferebee acknowledged that as the Chancellor of DCPS he can be the leader for public education in the District; that he is in a position to identify the supports necessary for children to succeed in the District's schools; that he can be in a position to call on other agencies to come forward with targeted strategies that will supplement the classroom to enable kids to learn.

The Committee strongly believes that there needs to be focus on primary grades where learning to read lays the foundation for the education to follow. To lay a foundation, DCPS should laser-focus on reading proficiency and stop social promotion, because today's first graders are tomorrow's high schoolers. Not to take resources away from middle and high schools, but the pipeline begins in grade school. Dr. Ferebee should bring forth a Marshall Plan for the first grade this year, for the first and second grades next year, and so forth. No one moves to the next grade who is not at grade level. If DCPS does this, truancy will drop, dropping out will drop, more students will graduate, and they'll be worthy of their diplomas.

Upon confirmation, Dr. Ferebee must focus on the following topics which highlight the struggles that DCPS is currently having.

At-Risk Funds: In 2013, the Council approved D.C. Law 20-87, the "Fair Student Funding and School Based Budgeting Act of 2013,"⁷ which added an "at-risk" weight to the Uniform Per Student Funding Formula (UPSFF). According to D.C. Law 20-87, students are considered at-risk if they are: (1) homeless; (2) in the District's foster care system; (3) qualify for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or (4) are in high school and at least one year older than the expected age for the grade in which the students are enrolled. At-risk funds are supposed to be spent on improving the academic outcomes of at-risk students, but that is often not the case. This is problematic. These funds need to get to the students who need them the most, and DCPS must reorder its budget allocations to ensure that this occurs. Upon confirmation, the Committee urges Dr. Ferebee to tackle this immediately, making it one of – if not the – top priorities of his administration.

Attendance/Truancy: Truancy is often thought of as an education issue: children cannot learn if they are not in school and thus fall behind their peers. Education is an equalizer – regardless of a person's socioeconomic status or background, a strong education can provide him or her with the opportunity to succeed. However, if a student is truant, he or she is not learning. Children often fail to attend school because of some dysfunction in their lives – whether it is because of mental health issues, learning disabilities, bullying problems, problems in the home, domestic violence, or a myriad of other issues. Hence, truancy also is an early warning indicator that a child and/or his or her family may need assistance or that the child is at risk for juvenile justice involvement.

Over the past twelve years, the more notorious and tragic situations – Banita Jacks, the South Capitol Street murders, and Relisha Rudd – could have been avoided if more attention was given to truancy as not only an educational issue but as a criminal justice issue (as an early warning

⁷ Codified at D.C. Official Code § 38-2905.01.

system).⁸ Addressing truancy is one of the few proactive strategies that government can take to prevent crime. But addressing truancy has other far-reaching benefits. Addressing the cause of a child's truancy is likely to keep him or her in school. Graduation rates increase. The value of education as an antidote to poverty is realized. Teen pregnancy, demand for TANF, the cycle of poverty – may all be reduced generally. A child with potential . . . may reach that potential.

In order for DCPS to reduce its truancy rate, it is going to need external support with regard to issues, such as mental health and transportation. At his confirmation roundtable, Dr. Ferebee acknowledged that mental health plays a role in truancy and stated that addressing mental health during his tenure in Indianapolis had a positive impact on student attendance. Additionally, Dr. Ferebee noted that he will have to champion the need in order to obtain the external supports that will reduce the truancy rate.

Proficiency Growth: During School Year (SY) 2014-2015, the District began using the Partnership for Assessment of Readiness for College and Careers (PARCC) test as its statewide assessment instead of DC-CAS. While PARCC scores have risen over the past three years, up 8.5% in English/Language Arts (ELA) in SY17-18 compared to SY14-15 and up 7.3% in math over the same time period,⁹ over two-thirds of the students in the District are still not proficient in reading or math. Moreover, the achievement gap continues to be astonishing – in SY 2017-2018, over 83% of white students attending a DCPS school were proficient in ELA, while only 22.9% of African-American students were proficient. In math, 80.1% of white students were proficient in math while only 17% of African-American students were proficient. Maintaining the percentage of white students who are testing proficient in ELA and math constant and assuming a five percent increase every year for African-American students on PARCC, it will take over 12 years before the achievement gap is closed. This is far too slow. Dr. Ferebee must set DCPS on a faster pace to close the achievement gap. Failure to do so has far-reaching implications that will impact students for the rest of their lives.

Social Emotional Learning: In order to tackle the achievement gap, one must ensure that DCPS is looking at the whole child. Many of our students are grappling with issues outside of the classroom that affect their learning. Whether it be trauma, mental health issues, or housing instability, DCPS needs to ensure that its instructional approaches account for those challenges and must make sure the proper supports are in place for their students. Former Chancellor Antwan Wilson had set DCPS on a course to do just this. It is imperative that Dr. Ferebee build upon Former Chancellor Wilson's work in this area.

Dr. Lewis Ferebee is viewed as a strong educational leader. He has experience as a teacher, and extensive experience as an administrator. He understands the needs and challenges of a large urban school district. Described as a “great leader” and “collaborator,” he has a record of driving resources to the classroom. The Committee is confident Dr. Ferebee has the ability to run DCPS; the Committee is optimistic Dr. Ferebee has the experience and skill to improve DCPS and

⁸ Eight-year-old Relisha Rudd disappeared from the D.C. General family homeless shelter on March 1, 2014. On March 13, 2014, a counselor at Payne Elementary School wrote a referral to CFSA noting the child's many absences – more than 30 days. Reporting the truancy to CFSA earlier might have enabled that agency to intervene before her disappearance and presumed death.

⁹ These scores encompass both DCPS and DC public charter school students' test results.

accelerate gains in the District’s public education system. Accordingly, the Committee recommends adoption of PR 23-67.

II. LEGISLATIVE CHRONOLOGY

- January 7, 2019 PR 23-67, “Chancellor of the District of Columbia Public Schools Dr. Lewis D. Ferebee Confirmation Resolution of 2019,” is introduced by Chairman Mendelson at the request of the Mayor. The resolution is deemed approved on April 9, 2019.
- January 8, 2019 PR 23-67 is “read” at a legislative meeting; on this date the referral of the PR sequentially to the Committee on Education and to the Committee of the Whole is official.
- January 11, 2019 Notice of Intent to Act on PR 23-67 is published in the *District of Columbia Register*.
- January 18, 2019 Notice of the First Public Roundtable on PR 23-67 is published in the *District of Columbia Register*.
- January 18, 2019 Notice of the Second Public Roundtable on PR 23-67 is published in the *District of Columbia Register*.
- January 25, 2019 Notice of the Third Public Roundtable on PR 23-67 is published in the *District of Columbia Register*.
- January 30, 2019 The Committee of the Whole and Committee on Education hold the first joint public roundtable on PR 23-67.
- February 6, 2019 The Committee of the Whole and Committee on Education hold the second joint public roundtable on PR 23-67.
- February 12, 2019 The Committee of the Whole and Committee on Education hold the third joint public roundtable on PR 23-67.
- February 25, 2019 The Committee on Education marks-up PR 23-67.
- March 5, 2019 The Committee of the Whole marks-up PR 23-67.

III. POSITION OF THE EXECUTIVE

Dr. Ferebee is the Mayor’s nominee.

IV. COMMENTS OF ADVISORY NEIGHBORHOOD COMMISSIONS

The Committee received no testimony or comments from any Advisory Neighborhood Commission.

V. SUMMARY OF TESTIMONY

The Committee of the Whole and the Committee on Education held three joint public roundtables on PR 23-67: January 30, 2019; February 6, 2019; and February 12, 2019. The testimony is summarized in the report from the Committee on Education. Copies of written testimony are filed with the record for PR 23-67. For each witness this report indicates whether the witness testified in support of, or opposition to the nominee. In a few instances, a witness was very critical of the nomination but did not ask the Council to vote no. Most witnesses were “neutral” – e.g., expressed concern about DCPS, the needs of public education, or the qualities desired for a chancellor.

Wednesday January 30, 2019:

Laura Fuchs, Teacher at HD Woodson High School: neutral.

Grace Hu, Digital Equity in DC Education: neutral.

Alexandra Simbana: neutral.

Mary D. Jackson: neutral.

Carrie Thornhill, Chairwoman, Dunbar Alumni Federation: neutral.

Robert Gundling, President, DC Association for the Education of Young Children: neutral.

Eboni-Rose Thompson, Chair, Ward 7 Education Council: neutral.

Desiree Tedeschi, DCPS teacher: oppose.

Chantal Fuller, DCPS teacher: oppose.

Leroy Swain opposes PR 23-67, Ward 5 resident: oppose.

Antwan Holmes, ANC 7C07 Commissioner: neutral.

Raven Smith, 4th grade student: neutral.

Wednesday February 6, 2019:

Rhonda Henderson, Ward 4 resident: neutral.

Rebecca Reina, Cleveland Elementary parent: neutral.

Kishan Puta, ANC 2E01 Commissioner: neutral.

Alexander Padro, ANDC 6E01 Commissioner: neutral.

David Lazere, Education Coordinator, DC Greens: neutral.

Katy Thomas: neutral.

Emilie Cassou, Sustainable Food Systems professional: neutral.

Sandra Moscoso, Capitol Hill Montessori parent: neutral.

Mark Simon, member, Ward 1 Education Council: critical, not opposed.

Scott Goldstein, Founder and Executive Director, EmpowerEd: neutral.

Olivia Chase, Hyde-Addison Elementary School parent: support.

Tilman Wuerschmidt, Hardy Middle School parent: critical, not opposed.

Hallie Shuffle: neutral.

Richard Jackson, President, Council of School Officers: neutral.

Edwin Jones: support.

Elizabeth Davis, President, Washington Teachers Union Local 6: critical, not opposed.

Tuesday February 12, 2019

Colby Powell, Student, Ron Brown College Preparatory High School: neutral.

Jessica Amaya, Student, Columbia Heights Educational Campus: neutral.

Fatima Molina, Student, Columbia Heights Educational Campus: neutral.

Andrea Bonilla, Student, Columbia Heights Educational Campus: neutral.

Ron Mason, UDC President: support.

Cathy Reilly, Executive Director, S.H.A.P.P.E: neutral.

Mary Levy, Public Witness: neutral.

Sarah Livingston, Public Witness: oppose.

Michelle Funk, Public Witness, Huntington Hearing Center: neutral.

Allyson Criner-Brown, Associate Director, Teaching for Change: critical, not opposed.

Frazier O'Leary, Ward 4 Representative, State Board of Education¹⁰: neutral.

Vanessa Bertelli, Executive Director, DC Language Immersion Project: neutral.

Suzanne Wells, President, Capitol Hill Public Schools Parent Organization: neutral.

Julian Wright, LSAT Member, SWW at Francis Stevens: support.

¹⁰ Mr. O'Leary did not testify on behalf of the State Board of Education.

Ivan Frishberg, Jefferson Academy PTO: neutral.
Anita Bellamy-Shelton, Mental Health Expert, DC Women in Politics: neutral.
Cherita Whiting, Co-Chair, NAACP Education Committee: support.
Denise Krupp, Public Witness: oppose.
Robert Vinson Brannum, ANC 5E08 Commissioner: support.
Charlie Ellis, volunteer at two elementary schools: oppose.
Gary Ratner, Executive Director, Citizens for Effective Schools: critical, not opposed.
Signe Nelson, DCPS Teacher, Whittier Education Campus: oppose.
Michelle Tafel, City Year: support.
Valarie Jablow, Public Witness, DCPS Parent: neutral.
Darrell Gaston, ANC 8B04 Commissioner: support.
Camara Francis, East of the River Foreign Languages for Kids: neutral.
Markus Batchelor, Ward 8 Representative, State Board of Education¹¹: neutral.
Ayanna Free, Public School parent: neutral.
Paula Ralph, COO, DC Students Construction Trades Foundation: neutral.
Stephany Thangavela on behalf of Lindsey Jones-Renaud, parent: neutral.
Brittany Wade, PAVE parent leader: neutral.

VI. IMPACT ON EXISTING LAW

The Chancellor of the District of Columbia Public Schools, established by section 102 of the District of Columbia Public Schools Agency Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-171), is appointed by the Mayor and approved by Council pursuant to section 2 of the Confirmation Act of 1978, effective March 3, 1979 (D.C. Law 2-142; D.C. Official Code § 1-523.01).

VII. FISCAL IMPACT

Pursuant to section 4a of the General Legislative Procedures Act of 1975 (D.C. Official Code §1-301.47a(c)), the requirement of a fiscal impact statement for confirmation resolutions does not apply. The chancellor receives a salary set by contract. Dr. Ferebee's base salary is expected to be \$280,000.

¹¹ Mr. Batchelor did not testify on behalf of the State Board of Education.

VIII. SECTION-BY-SECTION ANALYSIS

- Section 1 States the short title of PR 23-67.
- Section 2 Confirms the appointment of Dr. Lewis D. Ferebee as the Chancellor of the District of Columbia Public Schools to serve at the pleasure of the Mayor.
- Section 3 Directs the Council to transmit a copy of the resolution, upon its adoption, to the nominee and to the Office of the Mayor.
- Section 4 Provides that PR 23-67 should take effect immediately.

IX. COMMITTEE ACTION

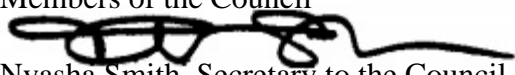
X. ATTACHMENTS

1. PR 23-67 as introduced.
2. Committee on Education's report on PR 23-67 (without attachments).
3. Nominee's response to questions.
4. Legal Sufficiency Determination for PR 23-67.
5. Committee Print for PR 23-67.

COUNCIL OF THE DISTRICT OF COLUMBIA
1350 Pennsylvania Avenue, N.W.
Washington D.C. 20004

Memorandum

To : Members of the Council

From : 
Nyasha Smith, Secretary to the Council

Date : January 08, 2019

Subject : Referral of Proposed Legislation

Notice is given that the attached proposed legislation was introduced in the Office of the Secretary on Monday, January 7, 2019. Copies are available in Room 10, the Legislative Services Division.

TITLE: "Chancellor of the District of Columbia Public Schools Dr. Lewis D. Ferebee Confirmation Resolution of 2019", PR23-0067

INTRODUCED BY: Chairman Mendelson at the request of the Mayor

The Chairman is referring this legislation sequentially to the Committee on Education and the Committee of the Whole. This resolution will be deemed approved on Tuesday, April 9, 2019 without Council action.

Attachment

cc: General Counsel
Budget Director
Legislative Services



2019 JAN -7 AM 10:22
OFFICE
OF THE
MAYOR

MURIEL BOWSER
MAYOR

The Honorable Phil Mendelson
Chairman
Council of the District of Columbia
John A. Wilson Building
1350 Pennsylvania Avenue, NW, Suite 504
Washington, DC 20004

Dear Chairman Mendelson:

In accordance with section 2 of the Confirmation Act of 1978, effective March 3, 1979 (D.C. Law 2-142; D.C. Official Code § 1-523.01), and pursuant to section 104 of the District of Columbia Public Schools Agency Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-174), I am pleased to nominate the following person:

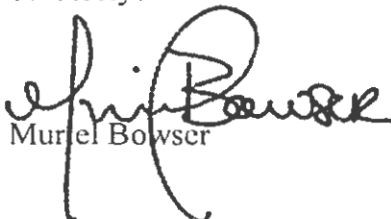
Dr. Lewis D. Ferebee
5611 N. Delaware St.
Indianapolis, IN 46220

for appointment as the Chancellor of the District of Columbia Public Schools, serving at the pleasure of the Mayor.

Enclosed you will find biographical information detailing the experience of the above-mentioned nominee, together with a proposed resolution to assist the Council during the confirmation process.

I would appreciate the Council's earliest consideration of this nomination for confirmation. Please do not hesitate to contact me, or Steven Walker, Director, Mayor's Office of Talent and Appointments, should the Council require additional information.

Sincerely,


Muriel Bowser



Chairman Phil Mendelson
at the request of the Mayor

A PROPOSED RESOLUTION

IN THE COUNCIL OF THE DISTRICT OF COLUMBIA

Chairman Phil Mendelson, at the request of the Mayor, introduced the following resolution,
which was referred to the Committee on _____.

To confirm the appointment of Dr. Lewis D. Ferebee as Chancellor of the District of Columbia
Public Schools.

RESOLVED, BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, that this
resolution may be cited as the "Chancellor of the District of Columbia Public Schools Dr. Lewis
D. Ferebee Confirmation Resolution of 2019".

Sec. 2. The Council of the District of Columbia confirms the appointment of:

Dr. Lewis Ferebee
5611 N. Delaware St.
Indianapolis, IN 46220

as the Chancellor of the District of Columbia Public Schools, established by section 102 of the
District of Columbia Public Schools Agency Establishment Act of 2007, effective June 12, 2007
(D.C. Law 17-9; D.C. Official Code § 38-171), and in accordance with section 2 of the
Confirmation Act of 1978, effective March 3, 1979 (D.C. Law 2-142; D.C. Official Code § 1-
523.01), to serve at the pleasure of the Mayor.

Sec. 3. The Council of the District of Columbia shall transmit a copy of this resolution,
upon its adoption, to the nominee and to the Office of the Mayor.

Sec. 4. This resolution shall take effect immediately.

Curriculum Vitae

East Carolina University
 Doctorate of Education, Educational Leadership, 2010

The George Washington University
 Master of Arts, School Administration and Supervision, 2000

North Carolina Central University
 Bachelor of Arts, Elementary Education, 1997 (cum laude)

Professional Vitae

Superintendent, 2013-Present
 Indianapolis Public Schools | Indianapolis, IN | 32,000 students

Chief executive officer and instructional leader for the largest and most diverse school corporation in the state of Indiana. Indianapolis, the 14th largest city in the U.S. is home to the Indianapolis Public Schools corporation, which encompasses over 60 campuses and employs over 4,500 educators and staff with a budget in excess of \$502 million. Ensures the development of high performance standards in educational achievement. Strategically aligns and develops personnel to achieve desired outcomes. Maintains service leadership, public responsibility, and operating efficiency throughout the district. Develops long-range plans consistent with population trends, cultural needs, and the appropriate use of district facilities and other resources; ensures that such plans are consistent with Board goals. Cultivates positive relationships with other school districts, the State Education Department, colleges and universities, the U.S. Department of Education, local businesses and community agencies. Collaborates with the Mayor of Indianapolis, City County Council and state legislators to introduce new funding, learning, accountability and school models to advance student outcomes.

Notable Accomplishments

- Collaborated with business, university and other partners to establish high school College and Career-Themed Academies in each of the high schools empowering students to choose their high school experience based on their skills, interests and aspirations.
- Bargained one of the most innovative teacher contracts in the nation establishing a 3-year trend of over \$20 million in compensation and teacher leadership investments.
- Created a new compensation system for teachers that rewards effectiveness, creates new leadership opportunities for high-performing teachers and enables strong teachers to earn more.
- Led transformational legislation focused on eradicating chronically low-performing schools by providing greater school autonomy and agility.
- Downsized the district's central office and shifted resources to schools while simultaneously increasing district leadership capacity in critical functions.
- Implemented a nationally recognized entry plan catalyzing the development of the district's comprehensive strategic plan.
- Founded the Indianapolis Public Schools Business Alliance – an active membership including Fortune 100 and Fortune 500 companies – to advance strategic priorities, workforce development and corporate partnerships.
- Designed implementation process for Student-Based Budgeting, which will enable schools to create innovative school designs that meet the unique needs of their students, while also creating new levels of transparency and improving equity in how resources are distributed across the system.
- Established Innovation and Autonomous schools, which have additional flexibilities in how they re-organize school-level resources for maximum benefit to students.
- Established an intensive *Priority School* model serving the district's lowest performing schools and a strategic *Transformation Zones* school design plan addressing feeder patterns of persistently underperforming schools.

- Developed and launched *IPS Strategic Plan 2015*, a 98-component, 3-year directional guide for district improvement through School Autonomy and Accountability, Efficient and Streamlined Business Practices, Leadership and Talent Development, and providing a Storefront of Support Services for the Community.

Outcomes

- Exited from state designated "F" status after three consecutive years (2014-2015)
- Reduced the number schools rated as failing by 56% (2014-2015)
- Reduced at-risk absences (10-17 days) by 17% (2015-2016)
- Reduced out-of-school suspensions by 41%, expulsions by 83% and arrests by 57% (2014-2015)
- Twenty-four of the district's 59 schools (or 41%) increased their accountability letter grade by one or more grades within two years (2013-2015)
- Increased scholarship dollars by 60% (2015-2016)
- Increased professional internships for students by 33% (2015-2016)
- Increased professional certifications earned by students by 18% (2015-2016)
- Increased the district's 4-year graduation rate from 68.3% to 82.9% (2013-2017)

Chief of Staff, 2010-2013

Durham Public Schools | Durham, NC | 33,000 students

Chief officer for academics and operations for a district of 56 schools employing over 4,600 licensed staff members with a budget in excess of \$451 million. Instructional visionary and leader responsible for directing, supervising, and evaluating area superintendents who oversee the implementation of all education programs, support services, and business and compliance functions for all schools. Leadership facilitator for area superintendents and assistant superintendents to develop organizational capacity for focused continuous improvement plans and instructional systems designed for high student achievement. Lead strategist for functions related to curriculum, instruction, assessment, research and evaluation, student assignment, federal programs, grants, exceptional children and magnet programs.

Notable Accomplishments

- Established area support teams under the direction of the area superintendents that provide direct and specific support to schools focused on job-embedded coaching and fostering Professional Learning Communities (PLCs).
- Supported the Superintendent on the development and implementation of the district's first comprehensive strategic plan.
- Aligned support for teaching and learning through a system of timely curriculum coaching and feedback for schools based upon school needs.
- Acquired over \$4.8 million in Race to the Top funds to support three schools' reform efforts.
- Acquired over \$5 million in School Improvement Grant funds to support two schools' reform efforts.
- Facilitated the development and implementation of a robust magnet school plan to utilize school facilities more effectively, provide relevant and high interest program offerings, and expand student-learning opportunities.

Outcomes

- Reduced schools designated by the state as low-performing from 5 to none (2011-2012)
- Increased district's 4-year graduation rate from 69.8% to 77% (2011-2012)
- Increased elementary math proficiency from 72% to 77% (2012)
- Increased elementary and middle school science proficiency from 59.7% to 66.9% (2012)
- Increased high school proficiency (Algebra, Biology, English) by an average of 6 percentage points while exceeding the state average increase in proficiency in each content area (2012)
- Increased the percent of middle schools meeting Expected Growth Targets to 100% (2012)
- Increased the percent of high schools meeting High Growth Targets to 80% (2012)
- Increased middle school Algebra I proficiency from 86% to 92% (2011)

Regional Superintendent, 2009-2010

Guilford County Schools | Greensboro, NC | 72,000 students

Superintendent of a region of schools needing intensive support with 864 licensed staff members serving over 7,000 students. The region was comprised of elementary, middle and high schools within shared feeder patterns that were targeted to receive intensive support as a result of a history of persistent under achievement. The operating budget for the region was approximately \$44.5 million. All of the schools were eligible for Title I funding. Employed transformation efforts to drive success: differentiated professional learning for teachers, cooperative instructional planning, curriculum coaching and a comprehensive collaborative assessment for learning design to measure and report student mastery to inform instructional practice.

Notable Accomplishments

- Acted as lead architect for the reorganization and decentralization of the district into regions to heighten support and supervision of schools. The regional support structure spawned more responsive central services efforts to promote optimal efficiency and unity of purpose. This structure included five regional offices that provided direct supervision of schools and supplied schools and the community with customized support as needed.
- Served as a member of the Superintendent's council, in which five executive officers for the organization facilitated the implementation and monitoring of the district's strategic plan and other district operations.
- Implemented a staff performance management model to heighten accountability in school improvement efforts.
- Empowered school leaders, staff and parents to assume an active role in the turnaround and/or transformation and ongoing support of schools through a vigorous school improvement planning process.
- Designed a regional professional learning model centered on virtual learning communities and peer curriculum coaching.

Outcomes

Achieved the highest scale score growth on North Carolina End-of-Course assessments among the regions in the district (2010)

Achieved the highest increase in student proficiency on North Carolina End-of-Grade assessments among the regions in the district (2010)

Increased math proficiency by an average of 9 percentage points (2010)

Increased reading proficiency by an average of 7 percentage points (2010)

Instructional Improvement Officer (Area Superintendent), 2007-2009

Guilford County Schools | Greensboro, NC | 72,000 students

Chief instructional leader and manager for a division of 13 middle schools with over 9,500 students, 1,200 licensed staff members and a cumulative operating budget of over \$65 million. Several of the schools in the division offered magnet or choice options covering themes such as Performing Arts, Global Studies, Science and Technology, English Language Learning, Over-aged Student Acceleration and Spanish Immersion. Thirty-three percent of the schools served were eligible for Title I funding with a cumulative Title I budget of over \$1.5 million.

Notable Accomplishments

- Redesigned the middle school instructional day for expanded professional learning time, greater consistency and extended learning opportunities to better meet students' needs.
- Established cross-departmental intervention teams to investigate and problem solve specific gaps in student performance. The teams then deployed resources, wrap-around services and supports to address identified needs.

- Launched a blended literacy intervention model in all middle schools. The model leveraged adaptive technology to individualize instruction for students, small group instruction and research proven professional learning.
- Instituted a mastery learning approach to address significant gaps in math achievement. Mastery learning is a concept by which students must capture 80% of the content by providing the appropriate amount of instructional time.
- Introduced and implemented an integrated pre-Advanced Placement (AP) curriculum from College Board at the middle school level to boost students' higher-order thinking and college readiness skills.

Outcomes

Led the state in the number of middle schools meeting Adequate Yearly Progress among the large urban school districts in North Carolina for two consecutive years
 Increased the number of schools achieving the North Carolina School of High Growth Status from 33% to 73% (2008)
 Increased the percentage of schools meeting Adequate Yearly Progress from 18% to 55% (2007)
 Increased the percentage of schools meeting North Carolina Expected Growth status from 27% to 82% (2007)
 Improved performance of priority Title I schools by an average of 15 percentage points in Math (2007)

Additional Professional Experience

Principal, Otis L. Hairston Sr. Middle School, Greensboro, NC, 2005-2007
 Principal, Fairview Elementary School, High Point, NC, 2001-2005
 Assistant Principal, Granville County Schools, Creedmoor, NC, 2000-2001
 Elementary Teacher, Newport News Public Schools, Newport News, VA, 1997-2000

Enhancement Programs and Organizations

Indiana University-Purdue University Indianapolis, Board of Advisors, 2017-present
 The Broad Academy, Fellow, 2017
 Chiefs for Change, Member, 2016
 Ascend Indiana, Member, 2016-present
 College Board, Board of Trustees, 2015-present
 TeenWorks, Board Member, 2014-present
 Communities in Schools of Durham, Board Member, 2010-2013
 College Board, Academic Assembly Council, 2009-2012
 Visiting Assistant Professor, University of North Carolina at Greensboro, 2007-2009
 Leadership Development Academy, Center for Creative Leadership, 2002
 School Development Program Leadership Academy, Yale University, 2001

Honors and Awards

Marian University, John A. Purdie Innovator and Mentor of the Year Award, 2016
Education Week, Leader to Learn From, 2016
 Featured guest, White House School Discipline Convening, 2015
 North Carolina Central University, 40 Under 40 Alumni Award, 2014
 40 Leaders Under 40 of the Triad, *The Business Journal*, 2010
 Featured guest, *NPR: National Public Radio*, New Lures for Better Teachers, 2006
 Wachovia Principal of the Year, Guilford County Schools, 2006
 Outstanding Young Educator Award, Greensboro Jaycees, 2004
 Featured in the *Wall Street Journal*, Results of the No Child Left Behind legislation, 2003
 J. William McGuinn Leadership Award, Greater High Point Community in Schools, 2003



Executive Office of the Mayor - Office of Talent and Appointments
John A. Wilson Building | 1350 Pennsylvania Avenue, Suite 600 | Washington, DC 20004

Dr. Lewis D. Ferebee



Dr. Lewis D. Ferebee was recently appointed Acting Chancellor of District of Columbia Public Schools. Dr. Ferebee has an extensive career, and has led at all levels in the educational system, including as a teacher, principal, regional superintendent, chief of staff and superintendent.

From September 2013 to December 2018, Dr. Ferebee served as the Superintendent of Schools of the Indianapolis Public Schools. As Superintendent, he was chief executive officer and instructional leader for the largest and most diverse school corporation in the state of Indiana and the 14th largest city in the country. IPS included over 60 campuses, more than 4,500 educators and staff with a budget in excess of \$502 million. Key among his responsibilities were ensuring development of high performance standards in educational achievement,

ensuring programs strategically align and developing personnel to achieve desired outcomes. Dr. Ferebee developed long-range plans consistent with population trends, cultural needs, and the appropriate use of district facilities and other resources; ensures that such plans are consistent with IPS Board goals. He also cultivated positive relationships with other school districts, the State Education Department, colleges and universities, the U.S. Department of Education, local businesses and community agencies and employment units.

Dr. Ferebee's had several notable achievements during his IPS tenure, including but not limited to:

- Collaborated with business, university and other partners to establish high school College and Career-Themed Academies in each of the high schools empowering students to choose their high school experience based on their skills, interests and aspirations.
- Bargained one of the most innovative teacher contracts in the nation establishing a 3-year trend of over \$20 million in compensation and teacher leadership investments.
- Created a new compensation system for teachers that rewarded effectiveness, created new leadership opportunities for high-performing teachers and enabled strong teachers to earn more.
- Led transformational legislation focused on eradicating chronically low-performing schools by providing greater school autonomy and agility.
- Downsized the district's central office and shifted resources to schools while simultaneously increasing district leadership capacity in critical functions.





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- Implemented a nationally recognized entry plan catalyzing the development of the district's comprehensive strategic plan.

Dr. Ferebee's extensive experience in attenuating the impact of poverty on academic achievement boasts strategic turnaround for struggling Title I schools, double-digit gains in End of Course Assessments (ECA) for Biology, Algebra and English, and aggressive reductions in the dropout rate with concurrent increases in the graduation rate as compared to state performance.


Dr. Ferebee earned a Doctor of Education in Educational Leadership from East Carolina University, a Master of Arts in School Administration from The George Washington University and a Bachelor of Arts in Elementary Education from North Carolina Central University.



**COUNCIL OF THE DISTRICT OF COLUMBIA
COMMITTEE ON EDUCATION
COMMITTEE REPORT**

1350 Pennsylvania Avenue, NW, Washington, DC 20004

TO: All Councilmembers

FROM: Councilmember David Grosso 
Committee on Education

DATE: February 25, 2019

SUBJECT: Report on PR23-0067, the “Chancellor of the District of Columbia Public Schools Dr. Lewis D. Ferebee Confirmation Resolution of 2019”

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OFFICE OF THE
SECRETARY

The Committee on Education, to which PR23-0067, the “Chancellor of the District of Columbia Public Schools Dr. Lewis D. Ferebee Confirmation Resolution of 2019” was referred, reports favorably thereon, and recommends approval by the Council.

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I. BACKGROUND AND NEED

PR23-0067, the “Chancellor of the District of Columbia Public Schools Dr. Lewis D. Ferebee Confirmation Resolution of 2019” confirms the appointment of Dr. Lewis D. Ferebee as Chancellor of the District of Columbia Public Schools (“DCPS”) to serve at the pleasure of the Mayor. DCPS currently serves nearly 49,000 public school students and its mission is to provide a world-class education that prepares all students, regardless of background or circumstance, for success in college, career, and life.

Background

In 2007, the Council passed the Public Education Reform Amendment Act of 2007 (“PERAA”), comprehensive legislation that, among other things, transferred the management and oversight authority of DCPS from the elected Board of Education to the Mayor of the District of Columbia by establishing DCPS as cabinet-level agency subordinate to the Mayor. PERAA also

provided that DCPS shall be administered by a Chancellor who is the Chief Executive Officer of DCPS and is directly accountable to the Mayor.

Although the Chancellor role was to be a cabinet-level position, the Council felt strongly that the process to select a Chancellor should have an element of public participation. Thus, PERAA specifically provides that prior to the selection of a nominee for Chancellor, the Mayor shall:

- Establish a review panel of teachers, including representatives of the Washington Teachers Union (“WTU”), parents, and students (“panel”) to aid the Mayor in his or her selection of Chancellor;
- Provide the resumes and other pertinent information pertaining to the individuals under consideration, if any, to the panel; and
- Convene a meeting of the panel to hear the opinions and recommendations of the panel.¹

In addition to considering the opinions and recommendations of the panel in making his or her nomination, the law also states that the Mayor shall give “great weight” to any recommendations of the WTU.²

In February of 2018, Antwan Wilson was forced to resign as Chancellor of DCPS after serving only one year due to pressure from city leaders after it was revealed he bypassed the competitive school placement system to transfer his daughter to Wilson High School, a school outside of his neighborhood-zoned school. After his resignation, Amanda Alexander, who had served as principal, Instructional Superintendent, and Chief of Elementary Schools, was selected by the Mayor to be Interim Chancellor until a permanent Chancellor was identified.

On June 28, 2018, Mayor Bowser also announced that she would create a 14-member committee to help with the search. Known as the “Our Schools Leadership Committee,” the Committee was co-led by Charlene Drew Jarvis, former Ward 4 Councilmember and former president of Southeastern University, and Sylvia Mathews Burwell, president of American University.³ In September of 2018, a lawsuit was filed against Mayor Bowser and the city arguing that the committee did not have sufficient representation from students and teachers. Mayor Bowser then expanded the panel to 19 members by adding two more students, two more teachers, and another parent.⁴

Further, the Mayor conducted three community forums in August and September led by the Office of the Deputy Mayor for Education (DME) to discuss growth areas for the next Chancellor and community priorities for DCPS. The forums took place on August 14, 2018 at Cardozo Education Campus, August 28, 2018 at Savoy Elementary School, and September 11, 2018 at Brookland Middle School.⁵ Over 200 people participated in the three forums.

¹ D.C. Official Code § 38-174(b)(1).

² D.C. Official Code § 38-174(b)(2).

³ <https://ourschools.dc.gov/page/our-schools-leadership-committee>

⁴ https://www.washingtonpost.com/local/education/mayor-bowser-alters-schools-chief-selection-panel-amid-parents-lawsuit/2018/09/14/42cba132-b830-11e8-a2c5-3187f427e253_story.html?utm_term=.46de97ccafef

⁵ Our Schools Chancellor Search Community Engagement Report, p. 1.

<https://ourschools.dc.gov/sites/default/files/dc/sites/dcpsrising/publication/attachments/2018%20Chancellor%20Report-12.pdf>

On November 2, 2018, Mayor Bowser released the Our Schools Chancellor Search Community Engagement Report, summarizing feedback from District residents who attended the community forums and submitted comments from the online engagement forum and an online survey. There were some key takeaways from the report. The community articulated that the new Chancellor should focus on the following priority areas:

- Closing the opportunity (achievement) gap;
- Recruiting great teachers and school leaders, and retaining them;
- Increasing authentic parent and community engagement and communication;
- Implementing stronger child-focused solutions;
- Strengthening pathways to college and career readiness; and
- Setting clear goals and managing DCPS towards achieving those goals.

In terms of what qualities, skills, and experiences are most important for the DCPS Chancellor to have, the community expressed that the new Chancellor should embody:

- Professionalism with an instructional background and experience in urban education;
- Integrity beyond reproach and accountability to DCPS students, parents, and teachers;
- An understanding of the unique District of Columbia education community and climate; and
- Inspirational leadership and resiliency.⁶

On December 1, 2018, the Mayor and DME convened the Our Schools Chancellor Search Committee to provide the resumes and other pertinent information pertaining to the individuals under consideration per the PERAA law. The Mayor shared the resumes of two candidates – Interim Chancellor Amanda Alexander and Dr. Lewis Ferebee, Superintendent of Indianapolis Public Schools. The Committee was allowed 10 minutes to ask predetermined questions of each candidate. On Monday, December 3, 2018, Mayor Bowser announced Dr. Lewis Ferebee would be her nominee for Chancellor of DCPS.⁷

From September 2013 to December 2018, Dr. Ferebee served as the Superintendent of Schools of the Indianapolis Public Schools. As Superintendent, he was chief executive officer and instructional leader for the largest and most diverse school district in the state and 14th largest city in the country.

Dr. Ferebee earned a Doctor of Education in Educational Leadership from East Carolina University, a Master of Arts in School Administration from The George Washington University, and a Bachelor of Arts in Elementary Education from North Carolina Central University. He is an alumni of the Broad Academy.

The Committee on Education held three joint roundtables with the Committee of the Whole lasting a total of nearly 16 hours. On January 30, 2019, a joint roundtable was held at Ron Brown College Preparatory Academy in Ward 7, where 14 public witnesses testified. In addition to Chair Person Grosso, in attendance were Chairman Mendelson, Councilmembers White (At-Large), Silverman (At-Large), Gray (Ward 7), and White. (Ward 8). Another joint roundtable was held on February 6th at Francis L. Cardozo Education Campus in Ward 1 where another 15 public witnesses

⁶ Our Schools Chancellor Search Community Engagement Report, p 5.

⁷ <https://mayor.dc.gov/release/mayor-bowser-announces-dr-lewis-d-ferebee-dcps-chancellor>

testified. In addition to Chairperson Grosso, in attendance were Chairman Mendelson and Councilmembers White (At-Large), and Allen (Ward 6).

Finally, on February 12, 2019, a third joint roundtable was held at the John A. Wilson Building where over 30 public witnesses testified. During the final roundtable, Dr. Ferebee answered nearly 6 hours of questions from members of Council. In addition to Chairperson Grosso in attendance were Chairman Mendelson, all members of the Committee on Education (Councilmembers Bonds, White, Allen, and White) along with Councilmembers Evans (Ward 2), Cheh (Ward 3), and Todd (Ward 4).

II. LEGISLATIVE CHRONOLOGY

- | | |
|-------------------|--|
| January 7, 2019 | PR23-0067, "Chancellor of the District of Columbia Public Schools Dr. Lewis D. Ferebee Confirmation Resolution of 2018" is introduced by Chairman Mendelson at the request of the Mayor. |
| January 8, 2019 | Referred to Committee on Education and Committee of the Whole |
| January 11, 2019 | Notice of Intent to Act on PR23-0067 is published in the <i>District of Columbia Register</i> . |
| January 18, 2019 | Notice of roundtable hearing on PR23-0067 is published in the <i>District of Columbia Register</i> . |
| January 25, 2019 | Notice of roundtable hearing on PR23-0067 is published in the <i>District of Columbia Register</i> . |
| January 30, 2019 | The Committee on Education holds a public roundtable PR23-0067 at Ron Brown College Preparatory High School. |
| February 6, 2019 | The Committee on Education holds a public roundtable PR23-0067 at Francis L. Cardozo Education Campus. |
| February 12, 2019 | The Committee on Education holds a public roundtable on PR 23-0067. |
| February 25, 2019 | The Committee on Education considers and marks up PR23-0067. |

III. POSITION OF THE EXECUTIVE

Dr. Lewis D. Ferebee, Nominee, Acting Chancellor of District of Columbia Public Schools, testified on his experience and qualifications to be Chancellor of DCPS. He spoke to his background in Education leadership. He specifically spoke about his time at North Carolina Central University where he volunteered at C.C. Spaulding Elementary School with students who were behind in reading level, which led to a career as a third, fourth, and fifth grade teacher. He

also spoke about being the youngest principal at age 25 in North Carolina at the lowest performing school. In his 20 years of experience, Dr. Ferebee said he accomplished designing processes for student-based budgeting, bargained teacher contracts which led to \$20 million dollars in compensation, founded the Indianapolis Public Schools Business Alliance, employed efforts to drive turnaround for low-performing schools, raised the graduation rate by 15 percentage points, and increased the College Career Readiness Achievement Rate by 13 percentage points.

He testified that DC leaders have recognized the importance of education and have fought tirelessly to invest in social emotional learning, modernizing facilities, and summer youth employment. He voiced a desire to partner with the DC Council on various educational efforts. He discussed the need for mental health services and employment opportunities to allow youth to escape their current socio-economic status. He also communicated a desire to challenge the status quo, foster new innovations, and to thrive in challenging environments. He spoke confidently of a proven track record of introducing creative and new ways of better serving children and families and building a strong coalition of support around innovative ideas – which he hopes to be able to bring to Washington, DC which he considers home.

During the roundtable, he discussed his priorities as a four-step process. The four steps are the following: (1) ensuring there is a high-quality school in every neighborhood providing rigorous instruction at every grade level; (2) providing meaningful public engagement – a partnership between parents, families, community members, and educators; (3) continuing the expansion of early childhood education opportunities; and (4) introducing career pathways and new school models that will shape and innovate regular curricular options to positively impact student achievement and engagement.

He also said he wants to create a culture of transparency between himself, the DC Council, and the community in order to serve as a pillar of excellence for other districts. He acknowledges that what has worked for him in the past may not fit the educational landscape here, but has pledged to learn the landscape, hear from the community, and determine logical and beneficial next steps for students and families of District of Columbia. He concluded by saying he is grateful for the opportunity to testify and to potentially bring stable leadership, equity, excellence, and collaboration.

During questioning, Chairperson Grosso asked Dr. Ferebee to explain his education philosophy, connection to organizations that push for Charter School expansion, and involvement in a lawsuit regarding how Indianapolis Public Schools' (IPS) employees responded to allegations of sexual abuse between an IPS student and teacher. Dr. Ferebee said what worked in IPS may not work in DCPS and clarified that the lawsuit is around a wrongful termination. In response to questions around student achievement in IPS, Dr. Ferebee attested that given the political climate of Indiana, the changing of standardize tests, and the changing of state standards, it does not paint a full picture to compare year to year data or make assumptions about what would happen in DCPS.

On the issue of school discipline, Dr. Ferebee stated his support for implementing the Student Fair Access to Schools Act. On the issue of sexual assaults in our schools, he committed to implementing the School Safety Act, and on the issue of innovation, Dr. Ferebee recognized his

strong belief of having quality neighborhood DCPS-run schools. Each of these points were raised on the record during questioning.

IV. COMMENTS OF ADVISORY NEIGHBORHOOD COMMISSIONS

The Committee received no official testimony or comments from the Advisory Neighborhood Commissions, although several Advisory Neighborhood Commissioners testified.

V. SUMMARY OF TESTIMONY

The Committee on Education held three public roundtables on PR23-0067 on January 30, 2019, February 6, 2019, and February 12, 2019. The testimonies from each of these roundtables and written statements from individuals submitted for the record are summarized below. A copy of all written testimony received is attached to this report and the video recording of the roundtable is available online at the following locations:

Jan. 30: http://video.oct.dc.gov/VOD/DCC/2019_01/01_30_19_COW_Edu.html

Feb. 6: http://video.oct.dc.gov/VOD/DCC/2019_02/02_06_19_COW_Edu.html

Feb. 12 Pt 1: http://video.oct.dc.gov/VOD/DCC/2019_02/02_12_19_COW_Edu_1.html

Feb. 12 Pt 2: http://video.oct.dc.gov/VOD/DCC/2019_02/02_12_19_COW_Edu_2.html

The Hearing Record is on file with the Office of the Secretary of the Council.

The following witnesses testified at the roundtable or submitted statements outside of the hearing:

Testimony from January 30, 2019

Laura Fuchs, a teacher at HD Woodson High School and Chair of the Washington Teachers' Union, presented testimony stating that the previous chancellor selection process and system of mayoral control set former Chancellor Antwan Wilson up for failure, and she is concerned that the current nominee will face the same fate. Although she is concerned about his track record, she and other teachers do not want to see him fail. She stated that teachers want a leader who is a champion for neighborhood public schools. She asked that a better plan for engaging communities in the decision-making process be created. She also asked that Acting Chancellor Dr. Ferebee learn from his predecessors and not repeat the same mistakes.

Grace Hu testified that there needs to be a comprehensive technology plan and dedicated annual funding to support this plan. She wants the Council to ask Dr. Ferebee how he plans to prioritize addressing technology challenges in DC Public Schools and develop a comprehensive multi-year technology plan. Attached to her testimony is a January 10, 2019 letter, signed by 14 education advocacy groups, regarding the state of technology in DC public Schools sent to Mayor Bowser.

Alexandra Simbana, parent of a Cleveland Elementary School student, presented testimony on the need for a comprehensive technology plan. She stated that schools receive little

support from Central Office for technology, and teachers, staff and administrators have become amateur electricians and computer techs. She testified on the Save Shaw Middle School Initiative, stating that this was a promise made over 10 years ago and that the students from Cleveland, Seaton, Garrison, Ross, and Thomas deserve to be serviced as well. She also expressed concerns about Dr. Ferebee's handling of a sexual abuse incident in the Indianapolis Public Schools.

Carrie Thornhill, Chairwoman of the Dunbar Alumni Federation, testified supporting the nomination of Dr. Ferebee. She stated that she hopes Dr. Ferebee wants to learn more about Dunbar and the role it played in being the first public high school to educate African Americans. She testified on her disappointment with having four different principals in four years, and the shortage of teachers. She asked that Dr. Ferebee fix this situation.

Robert Gundling, President of DC Association for the Education of Young Children (DCAEYC), presented testimony on what DCAEYC would like to see the new Chancellor include in his work. He stated that DCAEYC would like to see the creation of a working group that will be tasked with reviewing IMPACT and revise it as needed to ensure it accurately assesses what is expected of those working with young children. DCAEYC wants to be engaged in work with DC Public Schools in meeting requirements set forth in Every Student Succeeds Act. Mr. Gundling testified that they want to work with the new Chancellor to resolve current Pre-k waitlist problems with DC Public Schools, and improve the overall quality of the early childhood education system in the city.

Eboni-Rose Thompson, Chair of the Ward 7 Education Council, presented a letter to the Mayor signed by herself, Councilmember Vincent Gray and the Ward 7 State Board of Education Representative Karen Williams. The letter discusses the needed characteristics for a Chancellor. She also attached a document outlining the specific characteristics of a Chancellor, along with a survey with feedback from Ward 7 residents regarding the Chancellor selection.

Desiree Tedeschi, a Special Education Teacher at Whittier Education Campus, presented testimony asking why the chancellor continues to be someone outside of DCPS. She said that she and many others believe that the Mayor should not have control over DCPS. She is concerned that Dr. Ferebee's solution to failing schools, as well as the Mayor's plan, is to convert them to charters or privatize them. She testified that she is also concerned about Dr. Ferebee's handling of the illicit relationship between a teacher and student.

Chantal Fuller, Special Education Teacher, testified that she has been dealing with Mayoral control since 2008 when she was a student at Banneker High School. She stated that the Chancellor process is flawed and disrespectful to the community. She said that although little is known about Dr. Ferebee, his prior actions with privatizing failing schools and his handling of the inappropriate sexual interactions between a staff member and a student raise concerns.

Leroy Swain testified in opposition to the nomination of Dr. Ferebee. He stated that the leader of the District of Columbia Public Schools will need to produce proven results and possess characteristics such as integrity, sound judgement, and commitment. He stated, as a result of the D.C. Public Education Reform Amendment Act of 2007, that educational accountability rest with elected leaders and that it is the DCCouncil's job to determine if Dr. Ferebee has the proven ability

and integrity to lead DC Public Schools. Mr. Swain said that Dr. Ferebee appears to be more of a charter school leader than a public schools leader.

Antwan Homes, ANC Commissioner 7C07, presented testimony on the concerns of Ward 7 residents. They are concerned there is a lack of a comprehensive technology plan, no equitable dual language middle school option East of the River, and a lack of equitable post-secondary options East of the River at the University of the District of Columbia. He said that there are many local and regional organizations that DCPS can partner with to facilitate language acquisition and local or international internship opportunities for all students. He also stated that UDC needs funding to establish an East End Campus to ensure post-secondary opportunities to Ward 7 and Ward 8 residents.

Raven Smith, a student at Anne Beers Elementary School, testified on her experience being in trailer classrooms. She said that they were promised things to help them with PARCC testing, but they do not yet have those things that will help them be successful. She provided a list of items that were promised, such as a Smart Board, whiteboard, peephole and digital lock for the door, and a walkway between the school and the trailers with a cover or roof to protect students from inclement weather.

Testimony from February 6, 2019

Rhonda Henderson presented testimony that was directed at the Chancellor nominee, Dr. Ferebee. She stated that to obtain successful careers requires success early on in education.

Rebecca Reina testified that she was concerned about the privatizing of public schools in Indianapolis and his oversight of a sexual abuse case. However, she appreciated his engagement with the community since being nominated. She provided a list of problems that she wants Dr. Ferebee, if confirmed, to work on. Her list included adequate At-Risk and ELL funding, an adequate feeder pattern, and a budget that is fair to individual schools. She asked that the Council to fully examine the nominee to determine his qualifications before voting.

Alexander Padro, ANC Commissioner 6E, testified on the renovation of Banneker High School and the construction of Shaw Middle School. He stated that if Dr. Ferebee is confirmed, he will be faced with the test of handling the Banneker/Shaw situation.

David Lazere, Education Coordinator for DC Greens, presented testimony on the importance of school meals during the academic day. He stated that he hopes that the Chancellor will support the efforts of DC Greens.

Katy Thomas presented testimony on the creation of a comprehensive technology plan and hopes that the Council will hold the new Chancellor accountable for releasing a Technology Roadmap, which she said the former Chancellor, Antwan Wilson, stated had been drafted.

Emilie Cassou testified on concerns she said the incoming Chancellor should address. She wants the new Chancellor to look at how DCPS thinks about and approaches school food.

Sandra Moscoso, Secretary of the Capitol Hill Public School's Parent Organization, presented testimony on transparency, advocacy, and institutional commitments. She stated that it is important to have a shared understanding of what transparency means. She testified that there's a huge lobby effort for public charter schools, but such an advocacy effort does not exist for DCPS. She also stated that, with his reputation developing innovation schools, the DC Council should hold the Chancellor to his commitments and that he should get to know neighborhood schools. Attached to her testimony is an excerpt from a June 2018 letter by the Coalition for DC Public Schools & Committees.

Mark Simon, Education Policy Associate with the Economic Policy Institute, testified on teacher dissatisfaction with IMPACT, the teacher evaluation system, and how it is the blame for teacher turnover. In regards to Dr. Ferebee and his track record in Indianapolis, Mr. Simon also stated that former Interim Chancellor, Amanda Alexander, seemed to have more insights into what did not work. Attached to his testimony was a letter from over 100 individuals and over a dozen organizations that was sent in June 2018 to the Mayor and DC Council requesting to meet regarding the process and goals for the DCPS chancellor and Deputy Mayor appointments.

Scott Goldstein, Founder and Executive Director of EmpowerEd, presented testimony that asked whether the nominee had the experience and courage to take on the challenge as chancellor in order to make the changes that students deserve. He urged the DC Council to ask tough questions about how the nominee will work to desegregate and bring equity to communities. He also wanted Dr. Ferebee to answer how he would change the culture, value and retain educators, and invest in students' futures.

Tilman Wuerschmidt testified that past Chancellors have focused on broad goals and ideas, but little attention has been paid to whether DCPS has the capacity to implement its directives. Wuerschmidt also stated that Dr. Ferebee's record raised concerns about whether he would be the best person for the job and urged the DC Council to consider this when making a decision.

Hallie Shuffle testified about an organization called Kindred which started working at Marie Reed Elementary School. Through this experience, she realized that she had more privilege and access as a white person. She said this awareness has changed how the Parent Teacher Organization works. She hopes that the Councilmembers and Acting Chancellor Ferebee would come see what their school has to offer.

Elizabeth Davis, President of the Washington Teachers' Union, presented testimony about IMPACT and how she says it has affected teachers. Specifically, she testified about the past scandals and how teachers felt pressured to make student scores and attendance look better. She said that the DC Council must carefully examine Acting Chancellor Ferebee's background to determine if he is fit to be the Chancellor of DCPS. She said he seems to be a big believer in charter schools and privatization. She also raised concerns about his handling of the sexual relationship between a student and school staff member.

Richard Jackson, President of the Council of School Officers (CSO), presented testimony on the CSO union, which represents 750 educational leaders within DCPS. He stated that Dr.

Ferebee made a commitment to partner with CSO to reduce anxiety that education professionals have about their job stability.

Edwin Jones testified that change is needed, and that is why the Mayor nominated Dr. Ferebee. He said that the challenges addressed by those who testified are not those of the Chancellor alone, and that the City Council, Chancellor, school employees, and community should work together to help the school system become the best in the country.

Testimony from February 12, 2019

Colby Powell, a student at Ron Brown College Preparatory High School, testified on gentrification. He said that gentrification has distracted people from pre-existing issues such as the educational gap between those East of the River and West of the Park. He spoke on the lack of affordable housing and asked that the city find housing for those displaced by gentrification.

Jessica Amaya, a student at Columbia Heights Educational Campus, testified on the importance of dual language programs and the impact it has had on her, such as scoring a 3 on her AP Spanish Language test. She said that this program should be expanded across all schools.

Fatima Molina, a student at Columbia Heights Educational Campus, presented testimony on dual language and the privilege that comes with knowing more than one language. She wants the Committee on Education to ensure that the new Chancellor understands the importance of dual language programs for English Language Learners, and she hopes that the program can be expanded to all schools.

Andrea Bonilla, a student at Columbia Heights Educational Campus, testified that he wanted the new Chancellor to know the importance of dual language. She discussed her experience growing up in a Spanish speaking household and translating for her grandmother. She wants to see the program expanded to all schools in the District of Columbia.

Cathy Reilly, Executive Director of S.H.A.P.P.E., presented testimony that urged the DC Council to ask the nominee questions around how he will engage with the community and make decisions. She cited Shaw Middle School and Banneker High School and stated that the lack of engagement with the community around multiple options caused the conflict about where the schools should be located. She said that a better decision-making process could fix this problem, and she hopes that Dr. Ferebee can learn from the past on what has worked and has not worked; she hopes he can learn on the job.

Mary Levy testified that Dr. Ferebee's experience at multiple levels of school system management is encouraging, but his history of closing schools and charter conversion in Indianapolis raises concerns. She stated that the DC Council needs to be clear about what is expected of him, and that the DC Council should ask specific questions on how he will engage with the community throughout decision-making processes.

Sarah Livingston testified that the Mayor showed excellent judgement when selecting Amanda Alexander to be Interim Chancellor but she is now second guessing the Mayor's choice

by selecting Dr. Ferebee. She raised concerns about his handling of the sexual abuse case in an Indianapolis school.

Allyson Criner Brown, Associate Director of Teaching for Change, presented testimony citing a report entitled “Our Schools, Our Choice,” which was sent to the Mayor and DC Council, that provided recommendations for the next Chancellor. Some of those recommendations include having a proven record of closing gaps, promoting equity, and focusing on students with specials needs. She stated that his record of transferring management of low performing schools to charter operators and closing schools against community opposition, among many other things, is cause for concern. She asked the DC Council to vet Dr. Ferebee on specific topics such as pursuing equity across DC Public Schools and increasing investments and leveraging resources in DC Public Schools.

Frazier O'Leary, testified that someone who accepts a leadership role should make sure those who don't have a shot is first priority. He stated that Dr. Ferebee's reputation has many afraid that he will not be an advocate for DCPS. He suggested that, if confirmed, Dr. Ferebee should go to a school every day to see what's happening, and to listen to what teachers, students, administrators support staff have to say.

Vanessa Bertelli, Executive Director of the DC Language Immersion Project, presented testimony on multilingual education. She stated that the demand for dual language programs and bilingual employees grew in 2016, but, DCPS added no new dual language programs. She asked if Dr. Ferebee will be the chancellor to fully support dual language and that his answer should serve as a determining factor of his nomination. Attached to her testimony is a press release by Mayor De Blasio of New York City about the announcement of new Pre-k dual language programs.

Suzanne Wells, President of the Capitol Hill Public Schools Parent Organization, presented testimony on a book she spoke of before the Council last year that described efforts of the Union City, NJ education leaders took to improve low performing schools. She said that although DCPS has made many investments, more changes need to occur. She testified that in order to address the problems, DCPS needs an exceptional leader who is experienced at turning schools around. She asked that the DC Council fully vet Dr. Ferebee before confirming him.

Julian Wright, LSAT Member, School Without Walls at Francis Stevens, presented testimony in support of Dr. Ferebee as Chancellor of DCPS and stated that he is a great fit as Chancellor. She provided testimony on the Modernization of School Without Walls and urged that the renovation process begin as soon as possible. She also asked that their funding be increased for the 2019-2020 school year.

Cherita Whiting, Co-Chair of the NAACP Education Committee, testified in support of Dr. Ferebee as Chancellor of DCPS. She testified on his outreach to the community and experience in education.

Robert Vinson Brannum, ANC 5E08, testified in support of Dr. Ferebee's nomination. He ended his testimony with encouraging words for students and urging the Committee to vote to confirm Dr. Ferebee.

Charles Ellis testified opposing Dr. Ferebee as Chancellor and instead urging the Committee to confirm Dr. Amanda Alexander, who served as Interim Chancellor. He testified on her experience and familiarity of the DC Public School system.

Gary Ratner, Founder and executive Director of Citizens for Effective Schools (CES), presented testimony on his background in education advocacy. He spoke about the achievement gap between white and black students. He questioned if Dr. Ferebee would be able to push Central Office to provide the services they should provide, replace the one year principal contract, and the IMPACT teacher evaluation system. He said it's not clear whether the nominee has the vision, experience, knowledge, skills and desire to be the Chancellor and would recommend he not be confirmed if proven true.

Michelle Tafel, Vice President and Executive Director of City Year, testified in support of Dr. Ferebee as Chancellor of DCPS. Tafel stated that Dr. Ferebee shows that he is focused on students and brings experience as an educator and leader.

Lindsey Jones-Renaud testified on adopting dual language at Miner Elementary School. She said her coalition did everything right in the process of getting a dual language program at the school, but DCPS' Office of School Planning does not have a transparent process for schools to adopt such a program. She is now a parent at Elsie Whitlow Stokes and is pleased with the dual language program at the school. She wants dual language expanded to all schools in the District of Columbia.

Darrell Gaston, ANC 8B04, testified in support of Dr. Ferebee as Chancellor. He said that he spoke with many on the Indianapolis School District Commission who said that Dr. Ferebee's commitment to student achievement is a top priority. He said that if confirmed, he hopes that Dr. Ferebee continues to be committed to student achievement.

Camara Francis, Founder of East of the River Foreign Languages for Kids, presented testimony on the importance of dual language programs and the lack of dual language programs East of The River. She urged the Committee on Education to expand dual language education in all DC public schools.

Ayanna Free testified supporting the development and expansion of dual language programs. She spoke about her time Public School 90 in Indianapolis as a child and the daily Spanish class she attended and its impact. She said that language immersion programs provide skills for soon to be citizens and contributes to our city.

Ronald Mason, President of the University of the District of Columbia, presented testimony in support of Dr. Ferebee's nomination. He stated that Dr. Ferebee's record of his work on behalf of students is impressive. He said that they share the same mind and commitment to students in public schools.

Paula Ralph, Chief Operating Officer at the District of Columbia Students Construction Trades Foundation, testified on the programs they offer at the Students Construction Trades Foundation, and how they engage youth through paid internships on home building projects. She

said that there are three areas where action is needed: focus on students, not data; devote adequate time to Construction Trade Education classes; and respect industry partnerships.

Brittany Wade, a PAVE parent leader, presented testimony about budget transparency. She said that she hopes the Chancellor will work with the Mayor and DC Council to ensure budget transparency and that the Chancellor will pay close attention to schools in Wards 7 and 8.

Attached to this report, you will find additional testimony submitted for the record.

VI. IMPACT ON EXISTING LAW

The Chancellor of the District of Columbia Public Schools, established by section 102 of the District of Columbia Public Schools Agency Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-171), is appointed by the Mayor and approved by Council pursuant to section 2 of the Confirmation Act of 1978, effective March 3, 1979 (D.C. Law 2-142; D.C. Official Code § 1-523.01).

VII. FISCAL IMPACT

Pursuant to section 4a of the General Legislative Procedures Act of 1975 (D.C. Official Code §1-301.47a(c)), the requirement of a fiscal impact statement for confirmation resolutions does not apply.

VIII. SECTION-BY-SECTION ANALYSIS

<u>Section 1</u>	States the short title of PR23-0067.
<u>Section 2</u>	Approves the nomination.
<u>Section 3</u>	Transmittal of the resolution.
<u>Section 4</u>	Provides the effective date.

IX. COMMITTEE ACTION

On February 25, 2019, the Committee on Education held a meeting to consider PR23-0067, “Chancellor of the District of Columbia Public Schools Dr. Lewis D. Ferebee Confirmation Resolution of 2019.” The meeting was called to order at 2:30 pm and PR23-0067 was the only item on the agenda. After ascertaining a quorum (Committee Chairperson Grosso and Councilmembers Bonds (At Large), White (At Large), Allen (Ward 6), and White (Ward 8), Chairperson Grosso discussed the background and qualifications of the nominee and thanked Dr. Amanda Alexander for her service. He then spoke to the three public roundtables with over 60 public witnesses. Chairperson Grosso spoke to the frustration with the selection process and

caution felt by the public with the nomination of Dr. Ferebee as Chancellor. Chairperson Grosso then discussion conversations held with members of the Indianapolis community on Dr. Ferebee's time leading Indianapolis Public Schools and how that has informed his decision. Finally, Chairperson Grosso stated that he believes the standard for voting against a nominee, particularly a nominee for Chancellor, is high and that the Mayor has a responsibility to ensure that the nominee for Chancellor is highly qualified and can build coalitions. After weighing all the evidence, Chairperson Grosso stated that he believed Dr. Ferebee meets that criteria and would be voting in support of his nomination. He then opened the floor for discussion.

Councilmember White (Ward 8) spoke about the pros and cons of Dr. Ferebee's nomination. He mentioned that Dr. Ferebee has had numerous engagements with the community and has expressed a commitment to career and vocational education. Councilmember White then mentioned that he still looking for a stronger commitment from Dr. Ferebee on the issues of mentorship, support for black males, transparency, closing the achievement gap, and independence from the Mayor. After listing those issues, Councilmember White indicated that he was hopeful but still had reservations and would be voting present.

Councilmember Bonds (At-Large) emphasized her high expectations for the nominee, including improving neighborhood schools and providing strong oversight over public school funding. Ms. Bonds also highlighted a few specific areas in which she hopes the nominee will find ways to improve, such as class sizes, student-to-technological-device ratio, teacher and principal retention, and a common strategy for traditional public schools and public charter schools. Finally, Ms. Bonds stated that she was prepared to support moving the confirmation resolution through the Committee and on to the full DC Council with the understanding that she will be further examining the nomination prior to the full Council vote.

Councilmember Allen (Ward 6) thanked Chairperson Grosso for creating the vetting and review process of three public roundtables, particularly for the opportunity to meet in the community. Councilmember Allen then spoke to the issues and focus areas he would like to see in the next Chancellor, including a concrete plan, being a champion for DCPS, and a sense of urgency around student achievement. Councilmember Allen then spoke to the ways he has witnessed Dr. Ferebee exemplifying these qualities and that he is supporting the nomination of Dr. Ferebee.

Councilmember White (At-Large) thanked Chairperson Grosso for holding multiple roundtables. Councilmember White then spoke to the two most pressing issues he feels facing the city in education – the achievement gap and ensuring there is a strong neighborhood school system. Councilmember White then stated that based on his record in Indianapolis, Dr. Ferebee does not have a record of closing the achievement gap or protecting neighborhood schools and that he is not prepared to vote for his nomination.

After each member who wanted to speak had an opportunity to do so, Chairperson Grosso moved the draft committee print for PR23-0067 and accompanying committee report for the resolution, with leave for staff to make technical changes. The vote on the print was 3 voting yes (Chairperson Grosso, Councilmember Bonds, Councilmember Allen) 0 voting no, 2 voting present (Councilmembers Robert C. White, Jr. (At-Large) and Trayon White, Sr. (Ward 8)). The meeting adjourned at 2:51 pm.

X. ATTACHMENTS

1. Secretary's Referral Memo
2. PR21-1040 As Introduced
3. Pre-Roundtable Responses from the Nominee
4. Final Witness Lists from Public Roundtables
5. Written Testimony and Comments
6. Legal Sufficiency Determination
7. Committee Print for PR21-1040



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Chancellor

February 8, 2019

Councilmember David Grosso
Council of the District of Columbia
1350 Pennsylvania Avenue, NW Suite 402
Washington, DC 20004

Dear Councilmember Grosso,

Thank you for your letter, dated January 25, 2019. Please find my responses to your questions below.

1. Please provide us with a copy of your Financial Disclosure Statement filed with the Office of Campaign Finance. In the event that you have not yet filed such a statement, please provide answers to questions a-e.
 - a. Please provide the name of each business entity transacting any business with the District Government you have a beneficial interest valued in excess of \$5,000, including publicly traded stock.

At this time, I have no business interests that meet these criteria.

- b. Please provide the name of each business entity transacting any business (including consulting) with the District Government from which you or your immediate family have received (or are receiving) income for services rendered in excess of \$1,000 during the past two years.

Additionally, I have not received any income from the District Government in the preceding two years.

- c. Please provide the name of each business entity transacting business with the District Government in which you or your spouse serves as an officer, director, partner, or agent. Also list the position(s) held, a brief description of the entity, and any other pertinent details.

Neither I nor my spouse serve as an officer, director, partner, or agent for any business entity transacting business with the District Government.

- d. Please provide the name of lender and the amount of liability for each outstanding liability borrowed by you or your spouse in excess of \$5,000. Do not include loans from a federal or state insured or regulated financial institution, or from any business enterprise regularly engaged in the business of providing revolving credit or installment accounts.

Excluding home and auto loans, neither I nor my spouse have any outstanding liability in excess of \$5,000.

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- e. Please list the location of all real property located in the District of Columbia in which you or your spouse have an interest with a fair market value in excess of \$5,000.**

Neither I nor my spouse have an interest in real property located in the District of Columbia in excess of \$5,000.

- 2. Please list all professional and occupational licenses you currently hold.**

Please find below the list of all professional and occupation licenses:

- Superintendent License, Indiana
- Superintendent License, North Carolina
- Principal License, North Carolina
- Elementary Education (Grades K-6), North Carolina
- Curriculum Instructional Specialist, North Carolina

- 3. Please list any professional organizations of which you are currently a member.**

Please find below a list of all professional organizations of which I am a member:

- The Broad Academy, Fellow, 2017
- Chiefs for Change, Member, 2016

- 4. Please list all boards and commissions connected with the District government on which you are or have been a member and include the term of service for each.**

Please find below a list of boards and commissions:

- College Board, Board of Trustees, 11/01/2015 to 10/31/2019

- 5. Do you have any outstanding liability for taxes, fees, or other payments to the District, federal, or other state or local governments, either contested or uncontested?**

No, I do not.

- 6. Do you have any interest, financial or otherwise, that may directly or indirectly pose a conflict of interest for you in performance of your duties as Chancellor of DC Public Schools?**

No, I do not.

- 7. Please discuss any past and present experiences not already mentioned that you believe are relevant to support your nomination as Chancellor of DC Public Schools.**

Please find below examples of my past experience that support my nomination as Chancellor of DC Public Schools:

- In Durham Public Schools, where I served as Chief of Staff and led all academic functions, the district narrowed the achievement gap between Black and White students. From 2010 to 2012, the achievement gap for North Carolina End-of-Grade tests narrowed by four percentage points in Reading and Math and by five percentage points for North Carolina End-of-Course assessments for high school students.
- Durham Public Schools' 4-year graduation rate increased from 69.8% to 77%.

-
- In Guilford County Schools, I served as Superintendent of a region of schools. The region was comprised of elementary, middle and high schools within shared feeder patterns that had a history of persistent under achievement. The schools served majority black students and communities with high concentrations of poverty. Under my leadership, this region of schools achieved:
 - The highest scale score growth on North Carolina End-of-Course assessments among the regions in the district (2010);
 - The highest increase in student proficiency on North Carolina End-of-Grade assessments among the regions in the district (2010);
 - Increased math proficiency by an average of seven percentage points (2010);
 - Increased reading proficiency by an average of seven percentage points (2010).

Thank you for sharing these questions. Please do not hesitate to reach out with any additional questions.

Sincerely,

Dr. Lewis D. Ferebee
Acting Chancellor, DC Public Schools

1 **DRAFT COMMITTEE PRINT**
2 **Committee of the Whole**
3 **March 5, 2019**
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10 A PROPOSED RESOLUTION

11
12 23-67
13

14 IN THE COUNCIL OF THE DISTRICT OF COLUMBIA
15
16 _____
17

18
19 To confirm the appointment of Dr. Lewis D. Ferebee as Chancellor of the District of Columbia
20 Public Schools.
21

22 RESOLVED, THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this
23 resolution may be cited as the “Chancellor of the District of Columbia Public Schools Dr. Lewis
24 D. Ferebee Confirmation Resolution of 2019”.

25 Sec. 2. The Council of the District of Columbia confirms the appointment of:

26
27 Dr. Lewis D. Ferebee
28 5611 North Delaware Street
29 Indianapolis, IN 46220
30

31 as the Chancellor of the District of Columbia Public Schools, established by section 102 of the
32 District of Columbia Public Schools Agency Establishment Act of 2007, effective June 12, 2007
33 (D.C. Law 17-9; D.C. Official Code § 38-171), and in accordance with section 2(a) of the
34 Confirmation Act of 1978, effective March 3, 1979 (D.C. Law 2-142; D.C. Official Code
35 § 1-523.01(a)), to serve at the pleasure of the Mayor.

36 Sec. 3. The Council of the District of Columbia shall transmit a copy of this resolution,
37 upon its adoption, to the nominee and to the Office of the Mayor.

38 Sec. 4. This resolution shall take effect immediately.