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District of Columbia State Board of Education Public Meeting 05-29-2013

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DISTRICT OF COLUMBIA STATE BOARD OF EDUCATION
PUBLIC MEETING

Wednesday, May 29, 2013

5:40 p.m.

Held At:

441 Fourth Street, Northwest

Old Council Chambers

Washington, D.C. 20001

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

1	A P P E A R A N C E S	1	P R O C E E D I N G S
2		2	C A L L T O O R D E R
3	B O A R D M E M B E R S :	3	M S . S L O V E R : Good evening. On behalf of the
4	Laura Slover, President, Ward 3	4	members of the District of Columbia State Board of
5	Mark Jones, Vice-President, Ward 5	5	Education, I want to welcome you, guests and our
6	Mary Lord, At Large	6	viewing public to our Wednesday, May 29, 2013, State
7	Patrick Mara, Ward 1	7	Board of Education meeting.
8	Jack Jacobson, Ward 2	8	The State Board holds its regularly
9	D. Kamili Anderson, Ward 4	9	scheduled meetings on the third Wednesday of every
10	Monica Warren-Jones, Ward 6	10	month, here in the Old Council Chambers at 441 Fourth
11	Trayon White, Ward 8	11	Street, Northwest. This month we delayed holding our
12	Karen Williams, Ward 7	12	public meeting. This is the final Wednesday of the
13	Rayvon "Ray" Clark, Student Board Member	13	month, in order to allow us some time to present the
14	Kelsea Johnson, Student Board Member	14	Revised Compulsory Attendance Rulemaking and to get
15	Sandra Schlicker, Deputy State Superintendent	15	those back out for additional review.
16	Jessie Rauch, Executive Director	16	A lot of work has happened over the last
17		17	month. The next meeting of the State Board will take
18		18	place at this location on Wednesday, June 19, 2013, at
19		19	5:30 p.m. in this same room. We look forward to
20		20	having you join us. At that point, there will be a
21		21	whole new cohort of D.C. graduates and we look forward
22		22	to congratulating them.
1	C O N T E N T S	1	T h e m e m b e r s o f t h e S t a t e B o a r d o f E d u c a t i o n
2	P A G E	2	welcome your participation and your support of our
3	Call to Order 4	3	efforts to improve education in the nation's capitol.
4	Announcement of Quorum 5	4	The State Board of Education meeting for May 29, 2013
5	Approval of Agenda 6	5	is now called to order. The roll will be called to
6	Comments from President 7	6	determine the presence of a quorum. Mr. Secretary.
7	Laura Slover, President	7	A N N O U N C E M E N T O F Q U O R U M
8	Comments from Deputy Superintendent 16	8	M R . R A U C H : Laura Slover?
9	Dr. Mary Schlicker	9	M S . S L O V E R : Here.
10	Reward Schools 21	10	M R . R A U C H : Mark Jones?
11	Martha Cutts, Latin Charter School	11	(No response.)
12	David Pinder, McKinley Technology High School	12	M a r y L o r d ?
13	Public Comments 88	13	M S . L O R D : Here.
14	Marilyn Holmes, Total Sunshine	14	M R . R A U C H : Patrick Mara?
15	Lauren Outlaw	15	M R . M A R A : Here.
16	District of Columbia CAS Presentation 94	16	M R . R A U C H : Jack Jacobson?
17	Kayleen Irizarry, OSSE	17	M R . J A C O B S O N : Here.
18	Dr. Margaret Barco	18	M R . R A U C H : Kamili Anderson?
19	Heidi Beeman	19	M S . A N D E R S O N : Here.
20	Compulsory Attendance Rulemaking Presentation 134	20	M R . R A U C H : Monica Warren-Jones?
21	Virginia Crisman, OSSE	21	M S . W A R R E N - J O N E S : Here.
22	Closing Comments 145	22	M R . R A U C H : Karen Williams?

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

6	<p>1 MS. WILLIAMS: Here.</p> <p>2 MR. RAUCH: Trayon White?</p> <p>3 MR. WHITE: Here.</p> <p>4 MR. RAUCH: Kelsea Johnson?</p> <p>5 MS. JOHNSON: Here.</p> <p>6 MR. RAUCH: Ray Clark?</p> <p>7 (No response.)</p> <p>8 Madam President, you have a quorum.</p> <p>9 APPROVAL OF THE AGENDA</p> <p>10 MS. SLOVER: Thank you. A quorum has been</p> <p>11 determined and the State Board will proceed now with</p> <p>12 the business portion of the meeting. Is there a</p> <p>13 motion to adopt the agenda that has been put before</p> <p>14 us?</p> <p>15 MS. ANDERSON: Madam Chair, I make a motion</p> <p>16 for the agenda to be adopted.</p> <p>17 MS. LORD: Second.</p> <p>18 MS. SLOVER: The motion has been moved and</p> <p>19 seconded. Is there any discussion?</p> <p>20 (No response.)</p> <p>21 Okay. The motion has been properly moved and seconded</p> <p>22 and we are ready to take a vote. All those in favor</p>	8
7	<p>1 say, "Aye."</p> <p>2 (Board members respond in the</p> <p>3 affirmative.)</p> <p>4 MS. SLOVER: Any opposed?</p> <p>5 (No response.)</p> <p>6 Okay. The ayes have it. The agenda is approved.</p> <p>7 COMMENTS FROM THE PRESIDENT FOR</p> <p>DCSBOE</p> <p>8 MS. SLOVER: Good evening, everyone. Nice</p> <p>9 to have everyone here. It looks like we have some</p> <p>10 members of our community and colleagues from OSSE with</p> <p>11 us and colleagues, principals. Nice to see you.</p> <p>12 Tonight our agenda has several parts to it.</p> <p>13 First of all, as we have been doing over the course of</p> <p>14 this school year, tonight we will hear from several</p> <p>15 reward schools, Washington Latin Public Charter School</p> <p>16 and McKinley Technology High School.</p> <p>17 These schools are among a number of schools</p> <p>18 that have had the highest levels of student</p> <p>19 performance and growth in the District of Columbia in</p> <p>20 School Year 2012/'13. We look forward to hearing from</p> <p>21 those schools to hear more about what you're doing to</p> <p>22 help students succeed. This is part of a monthly</p>	9
	<p>1 tradition at this point, to invite high performance</p> <p>2 schools and to share a little bit about their program</p> <p>3 and what's working for them. So we look forward to</p> <p>4 that.</p> <p>5 After that, we are going to hear two</p> <p>6 presentations from the Office of the State</p> <p>7 Superintendent of Education. The first is going to</p> <p>8 focus on the administration of the DC-CAS earlier this</p> <p>9 month. We, as a Board, are interested in hearing how</p> <p>10 that administration went, any lessons learned, any</p> <p>11 potential red flags and hopefully, a lot of success</p> <p>12 stories.</p> <p>13 We're interested as well in knowing the</p> <p>14 timeline for getting results back to student schools</p> <p>15 and teacher and when the school level reports will be</p> <p>16 issued as well. Board members have a number of</p> <p>17 questions about DC-CAS this year. I've hit a couple,</p> <p>18 but you'll be hearing from Board members later on</p> <p>19 that.</p> <p>20 The second briefing is going to be on the</p> <p>21 Revised Compulsory Attendance Rulemaking, which is</p> <p>22 required by the South Capitol Memorial Amendment Act</p>	

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District of Columbia State Board of Education Public Meeting 05-29-2013

10	<p>1 community talking to stakeholders and have really</p> <p>2 upped our game, in terms of engaging with the public.</p> <p>3 So I am very pleased to report on that.</p> <p>4 We promote innovation. We have taken steps</p> <p>5 to advance accountability and we've been working</p> <p>6 through our workgroup graduation requirements on</p> <p>7 building a system that rewards competency and not just</p> <p>8 see time. Board members have been consistent about</p> <p>9 their intention to do so.</p> <p>10 As we continue end all of those efforts to</p> <p>11 work closely with partners, including the District of</p> <p>12 Columbia Public Schools, Public Charter School</p> <p>13 leaders, Public Charter School Board, the Deputy Mayor</p> <p>14 of Education, and, of course, the Office of the State</p> <p>15 Superintendent with whom we have a great partnership.</p> <p>16 Specific milestones; first, in collaboration</p> <p>17 with OSSE, earlier in the year, midway through the</p> <p>18 year, the District of Columbia secured a waiver from</p> <p>19 some of the most onerous provisions of the Federal</p> <p>20 ESEA Act.</p> <p>21 In July of 2012, just a year ago, the</p> <p>22 District's waiver proposal was approved, allowing OSSE</p>	12
11	<p>1 to create a new accountability and rewards systems</p> <p>2 that values both achievement and making sure students</p> <p>3 are getting high levels of achievement and growth,</p> <p>4 which gives schools credit for accelerating and</p> <p>5 struggling, as well as pushing the most advanced</p> <p>6 students and really focusing on how schools are making</p> <p>7 an impact on individual students, not just on the</p> <p>8 overall.</p> <p>9 I see Dr. Irizarry here in the background,</p> <p>10 who really spearheaded that work. Congratulations to</p> <p>11 her on that. And that has really changed the game for</p> <p>12 our schools in terms of thinking about how to hold</p> <p>13 schools accountable for results of our students.</p> <p>14 Second, the State Board began revising the</p> <p>15 District of Columbia's high school graduation</p> <p>16 requirements. We have spent over a year now really</p> <p>17 digging into that and we anticipate that in the next</p> <p>18 few months, through partnership and collaboration with</p> <p>19 OSSE, we will improve new requirements that are</p> <p>20 aligned with D.C. standards and lay the foundation for</p> <p>21 the District to adopt a more competency-based</p> <p>22 education approach. Again, rewarding outcomes and not</p>	13

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

14	1 long way. Just shy of six years ago, we had a very 2 different school system. We had a traditional school 3 system. We had a growing number of charter schools. 4 We had no state education agency, like all the other 5 states had, and since that time, with substantial 6 input from teacher and parents and students, our 7 student representatives included, we've been able to 8 make enormous progress in creating the infrastructure 9 that it takes for all schools and all students to 10 excel. 11 So it sort of sounds a little light with the 12 10,000-foot level, but I can remember when we spent a 13 lot of hours being into the first ever health and 14 physical education standards and wrestling with is 15 this too early to start talking about abstinence and 16 S-E-X. And just a lot, a lot of people coming into the 17 Board and then to see how in five years since, we have 18 recruited schools and teachers in the fight against 19 the nation's highest rated childhood obesity, the 20 highest rate of teen AIDS, and the highest rate of 21 teen pregnancy. 22 We have, thanks to the State	16
15	1 Superintendent's Office, for answering questions on 2 the DC-CAS. So we are measuring how well those 3 standards are being taught and how well the students 4 are learning them. That's an enormous milestone 5 because healthy children are going to be at school and 6 they will be able to be taught and they will be 7 learning. 8 So I see enormous progress, and this annual 9 report is just a small snippet of the confidence that 10 I feel, moving forward, that all of us working 11 together in partnership, in the structures that we now 12 have in place as a state agency and as a State Board, 13 we will, in fact, accelerate the progress that we know 14 our kids need. So thank you for the opportunity to 15 comment on this annual report. 16 MS. SLOVER: Thank you for your comments. 17 Ms. Lord, for those of you who don't know, is an 18 author by trade and a great editor. So she spent a 19 lot of time working on this report, along with others 20 on the Board. 21 Any other comments from Board members? 22 Okay. Ms. Jones.	17
	1 MS. WARREN-JONES: Thank you. I know we've 2 had some staff changes and we had a lot going on at 3 the executive office, and I really just want to tell 4 Jessie and the staff thank you so much for this report 5 because it's an excellent deliverable. I've read 6 through it. It's well written, it's well done and it 7 really does provide a nice comprehensive overview of 8 the Board's work and I would encourage folks to kind 9 of take a look at it online as well. 10 MS. SLOVER: Thank you. I'm going to turn, 11 at this point, to the part of the agenda in which we 12 welcome our State Superintendent. Superintendent 13 Mahaley is not here with us tonight, but in her place 14 is Deputy Superintendent Dr. Sandra Schlicker. 15 Welcome. 16 DR. SCHLICKER: Thank you. 17 MS. SLOVER: I'm glad you're here. We 18 invite you to make a few comments. 19 COMMENTS FROM THE DEPUTY 20 SUPERINTENDENT 21 OF OSSE 22 DR. SCHLICKER: Good evening, State Board of Education members and the interested public, both here	

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

18	<p>1 hope that you will come out to at least one of the 2 games.</p> <p>3 The first game begins at 9:30 and it's a 4 game between the leading private schools and it's 5 going to feature Maret and St. Albans, and then at 6 12:30, it will be the D.C. IAA Championship game, 7 featuring Wilson and McKinley Tech. We're going to 8 hear from our principal from McKinley Tech soon.</p> <p>9 At 2:30, there will be the Citywide All Star 10 game, and then the State Championship game will 11 feature the winner of Game 1 versus the winner of Game 12 2, and that will take place at 5:30, followed by an 13 award ceremony at 7:30 p.m. So do plan to come out to 14 see at least see one of these games.</p> <p>15 As the president said, from April 22nd to 16 May 7th, OSSE administered the DC-CAS, and you will 17 receive more information later from our assistant 18 superintendent for elementary and secondary education, 19 Dr. Kayleen Irizarry.</p> <p>20 Additionally, OSSE's general counsel, 21 Virginia Crisman, will follow-up with an update on a 22 Revised Compulsory Attendance Rulemaking. And last,</p>	20
19	<p>1 but not least, I'm pleased to take this opportunity to 2 introduce two reward schools that are here with us 3 today. We have Martha Cutts, head of the school, at 4 Washington Latin Public Charter School.</p> <p>5 Their school was a recent recipient of a 6 SOAR Act grant from OSSE that will be used to help 7 with developing space for physical fitness at the 8 school's new campus. Several of the Washington Latin 9 Middle School students won awards in the D.C. STEM 10 Fair on May 18th, in areas such as environmental 11 sciences and management, microbiology and that plant 12 sciences.</p> <p>13 Principal David Pinder from McKinley Tech 14 High School is also here with us. First of all, we 15 want to congratulate Principal Pinder on his new 16 oncoming position as executive director at New 17 Leaders. While you will be greatly missed, we are 18 aware of the wonderful work that you will be embarking 19 on to train aspiring principals in urban school 20 systems across the country. So we're happy that 21 you're still in the area and in this field to help us 22 continue education work in the District.</p>	21
	<p>1 McKinley Tech also had several senior 2 students win awards at the D.C. STEM Fair in 3 behavioral sciences and social sciences and cellular 4 molecular biology.</p> <p>5 Lastly, the McKinley Techs will be part of 6 the D.C. High School Baseball Classic at National 7 Stadium on Sunday, June 2nd, in the game beginning at 8 noon. So we encourage everyone to join us to watch 9 our schools, public charter, independent parochial in 10 our first Statewide Baseball Championships; a daylong 11 of high school baseball.</p> <p>12 Without further ado, these schools will 13 speak about the best practices they utilize to meet 14 student proficiency, growth, graduation rates and 15 attendance, which led them to the reward school 16 recognition. Thank you.</p> <p>17 MS. SLOVER: Thank you. That's very 18 exciting. I think I've been to every one of the 19 baseball championships here. They're really fun. So 20 I encourage people to get out. One year we went in 21 the pouring rain and it was still really fun. It's 22 great to be out there in the stadium. You have it to</p>	

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

22	<p>1 I don't know which one of you would like to</p> <p>2 start, but we're looking forward to hearing you. Then</p> <p>3 after both of you have had an opportunity to make a</p> <p>4 presentation, Board members will take the opportunity</p> <p>5 to ask questions.</p> <p>6 REWARD SCHOOLS</p> <p>7 MS. CUTTS: Wonderful.</p> <p>8 MS. SLOVER: Great. Welcome.</p> <p>9 MS. CUTTS: Thank you very much for this</p> <p>10 opportunity. First, let me tell you a little bit</p> <p>11 about Washington Latin. The school is in its seventh</p> <p>12 year. We opened --</p> <p>13 MS. SLOVER: I'm not sure your mic is on.</p> <p>14 It is on?</p> <p>15 MS. CUTTS: Yes.</p> <p>16 MS. SLOVER: Maybe just pull it a little</p> <p>17 closer.</p> <p>18</p> <p>19 MS. CUTTS: Is that better?</p> <p>20 MS. SLOVER: Yes. There you are. Thank</p> <p>21 you.</p> <p>22 MS. CUTTS: Washington Latin opened up in</p>	24	<p>1 have to say, it's all about the faculty. It's clearly</p> <p>2 not about a facility because we haven't had adequate</p> <p>3 facilities or facilities that are commensurate with</p> <p>4 the program.</p> <p>5 I believe deeply that the most important</p> <p>6 thing I do is to hire faculty. I'm looking for</p> <p>7 faculty that not only has expertise in what they teach</p> <p>8 -- that goes without saying -- but I'm looking for</p> <p>9 people who love working with young people. And I'm</p> <p>10 looking for teacher who can create in their classroom</p> <p>11 an atmosphere where students know this teacher knows</p> <p>12 me as an individual. This teacher wants me to be</p> <p>13 successful. This is a classroom where I can take</p> <p>14 risks and make mistakes and not be humiliated.</p> <p>15 The teacher will be consistent and fair and</p> <p>16 we're going to have a little fun as well. Teachers</p> <p>17 who can do that will make the difference. As hard as</p> <p>18 it has been to hire over 125 people in five years, as</p> <p>19 we have grown from 179 students to almost 600 now, I</p> <p>20 know that I've been able to profoundly affect the</p> <p>21 culture of the school quickly by hiring so many people</p> <p>22 and knowing what I am looking for.</p>
23	<p>1 2006, so we are in our seventh year. Originally, we</p> <p>2 had grades five, six, and seven; 179 students in the</p> <p>3 very first year. And we graduated our very first</p> <p>4 senior class last year and had the highest graduation</p> <p>5 rate of any non-selective public school in the city.</p> <p>6 So we were delighted by that.</p> <p>7 The mission of the school is to provide a</p> <p>8 challenging classical education that is accessible to</p> <p>9 students throughout the District of Columbia. And we</p> <p>10 have students from every ward of the city. We're</p> <p>11 located in Ward 4.</p> <p>12 When we opened up, we were the only school</p> <p>13 in Ward 3 -- excuse me -- charter school in Ward 3,</p> <p>14 and we're presently in three locations on 16th Street,</p> <p>15 but we were awarded Rudolph Elementary, and we're</p> <p>16 renovating that building and we're moving into it in</p> <p>17 August so that the entire school will be on one</p> <p>18 campus. We will have a field and we will eventually</p> <p>19 build a gym as well. So we've come a very, very long</p> <p>20 way. It was just exciting for us.</p> <p>21 When I think and ask myself the question,</p> <p>22 what is it that has allowed us to be successful? I</p>	25	<p>1 I think also being a mission-driven school,</p> <p>2 always keeping in the forefront of our minds of the</p> <p>3 mission and what our goals are, helps us to focus on</p> <p>4 what's important. And a classical education is more</p> <p>5 than just offering Latin.</p> <p>6 All our students do take Latin, starting in</p> <p>7 fifth grade, but they also have the opportunity to</p> <p>8 take French, and Mandarin, and Arabic. But it's a</p> <p>9 really a focus on basic moral questions and back to</p> <p>10 what the ancients said, "To know the good is to do the</p> <p>11 good."</p> <p>12 We work very hard at this and we care more</p> <p>13 about quality than quantity. So we always rather make</p> <p>14 sure that we have the depth. I'd rather have them</p> <p>15 read fewer texts, but read them in depth, than to</p> <p>16 raise through a lot of textbooks.</p> <p>17 I think also we have created for ourselves</p> <p>18 some competency indices, the things that we care</p> <p>19 about. It's not just the DC-CAS. It's not just the</p> <p>20 standardized test. Certainly, it's reading and</p> <p>21 mathematics, but it's public speaking. It's the</p> <p>22 knowledge of the Constitution. It's writing. We</p>

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

26	<p>1 often say at Washington Latin, "Words matter." And</p> <p>2 that works on lots of levels, in terms of being able</p> <p>3 to articulate one's ideas clearly, correctly,</p> <p>4 confidently, codedly (sic), and how you treat one</p> <p>5 another.</p> <p>6 So words matter a great deal to us. We care</p> <p>7 a lot about writing and helping students learn to</p> <p>8 write well. Small class size is enormously important</p> <p>9 to us. If I had to summarize our formula for success,</p> <p>10 I would say it's hiring the right people, supporting</p> <p>11 them and giving them an appropriate number of students</p> <p>12 to teach.</p> <p>13 Our goal, as we move into this new building,</p> <p>14 is to have a maximum class size of 20 - a maximum of</p> <p>15 20, and that is probably the biggest challenge for me</p> <p>16 to be able to afford that, to find the balance between</p> <p>17 paying strong faculty and keeping the class size down.</p> <p>18 We've been able to do it thus far, but that's</p> <p>19 important to us.</p> <p>20 When I think about what distinguishes the</p> <p>21 school, I say it's the small class size; it's the</p> <p>22 classical education; it's the diversity that we have</p>	28
27	<p>1 learners and to see the success that we've had. Thank</p> <p>2 you.</p> <p>3 MS. SLOVER: Thank you. We appreciate it.</p> <p>4 I know Board members will have follow-up questions.</p> <p>5 As we turn to you, Principal Pinder, I want to</p> <p>6 congratulate you on your new role. That's very</p> <p>7 exciting. I wasn't aware.</p> <p>8 MR. PINDER: Thank you. I'm excited. I</p> <p>9 don't know if you can hear me on this or not.</p> <p>10 MS. SLOVER: Yes.</p> <p>11 MR. PINDER: Okay. Great. I actually</p> <p>12 prepared some remarks just so that I don't go off on</p> <p>13 any tangent. So bear with me here.</p> <p>14 I'm going to kind of bring together the</p> <p>15 story of McKinley, which is not only an extraordinary</p> <p>16 story, it's almost ironic because the last time I</p> <p>17 testified here was my first year as principal, about</p> <p>18 what we needed to do to develop high performing</p> <p>19 schools. Coming back now, seven years later and seeing</p> <p>20 it to fruition is kind of a sweet moment.</p> <p>21 Let me begin by thanking the distinguished</p> <p>22 members of the School Board for inviting me to discuss</p>	29
27	<p>1 because we have students from all over the city, and</p> <p>2 it is an enormously robust sense of community that</p> <p>3 comes from the very strong relationships between the</p> <p>4 adults and the students that are based on mutual</p> <p>5 respect and affection.</p> <p>6 Then there is supporting the faculty and</p> <p>7 keeping them intellectually challenged, but also</p> <p>8 giving them the infrastructure to do the work that</p> <p>9 they need to do. We've all gone to school, but unless</p> <p>10 you come and you've worked in a school and you've been</p> <p>11 a teacher, you have no idea how challenging that work</p> <p>12 is.</p> <p>13 I have a number of people who are lawyers</p> <p>14 and they say, oh, I don't want to be a lawyer anymore,</p> <p>15 I think I'll teach. Thinking it would probably be</p> <p>16 easy. It's not easy. It's enormously challenging</p> <p>17 work, but it is enormously rewarding as well.</p> <p>18 As I finish my 44th year in schools, I have</p> <p>19 never regretted a day of it. I think this school has</p> <p>20 been, in many ways, the hardest job I've ever had, but</p> <p>21 it's also been the most rewarding to see how we've</p> <p>22 been able to create such a wonderful community of</p>	29

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

30	<p>1 moved about four percent. Even more pressingly, over 2 this span of time, McKinley has increased its 3 population of economically disadvantaged students by 4 more than 25 percent.</p> <p>5 Our school is irrefutable proof that one's 6 economic condition does not dictate one's educational 7 outcomes. There are a number of reasons for our 8 dramatic trajectory, but there are four that I would 9 like to highlight tonight for the State Board.</p> <p>10 First, there was a wonderful opportunity to 11 have autonomous personnel hiring and the development 12 of specific school positions that were necessary for 13 our school. Second, the freedom to innovate curricula 14 for accelerated achievement. Third, high 15 expectations, academically, for students, particularly 16 a community developed vision and mission, and then the 17 fourth is the development of master teachers.</p> <p>18 When I took over as principal six years ago, 19 I was given the autonomy to create new and innovative 20 positions for staff. To improve our instruction on a 21 daily basis, we added four instructional coaches. To 22 ensure that our assistant principals were working</p>	32
31	<p>1 the freedom to move quickly in curricula decision- 2 making. In just my second year at McKinley, we were 3 able to add rigorous coursework to our curricula and 4 replace irrelevant coursework. We added economics, 5 global perspectives, Mandarin, SAT prep, engineering 6 for projects to lead the way and creative writing. We 7 require students to take concepts of physics in ninth 8 grade, along with biology. And all of our ninth 9 graders are taking AP human geography.</p> <p>10 Even more important is that we're allowed to 11 require students at the 10th grade level to take both 12 Algebra II and geometry concurrently so that they 13 would get to advanced math and science by their junior 14 year of school.</p> <p>15 These decisions pave the way for students to 16 take AP coursework in math and science in the upper 17 grades and close learning gaps that took place 18 significantly at the middle school level.</p> <p>19 In addition, McKinley is paving the way for 20 technology, integrated instruction. This 21 implementation of our learning management system is 22 learning, so that we can flip the classroom so that</p>	33
31	<p>1 closely with teachers on a daily basis, we added two 2 directors of operations in the facilities and the 3 school findings. We were able to add two directors of 4 STEM, whose purpose was to build external partnerships 5 with the school and relevant student internship 6 connected to the STEM industry.</p> <p>7 These positions have been vital to the 8 school's success. And without the chance to amend the 9 time, we would not have been able to have those 10 positions. Fortunately, I also had the autonomy in 11 supporting hiring decisions. Every school is 12 different and every school's needs are different and 13 it is critical to note that not all teachers and 14 personnel are interchangeable.</p> <p>15 Over the last several years, I have never 16 been forced to hire a staff member that is not aligned 17 to our vision and mission, and I have been given full 18 support when it was necessary to remove a staff member 19 out of the school. While these decisions have never 20 been easy for us, they were vital to the success of 21 the school.</p> <p>22 A second component that had major impact was</p>	33
31	<p>1 kids can do most of their lectures and most of their 2 note taking in the evenings and then come in for 3 dynamic labs and interactive project-based learning 4 during the class experience.</p> <p>5 A third, and perhaps the most important 6 component is that our school is aligned to a core 7 vision and mission. You can ask any student or staff 8 member at McKinley and they will tell you what our 9 vision is and how we're going to get there. Our new 10 staff members are interviewed based on an 11 organizational alignment tool around our philosophy, 12 and all our decisions are made with that vision and 13 mission in mind.</p> <p>14 Most importantly, the vision and mission 15 were created over a year of input from more than 1,200 16 teachers, parents, and community members. So it is 17 accurate to say that the community of McKinley owns 18 our vision and mission.</p> <p>19 Finally, but certainly not least, we have 20 cultivated a culture of master teachers. There are 21 three vital components to master teaching and I call 22 them CPR, the lifeline of master teaching. Content</p>	33

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District of Columbia State Board of Education Public Meeting 05-29-2013

34	<p>1 expertise, pedagogical alignment and relationship 2 building.</p> <p>3 Our teachers are being trained and supported 4 in the development of all three of three of these 5 components from my outstanding and instructional 6 coaches and master teachers so that we can accelerate 7 learning for students. And I feel confident in saying 8 that I entrust that as the best of the United States.</p> <p>9 As the School Board continues its research 10 on best practices for schools, McKinley is a model to 11 study to implicate. American schools represent the 12 best of who we are and we are the symbol of social 13 justice and an equalizer to those in poverty.</p> <p>14 I look forward to continuing this dialogue 15 with the State Board on how to best meet the needs of 16 our students and create a culture of accelerated 17 achievement for all D.C. kids. Thank you.</p> <p>18 MS. SLOVER: Thank you very much. I can see 19 why they selected you for your new role. Very 20 inspiring. And I should have mentioned, Dr. Cutts, 21 that you are not just the principal, you're the 22 founder of the --</p>	36	<p>1 Cutts, I want to know, you talked a little bit about 2 smaller classroom sizes, which is very important to 3 me. I've been talking about this since I was in 4 school. I just feel like smaller classroom sizes work 5 better for teachers and for students. It's nothing 6 new. It's the basics of when you look at schools.</p> <p>7 What is your student/teacher ratio when you talk about 8 smaller classroom sizes?</p> <p>9 MS. CUTTS: You know, let me answer it this 10 way, as I said, we are looking to have a maximum of 20 11 in a classroom. The total number of students that a 12 teacher has is also very important. And we would have 13 a maximum of 90. That pushes my comfort level, I'd 14 have to say, but teachers would have a maximum of 90 15 total. Because you can't teach students to write. 16 You can't give them feedback --</p> <p>17 MR. WHITE: Can you break that down when you 18 say a maximum of 90? What does that look like?</p> <p>19 MS. CUTTS: Well, for instance, we would 20 have 90 students in fifth, sixth, seventh, eighth, and 21 ninth grades. So basically we would have five 22 sections of 18. So if somebody was teaching all of</p>
35	<p>1 MS. CUTTS: No, I'm not the founder.</p> <p>2 MS. SLOVER: You're not the founder?</p> <p>3 MS. CUTTS: No. I came in the middle of 4 Year 5 2.</p> <p>6 MS. SLOVER: The middle of Year 2. You've 7 been there since almost the beginning, but I've heard 8 about you. And you were previously at National 9 Theatre School; am I right about that?</p> <p>10 MS. CUTTS: Yes. I was there for 14 years. 11 I spent 37 years in independent schools before I came 12 here</p> <p>13 MS. SLOVER: All right. So Board members, 14 what questions do you have for our two illustrious 15 leaders? Mr. White.</p> <p>16 MR. WHITE: Good evening. I want to thank 17 you two for coming tonight. Just to talk about what 18 you all are doing at the schools, I want to give you 19 kudos for that because a lot of times we don't have 20 these things. We like to hear what works. A lot of 21 times we hear what doesn't work. A lot of times it 22 does work. Forgive me, I've got a cold. But Principal</p>	37	<p>1 the fifth grade English would have a total of 90 2 students.</p> <p>3 MR. WHITE: Okay. Thank you. I'll come to 4 my second round later.</p> <p>5 MS. SLOVER: Ms. Warren-Jones.</p> <p>6 MS. WARREN-JONES: Hello, Principal Cutts 7 and Principal Pinder. Thank you so much for your 8 testimony. You really do exemplify, you know, the 9 best that our public system has to offer. My question 10 to both of you, and to Ms. Cutts in particular, you 11 know, there is a lot of research about small schools 12 and they do make a difference, but it's also not 13 always feasible.</p> <p>14 How do you keep you product, which is small 15 student/teacher ratios, the sort of secret sauce 16 formula that you have with the professional 17 development and all the other components and then 18 bring that to scale? Is that possible?</p> <p>19 MS. CUTTS: Well, we never want to be so 20 big that the person in charge of a bigger division 21 wouldn't know all the students. It's all about having 22 to fall through the cracks. We have advisories where</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

38	<p>1 we would have one adult in charge of maybe 10</p> <p>2 students. So that person has the overview on how that</p> <p>3 student is doing. I would choose to replicate before I</p> <p>4 would choose to make the school too large.</p> <p>5 MS. WARREN-JONES: I guess that's kind of</p> <p>6 where I was going because you have a waiting list that</p> <p>7 is pretty impressive. I think there were maybe seven</p> <p>8 or nine slots for ninth grade students this year.</p> <p>9 MS. CUTTS: We have over 800 students on the</p> <p>10 waiting list.</p> <p>11 MS. WARREN-JONES: But the available slots</p> <p>12 for the --</p> <p>13 MS. CUTTS: It's very hard because if most</p> <p>14 people choose to stay with us, sixth grade and ninth</p> <p>15 grade, I mean, anything after fifth grade is hard.</p> <p>16 MS. WARREN-JONES: And my question wasn't to</p> <p>17 put up a defense. It's just like, you've got a great</p> <p>18 thing and how do we make more slots for students.</p> <p>19 MS. CUTTS: As I say, I would replicate</p> <p>20 before I would just make it bigger. Bigger is not</p> <p>21 better, and you lose something in a way. As we</p> <p>22 contemplate our move to our new building, and we will</p>	40	
39	<p>1 have more than twice as much space as we've got now.</p> <p>2 We are being very intentional about how to maintain</p> <p>3 the culture that we've been able to create. So,</p> <p>4 taking it to scale, you can't be too big.</p> <p>5 MS. SLOVER: Okay. We can go to Mr. Mara.</p> <p>6 MR. MARA: Well, thanks to the both of you</p> <p>7 for taking time out of your schedules to be here</p> <p>8 tonight. Obviously, living in Ward 1, representing</p> <p>9 Ward 1, I hear an awful lot about Washington Latin. I</p> <p>10 hear a lot very good things. I understand why the</p> <p>11 waiting list is 900 students.</p> <p>12 I more recently had the opportunity get a</p> <p>13 good look, I did it for McKinley Tech a couple of</p> <p>14 months ago, and I was just very impressed with the</p> <p>15 level of engagement in no matter what classroom you</p> <p>16 went to, whether they were making video games, or they</p> <p>17 were making robots, or they were reading Shakespeare,</p> <p>18 I was just a very impressive high level of engagement.</p> <p>19 I was impressed with the teachers that I saw</p> <p>20 there and then I look over at Washington Latin and I</p> <p>21 look at the education credentials of the teachers</p> <p>22 online at Washington Latin and it's very, very</p>	<p>1 impressive.</p> <p>2 My question for both of you is, one of the</p> <p>3 things that I hear about a lot from many of the</p> <p>4 teachers who live in and outside of Ward 1, in terms</p> <p>5 of professional development, are there things that you</p> <p>6 do that DCPS does that we should be replicating in</p> <p>7 other schools? Because it seems like we're just going</p> <p>8 to have a harder and harder time and teaching, it</p> <p>9 seems, has become somewhat of a different, you know,</p> <p>10 it's not that 30-year profession as much anymore.</p> <p>11 Are there things that we can be doing to</p> <p>12 attract, entertain teachers for a longer period of</p> <p>13 time that maybe you're doing now?</p> <p>14 MR. PINDER: One of the things that we do at</p> <p>15 McKinley is we do an on-boarding for our new staff.</p> <p>16 We have some called a Master Teacher Academy, where we</p> <p>17 train teachers in content, expertise, pedagogical</p> <p>18 relationship building. And I think when everyone is</p> <p>19 speaking the same language and they understand how the</p> <p>20 evaluations connect to that and that it's a fair and</p> <p>21 consistent process, then they trust it and they buy</p> <p>22 into it.</p>	41

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District of Columbia State Board of Education Public Meeting 05-29-2013

42	<p>1 we're bringing people in education that aren't</p> <p>2 qualified to be in it.</p> <p>3 So if we do the right things at the front</p> <p>4 end, I think we would save significant dollars in</p> <p>5 investment on the backend of it. The kind of</p> <p>6 professional development that we're paying for, just</p> <p>7 to give you an example, it costs us \$8,000 for one day</p> <p>8 of a guru around unit lesson planner to come in the</p> <p>9 summer.</p> <p>10 If we train teachers, every teacher coming</p> <p>11 into the system for a year on this work, we would save</p> <p>12 millions of dollars in professional development. And,</p> <p>13 of course, in 20 years, we'd have far better teachers</p> <p>14 in a year and we would end up accelerating achievement</p> <p>15 at great rates and I think they'd stay.</p> <p>16 So the long answer to a short question is I</p> <p>17 think the best way to do this is to figure out how</p> <p>18 train more people the right way. Talking about</p> <p>19 contact credentials, I don't care how strong you are</p> <p>20 with pedagogical relationship, you don't know your</p> <p>21 contact if a kid says, you know, why do we have to</p> <p>22 graph it this way or why does the parabola move that</p>	44
43	<p>1 way?</p> <p>2 If the teacher doesn't have the content</p> <p>3 down to answer that follow-up question to figure out</p> <p>4 what the kid is thinking, then they will never be able</p> <p>5 to prepare them into the next level of learning. So</p> <p>6 those kinds of things, unfortunately, aren't happening</p> <p>7 at the collegial level to prepare teachers. It's been</p> <p>8 watered down; 96 percent of our college professors</p> <p>9 were never practitioners and teach from learning from</p> <p>10 a five-week program. It's very difficult to prepare</p> <p>11 people in five weeks.</p> <p>12 So I think we really have to look at how we</p> <p>13 use our resources at the District level. I think we</p> <p>14 have the resources. I just think the problem is that</p> <p>15 we spend most of our money bandaging problems rather</p> <p>16 than building great teachers at the beginning and then</p> <p>17 investing in them long-term. There is no reason why</p> <p>18 teachers shouldn't be able to spend 20 or 30 years in</p> <p>19 education. That's how relationships are built.</p> <p>20 MS. CUTTS: I would say that I have been</p> <p>21 very pleased to see the number and the quality of</p> <p>22 young people interested in urban education. So</p>	45

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District of Columbia State Board of Education Public Meeting 05-29-2013

46	<p>1 MR. JONES: Thank you, Madam President.</p> <p>2 First of all, I'd like to thank you both for being</p> <p>3 here and commend you on your hard work and your</p> <p>4 accomplishments. I have a couple of questions for you</p> <p>5 Principal Pinder, but before I ask the questions, I'd</p> <p>6 like to publically acknowledge the hard work you've</p> <p>7 done at McKinley Tech. Those of us that have been in</p> <p>8 the community and have history at that school knows</p> <p>9 that when you came in and had great illustrious past,</p> <p>10 but it had fallen down in the valley and you certainly</p> <p>11 built that school back up.</p> <p>12 So I would like to acknowledge that and say</p> <p>13 you've done great work and I appreciate it. You've</p> <p>14 always been open to this Board member. Even when we</p> <p>15 disagreed, we always had civil discussions and you</p> <p>16 remained at the table until we resolved those issues.</p> <p>17 So I would like to just publically tell you I</p> <p>18 appreciate that and thank you. You have been a</p> <p>19 really, really stellar person for our community at</p> <p>20 McKinley Tech.</p> <p>21 I have two questions. One, out of the four</p> <p>22 elements that you mentioned in your presentation</p>	48	<p>1 listening audience, the viewing audience and the Board</p> <p>2 members because I think it is those sort of things</p> <p>3 that help us move our children along in school by</p> <p>4 thinking out of the box.</p> <p>5 MR. PINDER: Yes. So when I was a teacher</p> <p>6 in Baltimore, I taught science and history and</p> <p>7 economics, and I found that there were times that I</p> <p>8 taught certain units far better than my counterpart,</p> <p>9 and there were times where my counterpart was much</p> <p>10 more effective in teaching a different unit. The same</p> <p>11 happened at McKinley. We would look at the data of</p> <p>12 our teachers and would say wow; this teacher teaches</p> <p>13 polynomials and everybody gets it and this teacher</p> <p>14 teaches quadratic equations and everybody gets in</p> <p>15 there.</p> <p>16 We're looking at the kids and we say wow;</p> <p>17 this kid doesn't have this, so we send that kid to</p> <p>18 this teacher's room and these kids to that teacher's</p> <p>19 room. And even though there was one teacher of record</p> <p>20 for those classes, we were always mixing and mingling</p> <p>21 on a daily basis based on where the teacher's best</p> <p>22 practices were and where the kids' learning was.</p>
47	<p>1 earlier, which of the four would you say is the most</p> <p>2 important?</p> <p>3 MR. PINDER: I mean, certainly having</p> <p>4 autonomy around hiring the people that we hired. We</p> <p>5 just hired incredible people. Just the ability to</p> <p>6 recruit last year, we hired the 2011 San Diego Teacher</p> <p>7 of the Year, who is a former Pfizer employee and</p> <p>8 teaches biotechnology. How does someone with that</p> <p>9 kind of experience in the industry teaching our</p> <p>10 biotech coursework without all the barriers that we</p> <p>11 experienced, initially?</p> <p>12 In my first year, it was just incredible.</p> <p>13 She's a game changer. So people are always the</p> <p>14 difference in everything.</p> <p>15 MR. JONES: Okay. The other question is at</p> <p>16 the last meeting, I had the opportunity to hear you</p> <p>17 share a story about you would resolved issues. I</p> <p>18 think it was a math class that you said you had a</p> <p>19 class with X number of students who were behind and</p> <p>20 how you were creative with your teachers and how they</p> <p>21 bought in.</p> <p>22 If you could just share that with the</p>	49	<p>1 I was never a proponent of teaching</p> <p>2 something if our kids were two years behind in</p> <p>3 something, saying that we're teaching something that</p> <p>4 clearly none of them understand doesn't make sense to</p> <p>5 me. So I said let's put them where they are. Let's</p> <p>6 put them in the rooms where they're at and let's teach</p> <p>7 that then move them back in again and accelerate.</p> <p>8 Kids move very quickly. The teachers move</p> <p>9 quickly because they were teaching units they loved.</p> <p>10 So we were kind of thinking outside the box and moving</p> <p>11 the achievement quicker because a number of our kids</p> <p>12 were in fourth grade proficient and then somewhere</p> <p>13 between their middle school years, many of them went -</p> <p>14 - this is actually an anomaly -- most resources says</p> <p>15 that kids who test proficient in the third and fourth</p> <p>16 grade, they will be proficient. In D.C., at least in</p> <p>17 my experience at McKinley, we saw a number of our kids</p> <p>18 negative grow from fifth grade to eighth grade, almost</p> <p>19 in anomaly fashion.</p> <p>20 So we needed to accelerate it and I just</p> <p>21 felt like we would do it if there are teachers who</p> <p>22 have certain love for certain units and they would do</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

50	<p>1 that. And kids, where their deficiencies were, we</p> <p>2 would address that by moving all over. The kids loved</p> <p>3 it. The teachers loved it and things moved quickly.</p> <p>4 Rather than having a teacher sit in a classroom where</p> <p>5 there are so many -- we call it staff initiated -- but</p> <p>6 at the end of the day -- since I'm leaving I can be</p> <p>7 honest -- it's not easy to differentiate with 30 kids</p> <p>8 in one classroom and move them quickly.</p> <p>9 I think principals and educators have to be</p> <p>10 willing to say hey, we're going to move kids here</p> <p>11 today, here today. We're going to move them back</p> <p>12 tomorrow. Kids are very open to that because they</p> <p>13 want to learn. They don't want to sit in the room and</p> <p>14 find themselves way behind. They will catch up fast</p> <p>15 and they did, every time.</p> <p>16 MR. JONES: Thank you. My time is up, but</p> <p>17 Dr. Cutts, do you have any examples similar to that</p> <p>18 that you're doing at your school that is out of the</p> <p>19 box, a little different when you have children that</p> <p>20 are behind and you have to catch them up?</p> <p>21 MS. CUTTS: You know, I think spending the</p> <p>22 extra time on task and sometimes we create a math lab</p>	52	<p>1 speaking so much about math today, it's simply not my</p> <p>2 forte -- but, anyway, if a student didn't understand</p> <p>3 decimals, why we would say that student would have to</p> <p>4 wait 10 months to go to summer school or if a student</p> <p>5 mastered the Algebra I standards in two months, why we</p> <p>6 would say that student has to wait eight months to</p> <p>7 take Algebra II, slows down acceleration on both ends.</p> <p>8 So if we focus on that assertive learning</p> <p>9 and when we identify right away that kids don't know</p> <p>10 this, and they don't know how to circle or they don't</p> <p>11 understand and author's tone or purpose, then we can</p> <p>12 quickly fix it by simply being able to say hey, this</p> <p>13 is our math team and our math team of six teachers is</p> <p>14 going to teach these standards, wherever our kids are,</p> <p>15 and we're going to teach them every day based on where</p> <p>16 our kids are deficient and then move them and in an</p> <p>17 accelerated fashion. I think if we get to that point,</p> <p>18 we can absolutely move achievement in this country</p> <p>19 very quickly.</p> <p>20 MS. CUTTS: You know, the other thing that</p> <p>21 we haven't mentioned is the importance of parental</p> <p>22 support and having families that work with you and</p>
51	<p>1 for kids who are struggling in math. But again,</p> <p>2 smaller groups and being able to really address the</p> <p>3 issues that the individual students have. You're</p> <p>4 absolutely right; you can't expect them to do Algebra</p> <p>5 II if they can't do Algebra I. You've got to take</p> <p>6 them where they are and move them from there.</p> <p>7 MR. PINDER: To add to that, one thing I</p> <p>8 would encourage the State Board to do and to look at,</p> <p>9 because you have substantial power, I actually believe</p> <p>10 the credit system that currently exists -- not just</p> <p>11 here but across the country -- actually leads to</p> <p>12 negative growth. It was intended to get kids</p> <p>13 arbitrarily done with some content by some period of</p> <p>14 time so that by eighth grade we would be sending our</p> <p>15 best, our expedient students to college and those who</p> <p>16 fell behind would be going into technical careers.</p> <p>17 We're in a very different system now. Our</p> <p>18 country is trying to educate every student, regardless</p> <p>19 of what background or where they come from or what</p> <p>20 their deficiencies are. So to do that, if we focus on</p> <p>21 that assertive learning, if a student didn't</p> <p>22 understand decimals -- and I don't know why I'm</p>	53	<p>1 reinforce at home what we're trying to do at school.</p> <p>2 It's a lot easier when you've got that parental</p> <p>3 support.</p> <p>4 MS. SLOVER: Thank you. I'm sure there are</p> <p>5 going to be a couple of questions and follow-up on</p> <p>6 that because that is one of the things the Board is</p> <p>7 looking at, actually, this year, is around standards</p> <p>8 for parent engagement. What should schools do to</p> <p>9 bring parents into the learning process for students?</p> <p>10 I'm going to turn now to Ms. Lord for</p> <p>11 questions, no doubt about math and science.</p> <p>12 MS. LORD: Yes. Well, actually, I want to</p> <p>13 ask a lot of question, and of course, the great</p> <p>14 appreciation for both of you to come here tonight and</p> <p>15 teach us and allow us to benefit from your wisdom is</p> <p>16 just fantastic.</p> <p>17 Principal Pinder, could you talk a little</p> <p>18 bit more about the flipped classroom? As we think</p> <p>19 about graduation requirements, clearly competency and</p> <p>20 mastery of skills, the same way you have your teachers</p> <p>21 with different competencies and strengths, it sounds</p> <p>22 like you can almost accelerate learning, but also</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

54	<p>1 individualize the learning a little bit and what 2 lessons might be draw from that experience. 3 And then secondly, now that you have the 4 benefit of almost hindsight, what recommendations 5 could you make about how to restructure our central 6 offices so that we are not wasting time on 7 professional development. 8 We are not wasting time on summer school or 9 making kids wait 10 months to take summer school. If 10 a kid is foundering in the first few months of school, 11 you know they're going to be a hard sell on summer 12 school later on. Let's start with there and move on. 13 MR. PINDER: Sure. One of the great things 14 that we've been able to do is by having a director of 15 partnerships for STEM at McKinley, a position that was 16 exclusively just to go out and get partners and to use 17 technology so we could flip the classroom. 18 For those of you who aren't familiar with 19 that term, basically it means that we can give kids 20 access for learning management system in the evening 21 where they can watch the teachers lecture in the 22 evening, take their notes, blog with the teachers and</p>	56	<p>1 reasons: 1) kids like to communicate through the 2 learning master system, 2) its safe because teachers 3 can monitor what's going in and out of blogging and 4 parents have access to it. It's gets time-dated to 5 parents so they can see what the conversations. They 6 can watch the lectures with their kids and go over 7 them if they need to and see exactly what the teacher 8 is saying needs to be covered. 9 So it's on the LMS and it's just an easy 10 opportunity to maximize what we know kids love to do, 11 which is to communicate, using the technology and to 12 enhance the amount of time that we spend in classrooms 13 having conversations and lab work. 14 MS. LORD: Do you find that the motivation 15 goes way up? That students are no longer as tardy as 16 they might have been before this? 17 MR. PINDER: Well, one of the things that we 18 did to fix the tardiness is I realized we could never 19 get rid of kids in the afternoon because they liked 20 the afternoon activities. So we flipped that and put 21 them in the morning and now they come to school on 22 time.</p>
55	<p>1 the students and then ultimately come in the next day 2 and have these dynamic sporadic subcircles and 3 conversations and diverge into discussions and labs, 4 as opposed to what we internally do in education today 5 is the teacher lectures 80 percent of the class and 6 then there is 20 percent for dynamic conversations and 7 exploration. 8 This is the other new thing, nearly seven 9 out of 10 of our kids are economically disadvantaged, 10 but most of them have Smart phones. I think I'm the 11 only one walking around with this, oddly enough. Our 12 LMS is accessible through Smart phones. So kids are - 13 - our teachers now are doing their lectures in the 14 evening on the LMS. Kids are watching them in the 15 evening on their Smart phones. They're blogging with 16 other kids about what the lecture means. They're 17 taking their notes that way. They're answering 18 questions about the content and then they are coming 19 in the next day and they are engaging in these labs 20 and they Socratic seminars and discussions. 21 Two classes are coming together to compare 22 notes. So you end up enhancing learning for two</p>	57	<p>1 So we get them to school on time by putting 2 the Poetry Club and ROTC and all these other clubs in 3 the morning. That gets them there, but we do find 4 that the conversations that you see, the engagement 5 that Mr. Mara referred to is far more dynamic because 6 the kids have done the bulk of the work the night 7 before. And it's easy because if you're a student 8 that is watching a lecture where a teacher is modeling 9 this problem and you don't understand it, similar to a 10 movie, right; you can pause it and then you can blog 11 another student and say, you know, hey, what was he 12 talking about when he said this is Step 2, and you 13 don't feel the embarrassment or the concern you talked 14 about, feeling humiliated by the fact that it's a 15 scary learning part. 16 So it's been extremely important as a 17 device, not just for of our generation of students, 18 and/or teachers, but also for -- even our most 19 experienced teachers are enjoying putting their 20 lectures on there and then having kids blog with them 21 in the evening about it so that you come in there and 22 you know they've done their homework because they had</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

58	<p>1 to.</p> <p>2 To speak to your second point, I think it</p> <p>3 just requires us to have dynamic conversations about</p> <p>4 what we can -- and I said this last night at the</p> <p>5 meeting, right, our education system is set up for</p> <p>6 capitalism. I love capitalism. I love the American</p> <p>7 dream of possibly reaching great heights, right, but</p> <p>8 our schools should be set up for a Bell Curve and they</p> <p>9 aren't. They're set up for kids to fail because with</p> <p>10 the arbitrary deadlines and the arbitrary credits that</p> <p>11 have to be accomplished by a certain deadline, if you</p> <p>12 fall two years behind, you almost have to capitulate</p> <p>13 because you have no choice.</p> <p>14 So if we change so that we build and invest</p> <p>15 in our teachers in the beginning, everybody coming on</p> <p>16 is onboard will -- you talked about your heaven-sent</p> <p>17 curriculum director and imagine if every teacher</p> <p>18 coming into D.C. got a year to spend with her, working</p> <p>19 on instruction, working on pedagogy, working on</p> <p>20 relationship building, at end of Year 1, we would save</p> <p>21 millions in writing teachers out and trying really</p> <p>22 good people who have good potential but just didn't</p>	60
59	<p>1 get the support and we would reverse so much, in terms</p> <p>2 of spending, but that requires us to be able to say,</p> <p>3 look, there's going to be some private industry groups</p> <p>4 and education, whether it's Pierce and the other ones</p> <p>5 and we're not going to need it because we're going to</p> <p>6 invest upfront.</p> <p>7 And we have so many great teachers in this</p> <p>8 system. We don't need to spend hundreds of thousands</p> <p>9 on gurus that come in four times a year to tell us</p> <p>10 these kinds of things. What we do need to do, though,</p> <p>11 is we have a number of teachers that come into D.C.</p> <p>12 that are not skilled in teaching literacy,</p> <p>13 probing kids for understanding writing curriculum, and</p> <p>14 these things are costing us years of development in</p> <p>15 student achievement and they're costing us teachers</p> <p>16 who have great potential because they're burnt out and</p> <p>17 they leave.</p> <p>18 So if the District works on writing</p> <p>19 curriculum so that -- look, I know Maria Tacaba</p> <p>20 (phonetic) is a great principal at (inaudible), right.</p> <p>21 I know they've got great lesson plans over there,</p> <p>22 right. We don't have a system where our teachers are</p>	61

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

62	<p>1 deficiency.</p> <p>2 So if you look at most of our class sizes,</p> <p>3 they are between 15 and 18. Whereas in social</p> <p>4 studies, where it's more dynamic conversations and</p> <p>5 it's more unstructured and you can have Socratic</p> <p>6 seminars, you can go 25 to 28 and those teachers get</p> <p>7 that. Right.</p> <p>8 Also, at the ninth grade level, where</p> <p>9 hormones are going crazy and kids are transitioning,</p> <p>10 we try to keep ninth grade smaller than say, 12th</p> <p>11 grade. Then when we switch those classrooms, it's</p> <p>12 really based on what teachers are interested in doing.</p> <p>13 For example, to cut down on our budget in</p> <p>14 substitutes, I'll have some teachers say I really</p> <p>15 would like to go to Anacostia and watch this teacher</p> <p>16 who is really dynamic. And I'll say, well, if you're</p> <p>17 willing to webcast your class to the other biology</p> <p>18 teachers so we don't have to pay for a substitute so</p> <p>19 that the kids still get a really good teacher, I'll</p> <p>20 let you go to Anacostia and watch that other teacher.</p> <p>21 So the teachers are working cooperatively to do that.</p> <p>22 And if there is a teacher that says, "Mr.</p>	64
63	<p>1 Pinder, I really work best with smaller classrooms."</p> <p>2 And that's what I'll do. There are other</p> <p>3 ones. I say this all the time; I believe there are</p> <p>4 four types of people in organizations: 1) is</p> <p>5 competent. These are the people that do their job</p> <p>6 well, but may need a smaller class size because it's</p> <p>7 just is more conditioned to their style. Then there</p> <p>8 are innovators.</p> <p>9 These are people that absolutely love when</p> <p>10 they are short on racehorses and coming up with these</p> <p>11 dynamic ways to do things and you can give them 28 and</p> <p>12 they will absolutely excel. And then there is game-</p> <p>13 changers. These are people who can lead teams; the</p> <p>14 minute they enter a conversation, every buys into it.</p> <p>15 So you put them to lead your teacher teams. So I</p> <p>16 think if you put the right people in the right places</p> <p>17 with the right formula, then they will excel and</p> <p>18 that's been the case at McKinley. So we have teachers</p> <p>19 that say give me 15, I try to make that. And then</p> <p>20 there are teachers that say give me 30, watch this.</p> <p>21 And I'll do that. So we try to work from those</p> <p>22 constraints.</p>	65
	<p>1 To the second point, there is no secret</p> <p>2 sauce when it comes to engaging parents, but what I</p> <p>3 would say is that usually when we bring people in at</p> <p>4 PTA meetings who have something beneficial for</p> <p>5 parents, whether it's hey, how do you teach your kids</p> <p>6 to work better with technology, right.</p> <p>7 How do you watch your kids? How do you talk</p> <p>8 to your kids when they're not talking to you?</p> <p>9 Bringing in people who are experts in those areas and</p> <p>10 putting them around the other conversations that are</p> <p>11 not as attractive, people will show up for those</p> <p>12 things.</p> <p>13 I remember when we had smart technologists</p> <p>14 come in to teach parents how to navigate their kids'</p> <p>15 phones. We had 150 parents that night that wanted to</p> <p>16 know what was going on with kids' phones. And then,</p> <p>17 of course, we included all of our stuff, right.</p> <p>18 So I think if you make it worthwhile for</p> <p>19 parents, they will show up. The other thing is to</p> <p>20 make them partners. I think that one of the things</p> <p>21 the District needs to do is take a look -- we have an</p> <p>22 incredible group of parents, many of whom would like</p>	
	<p>1 to go back to school and do great things in</p> <p>2 technology.</p> <p>3 Believe me, they've come in and seen what</p> <p>4 their kids are doing at McKinley. They're like wow;</p> <p>5 if I can do this, I'd come back. I think that the</p> <p>6 District and the State Board should look at ways that</p> <p>7 we can get our parents the opportunity to take classes</p> <p>8 at our schools, to make them community centers, not</p> <p>9 just schoolhouses that close at 3:30. I think that if</p> <p>10 we can do, invest them in the program so that we're</p> <p>11 investing in them, then they do come out for that</p> <p>12 stuff.</p> <p>13 MS. WILLIAMS: I have one other question.</p> <p>14 Have you trained your successor yet?</p> <p>15 MR. PINDER: So my successor had trained me</p> <p>16 and 10 people beyond me. Dr. Jones is an incredible,</p> <p>17 dynamic individual. Dr. Jones, who is the interim</p> <p>18 principal at Langley right now, has been named as my</p> <p>19 successor. I don't know if that's news to everybody</p> <p>20 here. Perhaps it is. But at any rate, she's pretty</p> <p>21 incredible.</p> <p>22 MS. WILLIAMS: Thank you.</p>	

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District of Columbia State Board of Education Public Meeting 05-29-2013

66	<p>1 MS. CUTTS: I meant to say something more</p> <p>2 about parent engagement. I say to students all the</p> <p>3 time that it's important to me that every student have</p> <p>4 at least one adult that they feel comfortable going to</p> <p>5 if they have a question or a problem or if they're</p> <p>6 excited and they want to share something, but I also</p> <p>7 say to parents, you need that go-to person as well.</p> <p>8 Think about who it is at school that you</p> <p>9 feel comfortable with when you have a question or a</p> <p>10 problem, who is it that you can go to and feel</p> <p>11 comfortable coming and asking the questions. And</p> <p>12 that's a way -- it's the relationships. Do they feel</p> <p>13 a connection to the school?</p> <p>14 One of the things we do at the end of the</p> <p>15 marking periods is it's not just handing out a grade,</p> <p>16 a report card, it's a substantive comment that</p> <p>17 teachers write. And it's enormously time consuming to</p> <p>18 write them and for us to proofread them and to get</p> <p>19 them out, but parents and students value the comments</p> <p>20 and they know that their child is known as an</p> <p>21 individual and is getting support and feedback and</p> <p>22 that we really know who they are. That's another way</p>	68
67	<p>1 to pull them in for parent conferences for</p> <p>2 conversations. For some of them, it's much harder,</p> <p>3 but those are some of the things that gets them</p> <p>4 engaged.</p> <p>5 MS. SLOVER: Thank you. I would like to</p> <p>6 just take a moment just to break into the</p> <p>7 conversation. In response to your statement,</p> <p>8 Principal Pinder, about bringing in parents into the</p> <p>9 learning process and actually getting parents into</p> <p>10 some of the same learning opportunities that their</p> <p>11 kids have, I'm going to turn for a moment to Dr.</p> <p>12 Schlicker.</p> <p>13 Dr. Schlicker is working on, through OSSE,</p> <p>14 an initiative called the Community School's</p> <p>15 initiative, which she is the expert on. So I thought</p> <p>16 rather than trying to talk about it, I would ask her,</p> <p>17 which the goal is really around the same issues that</p> <p>18 you're raising.</p> <p>19 DR. SCHLICKER: Well, thanks to Mayor Gray</p> <p>20 and the Council, we have legislation. We know all</p> <p>21 know that this Bill has a section in on community</p> <p>22 schools and the Council awarded \$1 million dollars in</p>	69

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

70	<p>1 every advisor contact parents in the first three weeks 2 of school to reach out and say I'm the advisor. This 3 is my role and I think when you make that call and you 4 ask one question, what is it that would help us in 5 working with your child. What is it that you can tell 6 us that would be helpful?</p> <p>7 They are so grateful for the opening up of 8 the lines of communication. It's not because there's 9 a problem or an issue, it's before any event happens 10 to say I'm here. I want to work with you. I say all 11 the time that it's important to us to work in 12 partnership with parents. So I think when you set the 13 stage that way, you have a better chance of bringing 14 parents into the process. And then you have to 15 communicate all the time. It helps if you have a 16 strong Parent Association that works with you to 17 support activities.</p> <p>18 You know, our PA, my first year in the 19 school when we were over in a church and the building 20 was in horrible shape. The PA got organized and they 21 came and they painted classrooms in the summer and 22 they planted bushes and plants. It was a tremendous</p>	72	<p>1 do connect dates to give them information. We have a 2 hotline for those people who just prefer just to call 3 in. We have a very interactive and updated website. 4 Our Learning Management System allows parents to go in 5 and actually see what their doing, the lectures, the 6 work, their grades are updated with real-time data. 7 Parents love that.</p> <p>8 And the second thing is, parents want 9 authentic engagement. So one of the things that I 10 think the District has improved upon over the last six 11 years is to eliminate an authentic engagement. What I 12 mean by that is there was a time where parents were 13 inputting on personnel decisions, which is an 14 inauthentic engagement because you can't really share 15 the nature of a personnel evaluation.</p> <p>16 So once a parent starts to feel like they're 17 being engaged inauthentically, or after decisions are 18 made, they will withdraw. And what we did do at 19 McKinley well was we had something called a Vision 20 Quest every year. These were 10 evening events 21 throughout the course of the year where we engaged 22 parents, authentically, about things we really wanted</p>
71	<p>1 help. And then they feel a part of the community and 2 they're invested in them.</p> <p>3 MR. JACOBSON: Wonderful. Principal Pinder, 4 you had your talk for things that make McKinley Tech 5 so wonderful, but parent engagement wasn't on that 6 list, which surprised me a little bit. Can you talk 7 to me a little bit about that and some of the 8 engagement tools that you've been using? It sounds 9 like you're doing some high-tech communication with 10 parents, which is really helpful.</p> <p>11 MR. PINDER: So let me clear; I always 12 believe that we control certain variables as school 13 educators and that we should focus on variables that 14 we control, and parent engagement is one of them.</p> <p>15 What I believe is that you can create 16 incredible results, regardless of that. That doesn't 17 mean it shouldn't be there. I believe you could do it 18 if you create that community inside.</p> <p>19 What I've learned from my parents at 20 McKinley and my own parents, is that there are two 21 things that parents really want; 1) they want 22 communication and the want it in multiple ways. So we</p>	73	<p>1 parent input on. And because they knew that the 2 engagement was authentic and that what they were 3 actually doing was going to result in something that 4 was actually change the practice of McKinley, they 5 came.</p> <p>6 So I think if you say look, these are things 7 that are on the table. We're going to engage around 8 these things. We really want your input on what are 9 the best internships for our kids. We want you 10 sitting here with our CEO partners on our tech firm 11 and we want you to talk to them about what kind of 12 internships you want your kids to attend. We want you 13 coming to the lunches.</p> <p>14 We have a STEM luncheon every month where we 15 celebrate our kids and their performance. We want you 16 there celebrating your kids. Those are authentically 17 engaging events that parents want to be a part of and 18 so they come. But you won't see me inviting parents 19 to these inauthentic meetings where I say I really 20 want you to tell me how we should put this budget or I 21 really want you to tell me which teacher we should 22 hire and I'll tell you why. Because we've all been</p>

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

74	<p>1 students. We are not all educators and there is a</p> <p>2 science to this work and I would never tell people</p> <p>3 that it's appropriate for me to discuss the personal</p> <p>4 evaluation of a particular teacher or whether this</p> <p>5 resource or budget line item is the best thing for</p> <p>6 teachers. I think parents have begun to believe that</p> <p>7 it's real engagement there and so we're going to come.</p> <p>8 And I just think that's a critical --</p> <p>9 MR. JACOBSON: That's extremely helpful.</p> <p>10 Thank you.</p> <p>11 MS. SLOVER: I think we're going to go now</p> <p>12 to Ms. Anderson from Ward 4.</p> <p>13 MS. ANDERSON: I want to thank you both for</p> <p>14 coming this evening. Again, we've all benefitted from</p> <p>15 sharing your wisdom this evening; your insights on</p> <p>16 what makes your schools the top quality schools that</p> <p>17 they are.</p> <p>18 I have two different questions and I guess I</p> <p>19 can just kind of spill them out instead of waiting for</p> <p>20 one answer, you can have a chance to mull over one</p> <p>21 while the other is speaking.</p> <p>22 Mr. Pinder, my question is, to what extent</p>	76	<p>1 correlate with those prescribed by OSSE? Dr. Pinder,</p> <p>2 you can answer --</p> <p>3 MR. PINDER: Well, thank you for giving me</p> <p>4 the title "doctor." I haven't earned, but I'll take</p> <p>5 it.</p> <p>6 MS. ANDERSON: All teachers are doctors as</p> <p>7 far as I'm concerned.</p> <p>8 MR. PINDER: Thank you. That's a good</p> <p>9 question. I actually, as a proponent -- as a student</p> <p>10 who went to a high school that was an all boys</p> <p>11 Catholic High School in Baltimore, I'm much more of a</p> <p>12 proponent of renaissance type of education. I believe</p> <p>13 that kids, if they have nothing to sing and dance</p> <p>14 about, then probably science and math isn't going</p> <p>15 matter.</p> <p>16 In our initial first couple of years, we had</p> <p>17 to reverse some academic negative growth and we</p> <p>18 invested hard in instructional coaches and in other</p> <p>19 areas. After six years of that, we were phasing out</p> <p>20 all of our instructional coaches this year because</p> <p>21 we've actually created teacher leadership teams and</p> <p>22 we're going to invest \$100,000 into our arts program</p>
75	<p>1 that the faculty and curriculum in your program allow</p> <p>2 students to engage in kind of cross-disciplinary</p> <p>3 learning, such that STEM becomes steam, where they can</p> <p>4 engage in the arts and math, as well as in the</p> <p>5 sciences, either hard sciences or social sciences, in</p> <p>6 meaningful ways? That's the question I have for you.</p> <p>7 Ms. Cutts, I was going to ask you precisely,</p> <p>8 what is the advantage to be gained by students in</p> <p>9 taking three credit hours of Latin, which some have</p> <p>10 indicated is a dead language, which others have</p> <p>11 indicated that it is not. That it is not ranking in</p> <p>12 practice in some popularity. If you can explain, I</p> <p>13 guess that being the basis of your school, hence the</p> <p>14 name, and the modeling that your school is, Washington</p> <p>15 Latin School.</p> <p>16 And another side question for you is that I</p> <p>17 know that you use kind of a more traditional, as some</p> <p>18 would say, archaic, but you can defend that on your</p> <p>19 own, about your system with demerits. What is the</p> <p>20 disciplinary system that you use for determining how</p> <p>21 many students will be expelled or suspended from the</p> <p>22 school and how does do those disciplinary policies</p>	77	<p>1 and our music program.</p> <p>2 Last week we had our first band performance</p> <p>3 on the stage and after a watching Eastern's band and</p> <p>4 Ballou's band, I can tell you that 1) I don't like to</p> <p>5 lose, and 2) I really want our kids to do that. So we</p> <p>6 invested time in that this year because now we have</p> <p>7 been able to phase out other positions because we've</p> <p>8 got an incredible staff that don't need instruction</p> <p>9 coaches anymore.</p> <p>10 So with that in mind, I think you're right,</p> <p>11 it should be seen. We need to have well-rounded kids</p> <p>12 in our schools who understand the arts and music and</p> <p>13 we're making heavy investment. I think every school</p> <p>14 should do this. Now, I add this caveat to that, which</p> <p>15 I added at last night's meeting as well, I think we</p> <p>16 really need to make sure, particularly in our</p> <p>17 elementary and our middle schools, that we don't</p> <p>18 specialize so narrowly that we eliminate those things.</p> <p>19 I was looking at the Ward 5 middle schools,</p> <p>20 and there is going to be a school that is going to be</p> <p>21 a new international arts school and another school is</p> <p>22 going to be an ISP school, and another school that is</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

78	<p>1 going to be McKinley STEM Middle School, but I would</p> <p>2 caution these kind of moves because I don't know about</p> <p>3 you, but when I was in fifth grade, I did not wake up</p> <p>4 and say I am ready to be a scientist.</p> <p>5 While those things are pathways and they do</p> <p>6 support learning, specialized programs should probably</p> <p>7 be best at the high school level and we should still</p> <p>8 make sure that we're investing in that renaissance,</p> <p>9 well-rounded education so that our kids know when they</p> <p>10 get out of here what they want to do, as opposed to</p> <p>11 feeling like they've been put in one pathway because</p> <p>12 they live in a certain block that happens to have a</p> <p>13 school that is STEM or music, or whatever.</p> <p>14 MS. SLOVER: This has been a very rich</p> <p>15 discussion. Oh, I think I just cut you off. I'm</p> <p>16 sorry. Go ahead and then I'll jump in.</p> <p>17 MS. CUTTS: You asked about why Latin. We</p> <p>18 have on our website a statement that answers that</p> <p>19 question. I would be happy to email you that</p> <p>20 document.</p> <p>21 MS. ANDERSON: I went to the website. I was</p> <p>22 just hoping that you could tell us for our audiences.</p>	80
79	<p>1 MS. CUTTS: Oh, okay. Latin, first of all,</p> <p>2 it helps you to understand English and English grammar</p> <p>3 and vocabulary. It helps with reading and writing.</p> <p>4 It also exposes you to an entirely different culture</p> <p>5 and a world of literature that is rich and the whole</p> <p>6 concept of Western democracy founded on ancient Greece</p> <p>7 and Rome. So Latin is a wonderful foundation for</p> <p>8 modern languages as well. We have students study</p> <p>9 modern languages. We require that, in addition to</p> <p>10 Latin.</p> <p>11 You asked about the discipline system.</p> <p>12 That's a very big topic. One of the goals that we set</p> <p>13 for ourselves, as a school, set for ourselves, our</p> <p>14 faculty, was to work on the culture of respect. I</p> <p>15 would say that our guidelines for behavior and our</p> <p>16 Code of Conduct are basically framed with that in</p> <p>17 mind, to be respectful of people in how we act and how</p> <p>18 we speak and how we live together in the school</p> <p>19 community. I can give a lot more detail, but that's</p> <p>20 more than you'd want to hear.</p> <p>21 MS. SLOVER: Thank you. So I was growing</p> <p>22 up, my mother insisted that I take Latin and my father</p>	81

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

82	<p>1 in our STEM industry- related fields.</p> <p>2 I can tell you that when I began at</p> <p>3 McKinley, I had 180 applications for 220 spots and now</p> <p>4 we've got nearly 1,000 this year for 200 spots. So it</p> <p>5 goes with saying, if you build it, they will come.</p> <p>6 I would push back on the cream of the crock,</p> <p>7 piece, right, in that when I came on in 2006, we were</p> <p>8 not a full Title I school. Less than 40 percent of</p> <p>9 our kids were free or reduced lunch. Today it's over</p> <p>10 60 percent. So if the research holds true, our</p> <p>11 numbers should've actually gone down because we've</p> <p>12 increased the number of our students in poverty.</p> <p>13 Having said that, there are a number of</p> <p>14 things that make for great students, right. You can</p> <p>15 have students at the poverty level with great parents</p> <p>16 that support them. You can have great teachers, great</p> <p>17 curriculum, great coursework. And I think, certainly,</p> <p>18 we are getting a larger crop of students who are</p> <p>19 academically inclined because we're starting to</p> <p>20 produce results that are making it interesting for</p> <p>21 them.</p> <p>22 But still, nearly 60 percent of our students</p>	84
83	<p>1 are deficient in either reading or math coming into</p> <p>2 McKinley. I would say that our summer grid program</p> <p>3 has really enhanced that. It's five weeks of</p> <p>4 celebrating positive culture. It's five weeks of</p> <p>5 focusing on those specific students' needs. So it's</p> <p>6 not tailored to some overhaul curriculum. We look at</p> <p>7 the 180 that were taken in and we say what do they</p> <p>8 need and we tailor it right to their needs.</p> <p>9 Generally, in the five weeks, by the time</p> <p>10 they get into the ninth grade, they're doing</p> <p>11 incredibly well, but also, if you look at ninth grade,</p> <p>12 because the kids are taking concepts of physics and</p> <p>13 biology -- no other public school is doing that.</p> <p>14 Because they are taking AP human geography and</p> <p>15 creative writing and English, we're able to make up a</p> <p>16 lot of deficiencies because we've got kids taking all</p> <p>17 this additional coursework that isn't called doubling.</p> <p>18 It's not called double math. It's not called science.</p> <p>19 It's actually different coursework that gets them</p> <p>20 working with these different content areas. So it</p> <p>21 makes it quick to move them through.</p> <p>22 Also, if you're teaching science and math</p>	85

1 and engineering and robots and computer science, it is

2 amazing how fast kids will learn algebraic equations

3 when they're designed around a video game. So I have

4 watched them working on the functions online the other

5 day. Again, not a content area strong end, and

6 watching them design a video game around that. They

7 were picking up algebra so fast.

8 So I think if you find a way to make these

9 disciplines fun and interesting and exciting for kids,

10 they will engage. There is a great book called

11 "Disrupting Class." I'll plead this little story, as

12 my stomach is growling.

13 But this guy was doing some research about

14 why so many people were buying milkshakes between the

15 hours of 6:00 and 9:00 a.m. And he was asking

16 questions about whether it was the texture of the

17 milkshakes, whether it was the quality of the

18 milkshakes, whether it was thicker, whatever, right.

19 And what he found is that the reason so many people

20 were buying these milkshakes was because when they're

21 trying in rush hour, they need something to hold them

22 over to lunch and milkshakes tend to do that.

1 Milkshakes are not as messy as bagels and

2 egg sandwiches and pancakes. And they take the whole

3 time to sip through while you're driving in rush hour.

4 He found the same was true with education. That kids

5 comes to schools for two things; to build

6 relationships with friends and to feel successful

7 about that. And if we make our course content about

8 celebrating kids and about making it fun for them to

9 build relationships with their friends, then they'll

10 math, English, and science as their milkshake to get

11 through rush hour, in this case, school.

12 So I would say that the reason that you're

13 seeing that kind of success at McKinley is that they

14 just enjoy it. We can't get them to leave at the end

15 of the day.

16 MR. WHITE: Thank you.

17 MS. SLOVER: I think that's a great note to

18 end on, the deep thought of school is like a

19 milkshake. I like it. Catchy. All right. So I'm

20 going to end with a very, very quick question. You

21 pointed us in a very strategic and clear direction

22 earlier when you said one thing for the State Board to

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District of Columbia State Board of Education Public Meeting 05-29-2013

86	<p>1 do is to really focus on freeing up schools from being 2 forced into a credit system, moving towards more the 3 competency basis that allows for individuals to learn 4 pathways, et cetera. It really frees kids up from C- 5 time requirements. We totally concur and are working 6 in that in collaboration with OSSE. We hope to make 7 that move and formalize that this spring.</p> <p>8 Can each of you give us one other like, big 9 takeaway for something that this Board, the State 10 Board can do, that we can impact and improve 11 conditions for LEAs?</p> <p>12 MS. CUTTS: I have to say that I think the 13 autonomy, giving the principals autonomy. I don't 14 know whether you can do that or you can't do that, but 15 that's the sin qua non, I think. Without that, a 16 leader can't make changes that need to be made.</p> <p>17 MR. PINDER: I would echo that sentiment and 18 I would also argue that I think we need to do more 19 education to reward input, not just output. You can 20 lose 100 pounds in six months and do it very 21 unhealthfully. We can move test scores in six month 22 and not be better off forward if we just focus on the</p>	88
87	<p>1 outputs.</p> <p>2 We need to focus on the inputs. We need to 3 reward some teachers who going to additional 4 professional developments, who are collaborating with 5 their peers. We need to make the evaluations 6 celebrate a lot of the input. We need to make these 7 environments far more risk-free.</p> <p>8 I told teachers the other day, I want you to 9 really experiment with technology. They said Mr. 10 Pinder, we've got to worry about five other 11 innovations. I said if I come in and it's bad, we'll 12 walk out, right. I want you experimenting. I want 13 you having fun. So we need to create evaluation 14 systems that reward risk taking for teachers and not 15 make it so stringent around scores that we prevent 16 people from creating creative ways for learning.</p> <p>17 I was observing a charter school in 18 Philadelphia and the CAO asked me what do you think of 19 our school. And I said I think you're going to create 20 a high percent of low proficient learners. They're 21 not going to compete with India and China and Brazil 22 because we have constricted our teachers so much</p>	89
	<p>1 around what has to happen --</p> <p>2 MS. ANDERSON: Right. The high stakes 3 testing, the emphasis on it.</p> <p>4 MR. PINDER: Right. I remember being a kid 5 in high school, sitting on the windowsill discussing 6 "The Old Man and the Sea," which was not fun, other 7 than the fact that we were sitting on a windowsill and 8 discussing "The Old Man and the Sea." I don't think 9 that teacher would've gotten an incredible in impact. 10 But I will try to teach a lesson that hasn't long 11 lived with me long after.</p> <p>12 So I think we've got to start rewarding. It 13 doesn't mean test scores aren't important and it 14 doesn't mean that evaluations aren't important, but we 15 need to start rewarding teachers who takes risk who 16 make this an environment where we hire the right 17 people upfront and give them the training support 18 upfront and then give them the environment to succeed 19 as opposed to not hiring the right people upfront, not 20 giving them the right support and then spending all 21 that time trying to prepare what we didn't do and get 22 them out and all these --</p>	
	<p>1 MS. CUTTS: Just the way students want to be 2 known and want to be successful, adults are the same. 3 Adults want to be in a community where they are known 4 and appreciated and they feel successful. Not every 5 student is going to be terrific in every discipline, 6 but if there is some aspect of school life where a 7 student can succeed, he is more likely to work hard 8 and try in the other areas, and faculty need the same 9 thing.</p> <p>10 When things get too big, when it's too big a 11 place and they're not known and they never see the 12 leader of the school and they never get any feedback, 13 they're not going to feel that way. They're not going 14 to feel connected.</p> <p>15 MS. SLOVER: Thank you. Those are good 16 lessons to apply for all of us. We really appreciate 17 you being with us and sharing your deep knowledge and 18 your successes. Look at the philosophy, "School is a 19 milkshake." I like that.</p> <p>20 All right. Thank you. Get to your dinner. 21 We appreciate it. We hope you'll come back. We hope 22 you'll come back in your new role and tell us how it's</p>	

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

90	<p>1 going.</p> <p>2 MR. PINDER: Thank you.</p> <p>3 MS. SLOVER: Congratulations to both of you.</p> <p>4 MS. CUTTS: Thank you.</p> <p>5 MS. SLOVER: I feel like we should applaud</p> <p>6 them.</p> <p>7 (Applause.)</p> <p>8 PUBLIC COMMENTS</p> <p>9 MS. SLOVER: All right. Well, that's a hard</p> <p>10 act to follow. At this point, we're going to hear</p> <p>11 from a few public witnesses who wish to speak on</p> <p>12 education- related matters. All witnesses are asked</p> <p>13 to contact the staff by telephone or email if there is</p> <p>14 an interest in providing testimony at one of our</p> <p>15 public meetings.</p> <p>16 I'm going to call the witnesses forward if I</p> <p>17 can find my agenda. Sorry, it's somewhere here.</p> <p>18 We've got Marilyn Holmes. I saw you. Welcome. Come</p> <p>19 on down. Major Robeson and Lauren Outlaw.</p> <p>20 Great. On our sections with principals, I</p> <p>21 was very lax with the clock. We are going to return</p> <p>22 now, Board members, to our two-minute time and invite</p>	92
91	<p>1 each of you to provide your two minutes of public</p> <p>2 testimony. Ms. Holmes, would you like to start?</p> <p>3 MS. HOLMES: Yes, please.</p> <p>4 MS. SLOVER: Welcome back.</p> <p>5 MS. HOLMES: Thank you. Can you all hear</p> <p>6 me?</p> <p>7 MS. SLOVER: Yes.</p> <p>8 MS. HOLMES: Great. Hello, again. My name</p> <p>9 is Marilyn Holmes; I'm the president of Total</p> <p>10 Sunshine, Inc. We are a local non-profit and we</p> <p>11 support students and education. Whenever I start</p> <p>12 getting close to the ceremony date, our annual reward</p> <p>13 ceremony, I start smiling a lot because when the word</p> <p>14 "valedictorian" starts floating around, I'm sure it</p> <p>15 will sound familiar with our students and all the</p> <p>16 hardships that they have endured when you start to</p> <p>17 talk about a valedictorian, it should hopefully bring</p> <p>18 a smile to your face.</p> <p>19 Our school Grade Incentive Program, we</p> <p>20 support students citywide. Our annual reward ceremony</p> <p>21 is June 20, 2013. It's going to be at Roosevelt High.</p> <p>22 We are going to have laptops or tablets for all of our</p>	93

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

94	<p>1 D.C. public charter schools and helps individuals and</p> <p>2 organizations start new schools. I'm here today to</p> <p>3 provide comment on the most recent version of the</p> <p>4 Compulsory Education and School Attendance Proposed</p> <p>5 Rulemaking issued last Friday, May 24th.</p> <p>6 I would first like to thank the Board</p> <p>7 members for approving this final vote on this</p> <p>8 rulemaking for allow for additional public comments.</p> <p>9 We believe this version of the Attendance Rulemaking</p> <p>10 represents a vast improvement from the previous</p> <p>11 versions. Largely because it eliminates the creation</p> <p>12 of direct reporting and monitoring relationship</p> <p>13 between OSSE and individual charter LEAs. Striking</p> <p>14 those sections from the Attendance Rulemaking</p> <p>15 preserves the accountability structure between the</p> <p>16 Public Charter School Board and charter LEAs, as</p> <p>17 established by the Charter School Program Act of 1995.</p> <p>18 It is the PSE and not OSSE that has a monitoring</p> <p>19 authority over the charter schools and this version of</p> <p>20 the attendance rulemaking means that the direct</p> <p>21 monitoring relationship between the DCPS and the LEAs.</p> <p>22 Additionally, this version of the rulemaking</p>	96
95	<p>1 provides flexibility to the LEAs in determining how</p> <p>2 they will meet these state level standards,</p> <p>3 flexibility and the freedom to innovate are paramount</p> <p>4 to the charter's LEA's ability to meet their mission</p> <p>5 goals and their students, in particular, education</p> <p>6 needs.</p> <p>7 This autonomy is balanced against the</p> <p>8 ultimate accountability such that if the charter</p> <p>9 school fails to achieve its own goals, or fails in a</p> <p>10 variety of other quantifiable measures, the PCSB can</p> <p>11 and should revoke the charter schools and close the</p> <p>12 school.</p> <p>13 Lastly, this version of the rulemaking is</p> <p>14 consistent with the recently enacted Attendance and</p> <p>15 Accountability Amendment Act of 2013, which will</p> <p>16 eliminate any confusion about current requirements for</p> <p>17 unexcused absences.</p> <p>18 I see that my time is almost out. I see</p> <p>19 that I have just a couple of more paragraphs if I can</p> <p>20 keep going. It focuses along the same position that</p> <p>21 the Reform Act exempts charter schools from D.C.</p> <p>22 statutes, policies, and rules and regulations</p>	97

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District of Columbia State Board of Education Public Meeting 05-29-2013

98	<p>1 administration of the DC-CAS, earlier this month, with 2 a focus on what went well, whether there are any flags 3 that you think we need to be aware of, and a little 4 bit about the next steps from when parents and 5 students will receive support.</p> <p>6 Welcome. Thanks for sharing information 7 with us tonight. Go ahead.</p> <p>8 DR. IRIZARRY: Good evening, Madam 9 President, deputy superintendent, esteemed State Board 10 of Ed members; it's great to see you again. I have 11 two of my favorite colleagues here with me who will 12 share the stage and answer questions as well about 13 this year's DC-CAS test administration.</p> <p>14 So with me I have Dr. Margaret Barco, who is 15 our director of assessment and accountability, and 16 also Heidi Beeman, who now oversees the professional 17 development for ESEA. She has recently been promoted 18 to that role, since we do see it as a critical aspect 19 of what we're trying to do to help schools reach their 20 students in a way to help meet our goal of getting to 21 75 percent by 2017.</p> <p>22 I do believe you all have a copy of this</p>	100
99	<p>1 Title I funds to help support the types of 2 interventions and needs of schools for them to be able 3 to address specific needs are targeted needs for 4 students, teachers and their overall staff.</p> <p>5 Just as a reminder, we just finished the 6 2013 DC-CAS administration. It took place between 7 April 22nd and culminated on May 3rd of this year.</p> <p>8 The DC- CAS has multiple tests. For grades 2nd 9 through 8th and 10th, there is reading and 10 mathematics. Grades nine, there is reading. In 11 grades five and eight, we have science as well. For 12 high school, we also measure biology. In grades four, 13 seven, and ten, there is a composition assessment, and 14 in grades five, eight, and high school there is a 15 health assessment.</p> <p>16 At this point I would like to share with you 17 some of our accomplishments this year. Most of you 18 already know that this year is our second attempt at 19 aligning our state assessments with Common Core. Last 20 year, we aligned our English language arts assessment 21 in composition with Common Core. This year, we will 22 go to the math assessment.</p>	101
99	<p>1 presentation, so for the public's sake, I'm just going 2 to read a few of the slides here and then answer 3 questions if you have them.</p> <p>4 Just to reiterate some of the things that 5 Madam President talked about earlier at the start of 6 this meeting, I just want to share with the public an 7 overview of our ESEA accountability system.</p> <p>8 Again, we have a shared goal. Our goal is 9 to reach 75 percent proficiency in reading and 10 mathematics by 2017. With this new accountability 11 system that we have, we have multiple measures to gage 12 that achievement. Each local education agency and 13 school will be measured based on proficiency in 14 reading and math and other subjects, growth, 15 graduation rates and participation rates in the 16 administration of the DC- 17 CAS.</p> <p>18 We expect that all students will grow. And 19 this new accountability system incentivizes that goal 20 by awarding more points for a continuing road towards 21 advanced proficiency. Also, we've included in our new 22 accountability system the flexibility and the use of</p>	<p>1 So this was critical for us to be able to 2 help our schools understand the path we're going 3 through in preparation for the PARC assessment, along 4 with making sure that schools understand the need to 5 implement Common Core Standards in their everyday 6 instruction.</p> <p>7 D.C. is pretty much at the forefront when it 8 comes to aligning the assessments of the Common Core. 9 As far as we know, there may be a few other states, 10 but we know New York undertook this effort this past 11 year, and Kentucky did it recently as well.</p> <p>12 This year, another accomplishment is that we 13 administered a pilot online assessment with our health 14 assessment. We intentionally picked the health 15 assessment because it's not part of our accountability 16 structure and we wanted to be able to gage how schools 17 would be prepared for an online assessment, with 18 emphasis on looking at whether that preparation will 19 get us where need to be for the PARC online assessment 20 in 2014/'15.</p> <p>21 There were 14 schools who participated. The 22 other key component of this pilot was to see how we,</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

102	<p>1 as a state education agency, can administer and</p> <p>2 coordinate an online assessment. So we now have that</p> <p>3 part of the analysis, in terms of how that process</p> <p>4 was. In terms of the test results, we'll talk a</p> <p>5 little bit about when that timeline will be and see</p> <p>6 what further analysis we need to make in comparing an</p> <p>7 online assessment versus a regular paper and pencil</p> <p>8 assessment.</p> <p>9 The other key accomplishment is that we</p> <p>10 enhanced our training for our LEA or Local Education</p> <p>11 Agency, test chairpersons. We posted all relative</p> <p>12 documents on the OSSE website and that culminated to</p> <p>13 about 25 documents. We offered onsite training and</p> <p>14 webinars, and there were three of each of these. We</p> <p>15 also expanded the scope of frequently asked questions.</p> <p>16 Similar to the approach of Common Core State Standards</p> <p>17 where you have a lot of standards and now you have</p> <p>18 more depth in the standards.</p> <p>19 We took the same approach for our frequently</p> <p>20 asked questions so that we can go deeper into the</p> <p>21 answers in helping test coordinators to understand</p> <p>22 what information they need in order to be effective</p>	104	<p>1 their monitoring process and also ask questions.</p> <p>2 The benefit of this is that other monitors</p> <p>3 were able to hear what each of their concerns were or</p> <p>4 questions they had and they were all able to hear one</p> <p>5 answer in terms of how to address the issue. So there</p> <p>6 was some standardization in that process as well.</p> <p>7 Finally, for accomplishments -- there are</p> <p>8 many, but I'm just highlighting a few -- is that we</p> <p>9 were able to identify schools to take part in this</p> <p>10 year's PARC online summer pilot. There were over</p> <p>11 1,200 students in eight grade that were identified,</p> <p>12 coming from both DCPS and the public charter School</p> <p>13 Board, representing 26 schools in the PARC summer</p> <p>14 online pilot. This online pilot will take place June</p> <p>15 10th through June 19th.</p> <p>16 As far as lessons learned, or as I call it,</p> <p>17 "opportunities," one of the things that we need to</p> <p>18 emphasize is standardization for all DC-CAS or D.C.</p> <p>19 test administrations. We believe that there</p> <p>20 needs to be extensive training and that this needs to</p> <p>21 happen throughout the year, not just right before an</p> <p>22 assessment. We also believe that coaching and</p>
103	<p>1 test coordinators.</p> <p>2 Also, we enhanced our state monitoring. One</p> <p>3 of these pieces was to provide comprehensive test</p> <p>4 administration and security training. There were a</p> <p>5 lot of volunteers within OSSE and we had a few</p> <p>6 external volunteers as well. And there were eight</p> <p>7 trainings to help monitor to gear up for this year's</p> <p>8 administration.</p> <p>9 We also implemented an incident hotline, via</p> <p>10 the IT help desk. And this is critical because when</p> <p>11 monitors go out there, this year, they were to call</p> <p>12 the help desk and the help desk would take the</p> <p>13 information, filter it to us and we would be able to</p> <p>14 see that online as they come in, in real time, and be</p> <p>15 able to provide the support from a coordinated</p> <p>16 standpoint within OSSE to the monitors out in the</p> <p>17 field.</p> <p>18 Finally, with monitoring, we also had daily</p> <p>19 debriefing with the monitors. These were daily calls</p> <p>20 at 4:00 or 4:30 in the afternoon, usually after</p> <p>21 testing, and the monitors would call in to the</p> <p>22 conference line and share their experience during</p>	105	<p>1 additional supports are critical, whether they be in</p> <p>2 person or online or on site.</p> <p>3 Also, there needs to be closer planning and</p> <p>4 collaboration with DCPS and the Public Charter School</p> <p>5 Board on a quarterly basis, at a minimum. This</p> <p>6 reinforces the first lessons learned that I just</p> <p>7 described. It has to be on an ongoing basis. It</p> <p>8 can't just happen right before an assessment.</p> <p>9 Also, we need to clearly define and document</p> <p>10 policies and procedures. So there is always an</p> <p>11 opportunity to make adjustments. In the past, those</p> <p>12 adjustments have taken place right before the</p> <p>13 assessment, maybe a month or two ahead. But what</p> <p>14 we're doing this year is taking this summer to make</p> <p>15 those adjustments and make sure that we're clear about</p> <p>16 what the expectations are and definitions of what</p> <p>17 certain terminology means and what those expectations</p> <p>18 are.</p> <p>19 Also, the monitoring needs to happen before,</p> <p>20 during, and after testing. And we've done that, but</p> <p>21 we need to do it in a more coordinated way. OSSE does</p> <p>22 its own monitoring. We also know that LEAs do their</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

106	<p>1 own monitoring and schools also do their own</p> <p>2 monitoring. But by making sure that we're coordinating</p> <p>3 and collaborating on a continuous basis, not just</p> <p>4 before testing, we will be able to make sure that we</p> <p>5 leverage these three levels of monitoring and efforts</p> <p>6 to make sure that we have the best testing environment</p> <p>7 possible.</p> <p>8 Finally, I want to say that what will be</p> <p>9 critical in the next couple of years, particularly</p> <p>10 this year, is the ranking schools of our future online</p> <p>11 testing environments. Part of that will be how we</p> <p>12 treat the testing environment when it comes to test</p> <p>13 security.</p> <p>14 I believe that's pretty much what I have</p> <p>15 available for you. There was a question about what</p> <p>16 happens when the results come in. What I can tell you</p> <p>17 is that we are expecting to get the first iteration of</p> <p>18 the results in early July, and during that time there</p> <p>19 is an appeals process that takes place with the local</p> <p>20 education agencies, particular to the demographic</p> <p>21 information of what we have available with that first</p> <p>22 initial file. Then the results are finalized and they</p>	108	<p>1 the results were released by OSSE. So it will be</p> <p>2 around that time as well.</p> <p>3 With the student level reports that go out</p> <p>4 to the schools, those are expected to start being</p> <p>5 decimated by the testing vendor in late July through</p> <p>6 August.</p> <p>7 MS. SLOVER: Thank you. I think that was</p> <p>8 one of the questions that Board members had in</p> <p>9 advance. You've done a great job. We sent you</p> <p>10 questions in advance and you've done a great job</p> <p>11 addressing many of those. Board members, are there</p> <p>12 other questions that you have for this panel about the</p> <p>13 student assessments? Ms. Lord, why don't we start with</p> <p>14 you.</p> <p>15 MS. LORD: Okay. Well, first, thank you</p> <p>16 very much for this rundown. It's always useful to</p> <p>17 have sort of an after-the-fact, post-game rundown. A</p> <p>18 couple of quick questions. We're thinking along the</p> <p>19 lines of revising graduation requirements. Some</p> <p>20 principals have suggested that we should require our</p> <p>21 state DC-CAS because right now there is no way to,</p> <p>22 essentially, require students to come to take them, to</p>
107	<p>1 will be disseminated sometime, probably in August when</p> <p>2 we do the overall release of test results.</p> <p>3 As far as the school level reports or</p> <p>4 student level reports, we confirmed with our testing</p> <p>5 vendor that those will be available to the school</p> <p>6 starting late July and throughout August. So that's</p> <p>7 what we have available for you now. We can certainly</p> <p>8 take questions and I have staff here that can help</p> <p>9 answer some of those as well.</p> <p>10 MS. SLOVER: Before we go into questions, I</p> <p>11 just want to thank you all for your work on this. Can</p> <p>12 you repeat one more time when student scores and then</p> <p>13 score results will be reported?</p> <p>14 DR. IRIZARRY: So OSSE will receive the</p> <p>15 first initial scores in early July and those scores --</p> <p>16 the demographic information is then provided to the</p> <p>17 local education agencies for them to appeal whether</p> <p>18 the information is correct or incorrect. There are no</p> <p>19 adjustments made to that. Then once that data file is</p> <p>20 completed, then the results are finalized and then</p> <p>21 they become available for public release. And that's</p> <p>22 usually -- I think last year it was around August when</p>	109	<p>1 do the best on them and to show up to school afterward</p> <p>2 because they think the school year is over. Has there</p> <p>3 been any thought within OSSE about whether that would</p> <p>4 be a good direction to go to?</p> <p>5 My second question is really about the</p> <p>6 cheating. What kinds of things were the monitors</p> <p>7 finding? Were they resolved right then and there?</p> <p>8 And then most importantly, when we have found evidence</p> <p>9 of cheating, is there any mechanism to prevent those</p> <p>10 culprits from teaching other classes and migrating to</p> <p>11 other schools?</p> <p>12 I mean, physicians and lawyers have these</p> <p>13 discredited lists. Can we keep something similar?</p> <p>14 And what do we tell the parents of the students whose</p> <p>15 scores were invalidated?</p> <p>16 DR. IRIZARRY: I'll answer the first one</p> <p>17 and then I'll turn it over to my colleagues to talk</p> <p>18 about the monitoring process. With regard to your</p> <p>19 first question about how are we thinking about DC-CAS</p> <p>20 in the future and what that will look like, there have</p> <p>21 been minimal conversations about that possibility.</p> <p>22 It's something that has come up recently, based on</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

110	<p>1 input from the public and what we hear, especially</p> <p>2 during the hearings from Council and just the hearings</p> <p>3 about the graduation requirements and those kinds of</p> <p>4 things.</p> <p>5 As I stated, in terms of lessons learned</p> <p>6 from opportunities, we do recognize that we had an</p> <p>7 ongoing dialogue with DCPS and the Public Charter</p> <p>8 School Board, and, of course, the State Board of</p> <p>9 Education and other stakeholders on an ongoing basis</p> <p>10 about assessments and what that looks like.</p> <p>11 So there will be opportunities to talk about</p> <p>12 how to integrate DC-CAS into graduations, you know, if</p> <p>13 that's contemplated, and how else to use assessments</p> <p>14 in a different way than the way we use it now.</p> <p>15 As far as monitoring, I'll turn it over to</p> <p>16 Dr. Barco and she can talk just a little bit about</p> <p>17 overall, sort of what the experience was and then she</p> <p>18 can answer some of the questions and I will answer as</p> <p>19 well.</p> <p>20 DR. BARCO: Good evening. Thank you.</p> <p>21 Overall, with the test monitoring, I'm new to D.C., so</p> <p>22 when I came in I wanted to look at some of the</p>	112	<p>1 increase from what we did last year.</p> <p>2 We're trying to do more schools. That's one</p> <p>3 of the things we wanted to do for the future is do</p> <p>4 more schools and reach out because we have schools</p> <p>5 that need additional support, but we also have schools</p> <p>6 that are doing well and I want to send a message that</p> <p>7 you're doing a great job and we want to get out and</p> <p>8 see it as well.</p> <p>9 We monitor schools that may have been</p> <p>10 flagged in the past for whatever reason, but we don't</p> <p>11 want to just monitor those people. They need the</p> <p>12 support. We want to make sure you're doing your job</p> <p>13 and that we come and show our support for you.</p> <p>14 So in thinking back, I'm thinking about</p> <p>15 three domains when we looked at all the things, and</p> <p>16 Dr. Irizarry talked about the fact that we had the</p> <p>17 step line going on, which was great. We kept</p> <p>18 everything in real time and we could sit down and</p> <p>19 debrief in the afternoons and then to provide</p> <p>20 feedback. We can break it down into test</p> <p>21 administration. When we look at test administration,</p> <p>22 that's overarching. Test administration can be</p>
111	<p>1 processes we had in place and then to always improve</p> <p>2 upon what we had. What you have is great, but we can</p> <p>3 also grow. And in doing that, we were very deliberate</p> <p>4 in what we were thinking about for our monitoring</p> <p>5 process. We had the training.</p> <p>6 First of all, we put together some</p> <p>7 PowerPoints. We got together as a team and we started</p> <p>8 talking about some of the elements that were key to</p> <p>9 our test monitors, to stake people who were going out</p> <p>10 to the extensions of our Office of Accountability.</p> <p>11 We wanted to make sure they were armed with</p> <p>12 the right information and the tools that they needed</p> <p>13 to be successful to do this job and I let them know</p> <p>14 that basically I am deputizing you to go out and</p> <p>15 represent us well and to go out and support in a</p> <p>16 placid type role, to make sure you're not interfering</p> <p>17 in what's going on in the schools and making sure</p> <p>18 you're looking at the information and doing the</p> <p>19 information and you return that information back to my</p> <p>20 office, and in return, we're providing feedback.</p> <p>21 On a whole, we had 60 monitors to go out and</p> <p>22 we monitored 112 schools, I think it was, which was an</p>	113	<p>1 anything from the reading test directions to making</p> <p>2 sure the students are allotted, on time, to take their</p> <p>3 time to do their tests because that's what's going to</p> <p>4 produce the most valid results and to making sure that</p> <p>5 the tests are administered the way they should have</p> <p>6 been, and then we look at the testing environment.</p> <p>7 Basically, the testing environment is where</p> <p>8 the students are and we're looking at conditions to</p> <p>9 make sure it's not too hot, not too cold because if</p> <p>10 it's too hot or too cold, students are not going to be</p> <p>11 able to concentrate and focus on the task at hand and</p> <p>12 some of those things came along too.</p> <p>13 And then you talked about test security.</p> <p>14 One of the things we looked at is to make sure the</p> <p>15 monitors are monitoring the classrooms and that the</p> <p>16 materials were secure at all times and they were not</p> <p>17 left unattended. They were put away and were</p> <p>18 accounted for and they were locked up.</p> <p>19 So overall, again, we had some great people.</p> <p>20 We trained them and when they went out there they did</p> <p>21 an excellent job.</p> <p>22 DR. IRIZARRY: As far as your question</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

114	<p>1 about parents and reaching out to them, when we go</p> <p>2 back, let me look to see exactly what the steps were.</p> <p>3 There were some instances where there was probably an</p> <p>4 invalidation of a test because of the testing</p> <p>5 environment and there were issues where the school</p> <p>6 reported that there was an incident. And in those</p> <p>7 cases, parents are notified, but I will get back to</p> <p>8 you on specifics to that.</p> <p>9 MS. LORD: And at the risk of going even</p> <p>10 more over my time, what about the teachers? I mean,</p> <p>11 we did have -- OSSE had an investigation conducted.</p> <p>12 There were improprieties and there were invalidations</p> <p>13 of scores.</p> <p>14 So presumably, there was a person who did</p> <p>15 wrong and I'm a little concerned that -- I'm very</p> <p>16 concerned about the amount of time and energy we have</p> <p>17 to do to secure tests from teachers cheating. But if</p> <p>18 there are teachers who are found to have been</p> <p>19 cheaters, I think we have an obligation to make sure</p> <p>20 that those folks don't migrate to somebody else's</p> <p>21 classroom. It's a huge lapse in security if we don't</p> <p>22 take that extra measure. So that's why I asked the</p>	116	<p>1 discussions about that need to be further developed.</p> <p>2 MS. SLOVER: Thank you very much. We're</p> <p>3 going to go now to Mr. Mara, and he'll try to adhere</p> <p>4 his two minutes. Sorry; it was bad clock management</p> <p>5 on my part.</p> <p>6 MR. MARA: Two minutes? I have to be very</p> <p>7 quick now. So my first question is related to</p> <p>8 technology. I guess we can do it in under a minute.</p> <p>9 How quickly do you expect us to actually be doing</p> <p>10 these all online, on all computer basis?</p> <p>11 It appears that a lot of the issues related</p> <p>12 to improprieties related to testing would be</p> <p>13 eliminated if they were at a computer where some type</p> <p>14 of technology would evolve. Has OSSE kind of planned</p> <p>15 ahead for that?</p> <p>16 DR. IRIZARRY: So I'll answer the first</p> <p>17 part and then I'll turn it over to Dr. Barco to talk</p> <p>18 about the technology type security.</p> <p>19 MR. MARA: Okay. I'm a little bit stressed</p> <p>20 about my clock now.</p> <p>21 DR. IRIZARRY: Oh, no. It doesn't count</p> <p>22 when I'm answering, right? And I'll be quick too.</p>
115	<p>1 question.</p> <p>2 DR. IRIZARRY: Right. Right. I think</p> <p>3 at this point, if a teacher -- as far as dismissal of</p> <p>4 staff because of security issues, that's at the local</p> <p>5 education agency role.</p> <p>6 So they have the hiring and firing</p> <p>7 responsibilities and authority. If that teacher then</p> <p>8 goes to another LEA, I'm hoping that the LEA that</p> <p>9 receives the teacher calls a former LEA to find out</p> <p>10 what's going on.</p> <p>11 I don't know what the LEA's protocol and</p> <p>12 procedures are with regard to releasing information</p> <p>13 about cause for dismissals, but we have talked about</p> <p>14 it internally, whether or not we should have some type</p> <p>15 of database where it's by request from an LEA, for</p> <p>16 example, that wants to verify whether this teacher was</p> <p>17 identified as an issue.</p> <p>18 We don't release names of teachers that were</p> <p>19 found to, you know, have cause for test security</p> <p>20 issues, at this point at that LEA, but it is something</p> <p>21 that we do recognize needs to be looked at and</p> <p>22 something that we've already started initial</p>	117	<p>1 MR. MARA: All right.</p> <p>2 DR. IRIZARRY: So this upcoming year is</p> <p>3 Option Year 4 for our current DC-CAS testing vendor.</p> <p>4 So what we're planning to do over this summer is work</p> <p>5 on the next RFA or RFP to put out for bid for the next</p> <p>6 round of testing. Now, PARC is coming in 2014/15.</p> <p>7 And so that will take care of English language arts,</p> <p>8 composition and math. So what's left for the next RFA</p> <p>9 is science and health. So our intent is to build into</p> <p>10 the RFA the online requirement and see what comes</p> <p>11 back. Most of the big testing vendors are either</p> <p>12 working with Smart Balance or PARC, and both of those</p> <p>13 will be online assessments. And even our current</p> <p>14 contractor has subcontractors or is the prime</p> <p>15 contractor for Smart Balance or PARC.</p> <p>16 So the possibility of going fully online is</p> <p>17 a great possibility, in terms of us developing an RFA</p> <p>18 that can then have that as a requirement and bring in</p> <p>19 the bids to determine who will be the next vendor for</p> <p>20 that. That's one part of the question, whether we can</p> <p>21 deliver. The other part is whether schools will be</p> <p>22 ready and that's the area that we need to focus on</p>

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

118	<p>1 over the next several months to a year to make sure</p> <p>2 that the schools have the technology infrastructure,</p> <p>3 that they have the appropriate equipment and know how</p> <p>4 to use it in an online testing environment.</p> <p>5 MR. MARA: I just have one more question,</p> <p>6 ignoring the blinking red light. You know, I was at</p> <p>7 Cardoza, helping out Cardoza during their testing</p> <p>8 process and the principal there, I think she's doing a</p> <p>9 wonderful job, but one of the things that she</p> <p>10 mentioned quite consistently is that she thinks that</p> <p>11 the tests should be a requirement for graduation.</p> <p>12 Has OSSE reviewed this at all? Because it</p> <p>13 seems that -- and I'm agnostic; I don't have an</p> <p>14 opinion one way or the other because I think before we</p> <p>15 require such a thing we'd have to have many more</p> <p>16 hearings and listen to a whole host of people, but at</p> <p>17 the lower grades it's a lot easier to incentivize,</p> <p>18 whereas if you're high school student and you know</p> <p>19 that this is test doesn't count for anything, I don't</p> <p>20 see how some kids just don't go in and go A, A, A, B,</p> <p>21 B, B. Has OSSE ever looked into that as a requirement</p> <p>22 as making the test count for something?</p>	120	<p>1 So some of those conversations we could have</p> <p>2 about the existing DC-CAS, but given that PARC is</p> <p>3 coming in the next two years, we need to make sure</p> <p>4 that we are deliberate in our conversations and</p> <p>5 forward thinking in terms of what the potential</p> <p>6 impacts will be both positive and negative.</p> <p>7 MR. MARA: Sure.</p> <p>8 MS. SLOVER: I'm going to take a moment to</p> <p>9 just fully disclose that I work in my day job with the</p> <p>10 22 states that are collaborating on the PARC</p> <p>11 assessment. This discussion was not intended to be a</p> <p>12 PARC discussion, so I can't remove myself from the</p> <p>13 room, but I just want to make that clear to the Board</p> <p>14 members and the public.</p> <p>15 I want to push on the question about</p> <p>16 technology, which is not a PARC-specific question, it</p> <p>17 is a transformational issue about what the vision is</p> <p>18 for our education system in this city, in this state -</p> <p>19 - city, state.</p> <p>20 We heard from the principals that we heard</p> <p>21 from earlier, Principal Pinder and Dr. Cutts about the</p> <p>22 importance of technology in their every day learning</p>
119	<p>1 DR. IRIZARRY: As I responded to Ms.</p> <p>2 Lord -- it was Ms. Lord I think that asked that</p> <p>3 question.</p> <p>4 MS. LORD: Probably, yes.</p> <p>5 DR. IRIZARRY: So we had initial</p> <p>6 conversations, nothing formalized. We do recognize</p> <p>7 that we have to have ongoing conversations on</p> <p>8 assessments instead of just at one point in time. And</p> <p>9 those are the kinds of things we need to talk about.</p> <p>10 There are many ways to look at it.</p> <p>11 Some states build in ACT or SAT as part of</p> <p>12 their statewide assessments. That's an interesting</p> <p>13 approach because we know that you need to take the ACT</p> <p>14 or SAT to get into college or a career path of some</p> <p>15 sort. So that is certainly a possibility.</p> <p>16 We have to also talk about, with the on-</p> <p>17 boarding of PARC, the PARC assessment, what PARC is</p> <p>18 thinking about in terms of a possibility for that</p> <p>19 approach or how other states are integrating -- how</p> <p>20 they will be integrating a PARC assessment into the</p> <p>21 graduation requirements or any other type of state</p> <p>22 requirements.</p>	121	<p>1 in the classroom. You talked about the importance of</p> <p>2 technology for assessment purposes, but really for</p> <p>3 it's function and you want to assess in the same</p> <p>4 medium that kids are learning. So as we think about</p> <p>5 it -- and Mr. Mara asked this question -- as we think</p> <p>6 about transitioning to an educational system that has</p> <p>7 technology at its heart and at the forefront of what</p> <p>8 kids do in the classroom, and you heard Dr. Pinder</p> <p>9 talking about kids going online and downloading on</p> <p>10 their devices the lecture that they got earlier so</p> <p>11 they could blog about it with their teachers. Then</p> <p>12 they would come back and have another conversation.</p> <p>13 That's an incredibly flexible use of technology as</p> <p>14 just a learning tool.</p> <p>15 Forget about assessment for a moment, can</p> <p>16 you talk about where the District is, in terms of</p> <p>17 implementing technology and supporting the use of</p> <p>18 technology. Partly that's an OSSE responsibility.</p> <p>19 Partly that's a responsibility of the mayor and the</p> <p>20 Council in terms of the budgets that it puts forward.</p> <p>21 Can you help us just think about the vision for</p> <p>22 technology in the city?</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

122	<p>1 DR. IRIZARRY: I can respond to that in</p> <p>2 terms of the OSSE responsibilities and how we're</p> <p>3 looking at the content. It's really delivering</p> <p>4 content of the Common Core state standards through</p> <p>5 technology. I think Heidi here can best respond to</p> <p>6 that. So I'll let her take that and then answer any</p> <p>7 further questions.</p> <p>8 MS. BEEMAN: I'd be happy to. I think we</p> <p>9 all know that technology is very powerful, in terms of</p> <p>10 learning and in terms of engagement. At OSSE, we want</p> <p>11 to really think about how to maximize what schools and</p> <p>12 LEAs that we have and then use that to help students</p> <p>13 learn and help teachers be more effective.</p> <p>14 So when we think about that, we kind of put</p> <p>15 it all together and part of it is assessment and part</p> <p>16 of the excitement around online assessments is that</p> <p>17 everyone is going to have to use the technology and</p> <p>18 have to engage with it. So that's something that</p> <p>19 we're going to help prepare all of our LEAs for as</p> <p>20 best we can.</p> <p>21 And then next, it's making it form quality</p> <p>22 function, like you said. We want to make sure that</p>	124	<p>1 podcasts and those kind of technologies so that</p> <p>2 teachers, educators, early learning providers can</p> <p>3 download, listen to it at their leisure and then also</p> <p>4 actually get units or credits for that time, all</p> <p>5 virtually. So they can go right into the system,</p> <p>6 download something.</p> <p>7 We were talking a little bit about how to</p> <p>8 build an evaluation and also maybe even a little</p> <p>9 assessment to make sure that they fully understand the</p> <p>10 material and then we are going to move from there into</p> <p>11 giving them credit, all automatically. Again, like I</p> <p>12 said, they can be online at their convenience.</p> <p>13 DR. IRIZARRY: The other part of our</p> <p>14 responsibility too is the management of federal funds.</p> <p>15 So with federal funds, we as a state education agency</p> <p>16 have -- we are the stewards of these dollars. Where</p> <p>17 we can make some recommendations, as far as the</p> <p>18 direction we want LEA to go to with the use of federal</p> <p>19 funds, then we will do so.</p> <p>20 There are some great opportunities to do</p> <p>21 that with Title I, especially with reservations of</p> <p>22 some of these funds toward technology readiness.</p>
123	<p>1 educators who are comfortable with technology -- and</p> <p>2 it seems interesting you say that in the year 2013,</p> <p>3 but we still have that issue. So we want to make sure</p> <p>4 that when OSSE makes a recommendation, we're also</p> <p>5 going to support it and help teachers and educators</p> <p>6 and schools, and parents as well, feel comfortable</p> <p>7 with the recommendations that we're making and feel</p> <p>8 like they can come to us for answers.</p> <p>9 So that, I think, is what we're talking</p> <p>10 about right now around technology, to make sure it's</p> <p>11 accessible to all of our stakeholders and that they</p> <p>12 feel supported around any initiatives that we</p> <p>13 recommend.]</p> <p>14 DR. IRIZARRY: Can you talk a little bit</p> <p>15 about the construction? Talk about construction and</p> <p>16 development as well with regard to content?</p> <p>17 MS. BEEMAN: Absolutely. So one of the ways</p> <p>18 we're going to maximize our technology is by using the</p> <p>19 OSSE website and the LearnDC website to disseminate</p> <p>20 professional development for educators, parents, and</p> <p>21 students, even.</p> <p>22 We want to make sure of webinars and</p>	125	<p>1 Also, with SOAR Act, as most of you know, are funds</p> <p>2 that are given to us to provide three types of</p> <p>3 programs. We manage the \$20 million that go to</p> <p>4 charter schools for improving quality in education in</p> <p>5 their sector.</p> <p>6 DCPS gets another 20 and they tend to use it</p> <p>7 for their impact system and other District</p> <p>8 initiatives. And then there is the voucher program for</p> <p>9 low-income students to attend private schools. So</p> <p>10 where there is opportunity for OSSE to make</p> <p>11 recommendations on the use of federal funds to support</p> <p>12 technology readiness, we will do so.</p> <p>13 So part of it is how we support our schools</p> <p>14 with instruction or, you know, how to integrate that</p> <p>15 into the classroom. And the other part it making it</p> <p>16 possible for them to identify resources to help</p> <p>17 support the rank of technology readiness.</p> <p>18 MS. SLOVER: Thank you. I just want to</p> <p>19 invite Dr. Schlicker to jump in here for a moment.</p> <p>20 DR. SCHLICKER: One of the things that OSSE</p> <p>21 is going to be doing is we're going to be out there</p> <p>22 surveying the schools to see do they have the</p>

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

126	<p>1 knowledge and capability now, and if they don't, what</p> <p>2 are their needs? So at least we can have an idea of</p> <p>3 what is out there so that we can hopefully be prepared</p> <p>4 for doing PARC in 2014 and doing all of our testing</p> <p>5 online in school year 2014.</p> <p>6 MS. SLOVER: Thank you. All right. Now I'm</p> <p>7 over my time. Mr. White, I think you were next.</p> <p>8 Please go ahead.</p> <p>9 MR. WHITE: Thank you. I guess one of my</p> <p>10 concerns with DC-CAS, is that as I look at it around</p> <p>11 that time, a lot of students who may not be in school</p> <p>12 during that time, the teachers are affected by the</p> <p>13 impact scores based on those students as well, those</p> <p>14 are for my students included. That was for the DC-CAS</p> <p>15 scores, correct?</p> <p>16 DR. IRIZARRY: Hmm. Can you --</p> <p>17 MR. WHITE: Say for example, if I have a</p> <p>18 class of 25 kids, but out of those kids, only 18 come</p> <p>19 out to test. Like 50 percent of the impact scores</p> <p>20 comes from the test, correct? Where you are when you</p> <p>21 first come in to where you are at the end of the test</p> <p>22 for teachers.</p>	128
127	<p>1 My issue with that is that a teacher can't</p> <p>2 determine who comes to school and who doesn't come to</p> <p>3 school during test time. And as a result, I heard</p> <p>4 that teachers on faculty lost their jobs as a result</p> <p>5 of this test. And that's one of the things we need to</p> <p>6 look at because we evaluate a school unit grade based</p> <p>7 on the test scores of people who don't show up at test</p> <p>8 time. I just feel like that's an error or something to</p> <p>9 be grading somebody performance for a child who's not</p> <p>10 there.</p> <p>11 DR. IRIZARRY: To answer your question,</p> <p>12 with regard to OSSE's responsibilities and how it uses</p> <p>13 test results, when it comes to school accountability</p> <p>14 on how we rate schools, we look at participation rates</p> <p>15 in the DC-CAS. So the percent of students that</p> <p>16 actually took the test, compared to the number of</p> <p>17 students enrolled at school.</p> <p>18 So our benchmark is 95 percent. So 95</p> <p>19 percent of the students have to be present when taking</p> <p>20 the test. Whether or not that same benchmark is used</p> <p>21 for LEA, or Local Education Agency teacher and leader</p> <p>22 evaluation systems, requires us to look at each LEA's</p>	129

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

130	<p>1 look at that in a traditional way of how many</p> <p>2 computers they have in the school, or are we going to</p> <p>3 look at like in McKinley when they're using the</p> <p>4 student's smart phones to do a lot of this? Because</p> <p>5 that would be a more direct and easier way. I'm just</p> <p>6 saying, if we're going to look at this, are we going</p> <p>7 to look at this in the future and what will be</p> <p>8 available or what technology we could use that could</p> <p>9 cut down the cost to make it more accessible to more</p> <p>10 people.</p> <p>11 DR. IRIZARRY: I see it as a multiple</p> <p>12 approach. Dr. Schlicker can correct me if I'm wrong,</p> <p>13 but this first round of the survey is to see where</p> <p>14 schools are with regard to the technology requirements</p> <p>15 PARC.</p> <p>16 So it's looking at how many computers they</p> <p>17 have, but looking at the types of computers they have,</p> <p>18 you know, as far as the bandwidth and whatever those</p> <p>19 serial numbers are, you know, that tells us how fast</p> <p>20 the computer can go. It's looking to see their</p> <p>21 infrastructure, whether they have the Wi-Fi or</p> <p>22 whatever all that technology business is it's really</p>	132
131	<p>1 to inventory where they're at.</p> <p>2 I do see a need, though, of looking at</p> <p>3 potentially, putting out another survey, once we get</p> <p>4 those results, to get deeper into how they use that</p> <p>5 technology. You know, to what level do they include</p> <p>6 it in the curriculum of getting a lesson on dinosaurs</p> <p>7 or whatever. And the types of deliver models that</p> <p>8 they use to instruct different grade levels of</p> <p>9 students and capabilities too.</p> <p>10 So even with that, that's not enough. As we</p> <p>11 get more data, we'll be able to then tailor the types</p> <p>12 of surveys or information gathering that we need to</p> <p>13 take to eventually get us to where we want to be,</p> <p>14 which is a technology savvy District that gets it</p> <p>15 right.</p> <p>16 MS. WILLIAMS: Do you think we will ever</p> <p>17 have enough computers with the wavelength, the Wi-Fi,</p> <p>18 especially in DCPS to administer a test like the CAS</p> <p>19 or</p> <p>20 PARC?</p> <p>21 DR. IRIZARRY: You know, it's one of</p> <p>22 those where you have to think about resources too.</p>	133

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

134	<p>1 throughout the year.</p> <p>2 Hopefully those interim assessments are</p> <p>3 aligned to Common Core state standards because that's</p> <p>4 what's going to be tested in the state assessment. So</p> <p>5 if that's happening on a regular basis, then there's</p> <p>6 always -- there should always be this shift in how to</p> <p>7 provide instruction to a particular student based on</p> <p>8 those student results.</p> <p>9 With regard to the state assessments, things</p> <p>10 drag when it's a paper and pencil process.</p> <p>11 We have all experienced this over time with</p> <p>12 DC-CAS because it is a paper and pencil process. The</p> <p>13 benefit of going through online assessment is that you</p> <p>14 get results pretty quickly once it becomes</p> <p>15 systematized.</p> <p>16 Dr. Barco, here, came from Virginia. She</p> <p>17 could probably talk to you a little bit about their</p> <p>18 online state assessments which they have been doing</p> <p>19 for about 10 years and how quickly they get their</p> <p>20 results.</p> <p>21 DR. BARCO: Thank you. That's one of things</p> <p>22 I wanted to say. Paper is one thing because it's</p>	136
135	<p>1 labor- intensive and all that, but when we do it</p> <p>2 online, you guys are going to appreciate it once we</p> <p>3 get into the online world of assessments.</p> <p>4 Our students are digital-native. They are</p> <p>5 texting and stuff, so they're familiar with all this</p> <p>6 stuff and they embrace the technology use of it. But</p> <p>7 we have next generation assessments coming up now, so</p> <p>8 in order for our students to do well, it has to</p> <p>9 translate to the classroom the way we teach these</p> <p>10 students and the types of questions and instruction we</p> <p>11 provide in the classroom so that they are prepared for</p> <p>12 this new type of next generation assessment.</p> <p>13 Dr. Irizarry brought up a good point. When</p> <p>14 we do online testing, it's immediate feedback. Five</p> <p>15 minutes, you press the button, you send it out and</p> <p>16 five or ten minutes later you get your results back.</p> <p>17 Teachers can have this information and they can break</p> <p>18 it down and segregate it by subgroups, reporting</p> <p>19 categories. They can use that information because we</p> <p>20 know the information is used for instruction.</p> <p>21 So I'm excited about that and I know you</p> <p>22 guys will be excited about it once we get into '14,</p>	137

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District of Columbia State Board of Education Public Meeting 05-29-2013

138	<p>1 We've had numerous presentations from you</p> <p>2 and you have done a lot of work. If you could just</p> <p>3 provide an overview of the status, the timeline and</p> <p>4 any highlights during the recent round of additions,</p> <p>5 we would appreciate it. You heard the testimony</p> <p>6 earlier in favor of the changes that we've been</p> <p>7 making. So that's a good segue to what you're going</p> <p>8 to say.</p> <p>9 REVISED COMPULSORY ATTENDANCE</p> <p>10 RULEMAKING</p> <p>11 MS. CRISMAN: Well, good evening members of</p> <p>12 the Board, Dr. Schlicker and Mr. Rauch. It's a</p> <p>13 pleasure to be here again to report on the latest</p> <p>14 proposal.</p> <p>15 As you know, the Office of the State</p> <p>16 Superintendent is responsible for enforcing compliance</p> <p>17 with the Compulsory education and Attendance laws in</p> <p>18 the District of Columbia and ensuring that all school-</p> <p>19 aged children are regularly in school.</p> <p>20 School attendance is a primary source of</p> <p>21 early warning signs to identify students at risk and</p> <p>22 provide opportunities for them to receive intervention</p>	140	<p>1 The rules apply to all the public elementary</p> <p>2 and secondary school programs. The rules require the</p> <p>3 schools to appoint an attendance monitor, the</p> <p>4 education institutions must report information</p> <p>5 relating to attendance at each of these schools and</p> <p>6 the actions being taken to provide prevention services</p> <p>7 with school- based teams.</p> <p>8 Last week's proposal on May 24th, focused</p> <p>9 primarily on reducing some of the -- or adding</p> <p>10 flexibility to some of the reporting requirements to</p> <p>11 enhance collection and reporting data. OSSE will work</p> <p>12 closely with the schools and PCSB of the Charter</p> <p>13 School Board to ensure its new transition and its data</p> <p>14 collection. The timeline is that there is a 15-day</p> <p>15 public comment period ending on June 10th. The hope</p> <p>16 is that we will not get any further surprises. We've</p> <p>17 taken so many comments into consideration and I think</p> <p>18 we're on solid ground there to look forward to being</p> <p>19 on the Board's agenda for June 19th, seeking final</p> <p>20 approval of these rules.</p> <p>21 In addition, OSSE has provided continuing</p> <p>22 technical assistance to LEAs and will begin rolling</p>
139	<p>1 services. The data indicates that missing school,</p> <p>2 whether it be chronic absenteeism or a form of truancy</p> <p>3 is a warning signal that will affect a student's</p> <p>4 performance.</p> <p>5 This is the third proposal on the attendance</p> <p>6 rules, and on the subject, taking into consideration</p> <p>7 public comments received in two prior meeting, one on</p> <p>8 March 15th and the earlier one on January 4th. We</p> <p>9 have taken into consideration the public comments that</p> <p>10 have been provided to the State Board of Education to</p> <p>11 use, including feedback from the public work sessions</p> <p>12 that provided valuable input, both from stakeholders</p> <p>13 attending and from members of the Board.</p> <p>14 This rule has been revised to address</p> <p>15 student attendance. Prior comments have been taken</p> <p>16 into consideration, particularly those in the last</p> <p>17 proposal from the Public Charter School Board and the</p> <p>18 District of Columbia Public Schools. This proposal</p> <p>19 eliminates the number of prescriptive requirements,</p> <p>20 creating greater flexibility to address implementation</p> <p>21 of the reporting surrounding the attendance at</p> <p>22 schools.</p>	141	<p>1 out webinars that Dr. Irizarry will provide with</p> <p>2 regard to the application of the rules and has planned</p> <p>3 several webinars that Local Education Agencies, i.e.,</p> <p>4 the schools can participate in. In addition, OSSE</p> <p>5 will be publishing a truancy prevention resource guide</p> <p>6 for parents by the early fall.</p> <p>7 MS. SLOVER: Thank you for that update. A</p> <p>8 lot going on. Board members, any questions for Ms.</p> <p>9 Crisman. Ms. Lord.</p> <p>10 MS. LORD: Just a quick follow-up. There</p> <p>11 was discussion about whether the rules apply to</p> <p>12 private schools. Can you tell me what the resolution</p> <p>13 was? I understand that that was also resolved.</p> <p>14 MS. CRISMAN: Yes. These rules have</p> <p>15 separated out private schools from the public school</p> <p>16 system. They have different issues, so this proposal</p> <p>17 applies only to public schools, which would be public</p> <p>18 charter schools and DCPS.</p> <p>19 We are currently engaging with a review of</p> <p>20 what we should be looking at the private school. So</p> <p>21 what does require attendance reporting, but the system</p> <p>22 was antiquated and it seemed to be a much better</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

142	<p>1 practice and all state, public and private schools</p> <p>2 agreed that it made much more sense to address the</p> <p>3 private school separately.</p> <p>4 MS. LORD: And will we have any kind of</p> <p>5 reporting mechanism or requirement so that if a</p> <p>6 student, for example, transfers to a private school,</p> <p>7 we're certain that, in fact, the child has ended up in</p> <p>8 that new location? I know we do that at the high</p> <p>9 school level for our graduation rates, but that's</p> <p>10 another opportunity to make sure that we're not</p> <p>11 letting students fall between the cracks.</p> <p>12 MS. CRISMAN: Yes. The attendance rules do</p> <p>13 track a student withdrawing from one school, asking</p> <p>14 the schools to report where a student has gone and to</p> <p>15 take some efforts to confirm that student is there.</p> <p>16 In addition, we also included in this rule</p> <p>17 the proposal a mechanism where if the LEA tries to</p> <p>18 confirm that child went to one school to another but</p> <p>19 is unable to track the student, then that will be</p> <p>20 reported, eventually, to OSSE and we will have that in</p> <p>21 another safety route to try to track where the student</p> <p>22 is.</p>	144	<p>1 transition. A lot of the data will be coming to OSSE.</p> <p>2 MS. ANDERSON: Could you specify for me at</p> <p>3 what point this is indicated in this revision?</p> <p>4 MS. CRISMAN: At what point that would</p> <p>5 happen?</p> <p>6 MS. ANDERSON: At what point it indicates</p> <p>7 that in this revision, what you just said.</p> <p>8 MS. CRISMAN: The rules mandate the</p> <p>9 reporting. So the implementation will be through an</p> <p>10 agreement with the DCSB because right now we don't</p> <p>11 have in place all of the data sharing to make it</p> <p>12 easier for -- and even less for the LEAs to get that</p> <p>13 information directly from the LEA to OSSE.</p> <p>14 So OSSE has the data group and OSSE has a</p> <p>15 contract out which is addressing some of the</p> <p>16 electronic requirements that OSSE will pay for to make</p> <p>17 it possible for all LEAs to communicate with OSSE, but</p> <p>18 we have a safety valve, which is partly why the rule</p> <p>19 was revised, just to ensure that there will be a</p> <p>20 smooth transition, but we will be getting that and the</p> <p>21 law does mandate that the reporting come to OSSE.</p> <p>22 MS. ANDERSON: I mean, I understand what</p>
143	<p>1 MS. LORD: Thank you.</p> <p>2 MS. SLOVER: Ms. Anderson.</p> <p>3 MS. ANDERSON: Yes. I noticed that if the</p> <p>4 schools are not reporting to OSSE, to whom do they</p> <p>5 report their data on trancies and absences?</p> <p>6 MS. CRISMAN: If they're not, they're</p> <p>7 required now. All schools will be required to report.</p> <p>8 MS. ANDERSON: To OSSE?</p> <p>9 MS. CRISMAN: Yes.</p> <p>10 MS. ANDERSON: I'm looking and everywhere</p> <p>11 I'm seeing it's struck here. It should say to OSSE,</p> <p>12 struck; to OSSE, struck; to OSSE, struck.</p> <p>13 MS. CRISMAN: Right.</p> <p>14 MS. ANDERSON: Where is it indicated that</p> <p>15 this is report is done to OSSE?</p> <p>16 MS. CRISMAN: Yes. Well, that was partially</p> <p>17 one of the responses to the comments. So the public</p> <p>18 charter schools have a system right now where they are</p> <p>19 reporting to the Public Charter School Board. The</p> <p>20 decision at the end of the day was to work closely</p> <p>21 with the Public Charter School Board to transition,</p> <p>22 but a certain point in that will be a school</p>	145	<p>1 you're saying, but what specific section, what point</p> <p>2 is it? 2001? 2104? 2107? Is there a point within</p> <p>3 this</p> <p>4 --</p> <p>5 MS. CRISMAN: What I'm saying is that we</p> <p>6 took out, as you can see in the track changes that I</p> <p>7 think were provided to you, we took out specific</p> <p>8 reference mandating, at this stage, that it would be</p> <p>9 coming to</p> <p>10 OSSE.</p> <p>11 MS. ANDERSON: So it's not part of the --</p> <p>12 MS. CRISMAN: That was part of the work</p> <p>13 session discussion that were at the work session too</p> <p>14 where the Public Charter School Board is currently</p> <p>15 getting this information. So it will be provided to</p> <p>16 OSSE and we are confident that this is happening and</p> <p>17 will happen and then eventually there will be a smooth</p> <p>18 transition.</p> <p>19 So there will be a memorandum of agreement</p> <p>20 to ensure that we all understand who is doing what,</p> <p>21 when and that is being worked on now with regard to</p> <p>22 implementation, but we need to make sure that it's a</p>

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

146	<p>1 smooth transition that doesn't become an added burden</p> <p>2 to a school that gets in the way of what the</p> <p>3 fundamental purpose is for tracking attendance.</p> <p>4 MS. ANDERSON: Is there some timeline for</p> <p>5 this memorandum? I understand that we developed --</p> <p>6 MS. CRISMAN: Well, first we need to make</p> <p>7 sure the rules are in place. I would assume that we</p> <p>8 would elect to do it very much by the end of June,</p> <p>9 since we're looking to the middle of June for the</p> <p>10 rules to be final, assuming there won't be any other</p> <p>11 changes.</p> <p>12 MS. ANDERSON: Thank you.</p> <p>13 MS. SLOVER: Mr. Jacobson.</p> <p>14 MR. JACOBSON: Thank you. And thank you,</p> <p>15 Ms. Crisman for all of your diligent work. You've</p> <p>16 been working on this, I know, for many, many months.</p> <p>17 It shows. I appreciate that you've gone out of your</p> <p>18 way to work with this Board and work with the Public</p> <p>19 Charter School Board to make sure that we can get</p> <p>20 these rules right, and it shows.</p> <p>21 One of the things that you talked about was</p> <p>22 surprises. You don't want any more surprises in these</p>	148	<p>1 implement the responsibilities.</p> <p>2 MR. JACOBSON: And as one of the</p> <p>3 stakeholders in this group, we, at the State Board of</p> <p>4 Education, will be one of those early stakeholders</p> <p>5 that will reach out to this dialogue on the</p> <p>6 requirements in the school as well.</p> <p>7 MS. CRISMAN: Definitely. We appreciate any</p> <p>8 input at any time and certainly will be reaching out</p> <p>9 to you as well.</p> <p>10 MR. JACOBSON: Wonderful. One of the last</p> <p>11 things in the sworn statement that I have a question</p> <p>12 is I think we found out through our working sessions</p> <p>13 that the public charter schools actually do want OSSE</p> <p>14 to be the data manager.</p> <p>15 So working to collect that data through the</p> <p>16 Public Charter School Board is a really helpful</p> <p>17 beginning to that to making sure that ultimately we</p> <p>18 have one to be managed one central entity so that we</p> <p>19 can compare apples to apples at the end of the day.</p> <p>20 MS. CRISMAN: Yes.</p> <p>21 MR. JACOBSON: So thank you for that work.</p> <p>22 MS. CRISMAN: Thank you.</p>
147	<p>1 new iterations, given all of the great public dialogue</p> <p>2 that we've had, our working sessions that you've had</p> <p>3 with stakeholders. I agree, I hope there are no new</p> <p>4 surprises.</p> <p>5 Speaking of surprises, what steps is OSSE</p> <p>6 going to take in working with independent schools to</p> <p>7 ensure that we don't have the same multiple iterations</p> <p>8 that had to occur so that those stakeholders are</p> <p>9 reached out to earlier in the process and really feel</p> <p>10 like they're bought in?</p> <p>11 MS. CRISMAN: Honestly, we are planning to</p> <p>12 meet with the stakeholders. So I have been contacted</p> <p>13 by several representatives, particularly those who</p> <p>14 commented. You have a list of those, but particularly</p> <p>15 AIMS, is one of the groups that has reached out to us.</p> <p>16 A number of schools are members of that organization.</p> <p>17 So what I envision is a meeting to set up input.</p> <p>18 We're basically going to study. It will</p> <p>19 take a bit of time, but we plan to engage with our</p> <p>20 stakeholders, as you're suggesting and, you know, we</p> <p>21 have legal requirements that are already in place. So</p> <p>22 we're going to just look at what the best way is it</p>	149	<p>1 MS. SLOVER: Thank you. Board members, are</p> <p>2 there any additional questions?</p> <p>3 (No response.)</p> <p>4 MS. CRISMAN: Thank you.</p> <p>5 MS. SLOVER: Thank you very much. We look</p> <p>6 forward to the next step on this.</p> <p>7 MS. CRISMAN: We look forward to it as well.</p> <p>8 CLOSING COMMENTS</p> <p>9 MS. SLOVER: We appreciate it. We</p> <p>10 appreciate your responses to the questions. Okay,</p> <p>11 Board members. That concludes our agenda for this</p> <p>12 evening. At this point, I am going to turn to the</p> <p>13 Board members to provide an opportunity to give a two-</p> <p>14 minute closing statement, focused on tonight's</p> <p>15 discussion. Why don't we start with Ms. Williams.</p> <p>16 I'm sorry. Why don't we start with Mr.</p> <p>17 Clark, our student representative so we can hear from</p> <p>18 him this evening.</p> <p>19 MR. CLARK: Well, today I feel as though --</p> <p>20 MR. SLOVER: Is your microphone on?</p> <p>21 MR. CLARK: Yeah. The green light is on.</p> <p>22 MS. SLOVER: It may not be working very</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

150	<p>1 well.</p> <p>2 MR. CLARK: I'll move it closer.</p> <p>3 MS. SLOVER: There you go.</p> <p>4 MR. CLARK: Okay. I like seeing the strides</p> <p>5 that we're making, as far as with the Compulsory</p> <p>6 Attendance Rulemaking and things like that. We've</p> <p>7 been working on it all year, so it's kind of cool to</p> <p>8 see everything tying together. And also I would like</p> <p>9 to comment on reward school principals, hearing their</p> <p>10 insight about how they run their schools effectively</p> <p>11 and it stood out to me.</p> <p>12 I feel like I can take some of things from</p> <p>13 their approach and maybe share it with my principal as</p> <p>14 well. As far as me closing out my year, I'm pretty</p> <p>15 happy to say that I was with this Board all year.</p> <p>16 Ready to graduate, though. Thank you.</p> <p>17 MS. SLOVER: Thank you. You've been with us</p> <p>18 all school year. We were happy to have you with us.</p> <p>19 This is not your last meeting, but it may be your last</p> <p>20 meeting as an enrolled student in our system. So we</p> <p>21 look forward to a couple of more meetings with you so</p> <p>22 we can send you off properly. Mr. Jacobson.</p>	152
151	<p>1 MR. JACOBSON: Thank you, President Slover</p> <p>2 and thank you for all the witnesses who came and</p> <p>3 testified tonight. We're all working to make</p> <p>4 education stronger and improve student achievement</p> <p>5 throughout all D.C.</p> <p>6 schools. And when we next meet, we'll have</p> <p>7 a new group of graduates. That group is not as large</p> <p>8 as it needs to be and we all have a lot of work to</p> <p>9 continue to do to make sure our graduation rates</p> <p>10 continue to increase and that students are prepared</p> <p>11 for the global economy, whether they go on to college</p> <p>12 or some other trade school or going into workforce.</p> <p>13 And I look forward to working over the</p> <p>14 summer and into the next school year with my</p> <p>15 colleagues here and other stakeholders in education in</p> <p>16 the District to ensure that next year we have an even</p> <p>17 larger percentage of graduating students, and even a</p> <p>18 larger one the year after that and the year after</p> <p>19 that, and the year after that. So thank you all.</p> <p>20 MS. SLOVER: Thank you, Mr. Jacobson. Mr.</p> <p>21 White.</p> <p>22 MR. WHITE: First of all, I would like to</p>	153

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

154	<p>1 Principal Pinder and Principal Cutts as well. They 2 should be doing their own Con Academy on being 3 principal.</p> <p>4 One thing that -- I can't remember which one 5 said it, but certainly using technology to educate not 6 only teachers, but administrators is something that we 7 obviously should pursue further as well. As always, 8 thanks to all my colleagues for their wonderful 9 questions.</p> <p>10 MS. SLOVER: Thank you, Mr. Mara. Mr. 11 Jones, vice-president.</p> <p>12 MR. JONES: Thank you, Madam President. My 13 comments will be brief and focused primarily on the 14 principals from the reward schools: Dr. Martha Cutts 15 from the Latin Public Charter School and Principal 16 David Pinder from McKinley Tech High School. One was 17 not lost on me is their common theme for autonomy for 18 hiring, directing, and being flexible with their 19 staff, which is very important in our system today if 20 we're going to find a way to reach all of our 21 children.</p> <p>22 I am going to miss David Pinder. He's been</p>	156	<p>1 requirements and a few other things. But that's a 2 good thing because in order to change our education 3 system we have to come up with some innovative ideas 4 and approaches and I think that tonight, we saw some 5 things that we could possibly use to make our school 6 system better. Thank all of you.</p> <p>7 MS. SLOVER: Thank you. Ms. Anderson.</p> <p>8 MS. ANDERSON: Well, this being the last 9 meeting we'll have before graduations -- I believe 10 it's the last public meeting we'll have before 11 graduation, correct? I do want to express my 12 appreciation to all the faculty members, the 13 principals, the teachers and students at D.C. Public 14 Schools, the Public Charter Schools who have 15 persevered, especially my congratulations go out to 16 those who have excelled and who are reaching at this 17 apex point in their secondary education so that they 18 can now go on with their careers or their college or 19 other plans in their life. So I do say those 20 congratulations to them and wish them the best.</p> <p>21 This meeting, again, I do appreciate also 22 the comments and the insight provided by the reward</p>
155	<p>1 a solid rock in our community in Ward 5 and improving 2 McKinley Tech. I've had a great relationship with 3 him, and while Dr. Jones who will follow him, I'm sure 4 she'll do a great job, but I'm going to miss David 5 Pinder.</p> <p>6 And lastly, I'd like to congratulate Dunbar 7 High School boys and girls track team for capturing 8 the outdoor track championship last week.</p> <p>9 MS. SLOVER: That's great. Okay, Ms. 10 Williams, now we'll go to you.</p> <p>11 MS. WILLIAMS: I'd really like to thank our 12 representatives from OSSE who have done a wonderful 13 job in working with us and trying to forge an 14 innovative and creative relationship between the Board 15 and OSSE, even though now we've come to this point. 16 But I really appreciate your efforts.</p> <p>17 But for me tonight, like most people on the 18 Board, the most interesting part was listening to our 19 principals from our reward schools. I really think 20 that it has made our work a little more difficult 21 because I think we have to go back and look at some of 22 the things that we were proposing, like our graduation</p>	157	<p>1 schoolteachers. Again, I would give congratulations 2 to Mr. Pinder as he moves on to his new role as an 3 education advisor and an education policymaker, and a 4 person who will be able to cheerlead and also scare 5 other educators into the principal's role.</p> <p>6 My concerns this evening -- I've got a few 7 concerns this evening and they center around the 8 newest revision of the Compulsory Attendance Rules. 9 Despite the answers that I received to my questions, I 10 do believe that at this point, still, those revisions 11 undermine the authority, I believe, the State 12 Superintendent Office to have over these schools, 13 public and public charter. And I believe that just as 14 that entity is charged with dispersing federal funds 15 to charter schools and to public schools, I just don't 16 see why it should pull back on its role as the agency 17 to which those schools must report, particularly on an 18 issue as serious in the District of Columbia as school 19 truancy and absenteeism.</p> <p>20 So I do have some reservations and doubts 21 about these latest revisions and I wanted to make 22 those clear tonight. But otherwise, I don't want to</p>

Capital Reporting Company

District of Columbia State Board of Education Public Meeting 05-29-2013

158	<p>1 detract from the real joy that I feel about this</p> <p>2 school year coming to a close, and again, we hope to</p> <p>3 have for a better year in the coming years. So thank</p> <p>4 you.</p> <p>5 MS. SLOVER: Thank you. I appreciate that.</p> <p>6 Ms. Warren-Jones.</p> <p>7 MS. WARREN-JONES: Good evening, viewing</p> <p>8 public. I wanted to say thank you to our witnesses</p> <p>9 for the great testimony, but there are a couple</p> <p>10 comments I wanted to make on the testimony that came</p> <p>11 from our reward schools, but first I'd like to</p> <p>12 definitely say congratulations to the middle school</p> <p>13 graduates in Ward 6 and to all the other graduates</p> <p>14 throughout the District of Columbia, but in</p> <p>15 particular, I just wanted to sort of note that</p> <p>16 Jefferson, Stuart Hopson, and Eliot-Hine, will be</p> <p>17 graduating in the next week or two or will have</p> <p>18 graduated and matriculated onto high school and</p> <p>19 beyond, by the time we have our next meeting. Those</p> <p>20 kids have worked really hard. From what I note today,</p> <p>21 they are going to some really terrific schools. So</p> <p>22 congratulations to all of those students.</p>	160	<p>1 difference. I don't run out of the go of the clock,</p> <p>2 but again, thank you for all witnesses and let's</p> <p>3 figure out how we can replicate the best of what's</p> <p>4 going on in the schools.</p> <p>5 MS. SLOVER: Ms. Lord.</p> <p>6 MS. LORD: Tough act to follow. Well, I</p> <p>7 would to also extend my deep appreciation for members</p> <p>8 of the Board, my colleagues from OSSE and to our</p> <p>9 principals for enlightening us so much this evening.</p> <p>10 I approached this evening with a different</p> <p>11 set of ears and eyes because last week my daughter</p> <p>12 graduated from college. Her degree is in education</p> <p>13 and she is now on her way to becoming a middle school</p> <p>14 English and social studies teacher.</p> <p>15 So as I'm listening to these outstanding</p> <p>16 principals who have done extraordinary things, based</p> <p>17 on leadership, I kept thinking, where does my kid fit</p> <p>18 in? Have we a system that says it wants quality and</p> <p>19 depth and passion and risk-taking teachers and has</p> <p>20 absolutely no way to accommodate them?</p> <p>21 Children are not witches and we focus so</p> <p>22 much on teachers that we have actually -- it sounded</p>
159	<p>1 A couple of comments about the reward</p> <p>2 schools. What I found so insightful about the</p> <p>3 testimony was that it wasn't that all insightful.</p> <p>4 Actually, what they're doing didn't require a lot of</p> <p>5 money, required some thought, but basically required</p> <p>6 leadership. And there is no reason why we can't</p> <p>7 replicate what's happening at Latin and McKinley</p> <p>8 throughout our entire public school system.</p> <p>9 Common themes like a shared vision, having</p> <p>10 rigorous curriculum. The small class size, well, that</p> <p>11 wasn't necessarily the component at McKinley. That's</p> <p>12 something that seems like there should be some</p> <p>13 replication there, particularly for some students that</p> <p>14 are having the most severe challenges in our system.</p> <p>15 But one thing that really stood out for me, a comment</p> <p>16 that resonated with me was the comment made by</p> <p>17 Principal Cutts, was the focus on quality, as opposed</p> <p>18 to quantity.</p> <p>19 Given the amount of quantity and time and</p> <p>20 resource we spend on the DC-CAS, for instance, it just</p> <p>21 seems like a focus on quality learning where students</p> <p>22 can really get a deep dive and make a very big</p>	161	<p>1 like -- straight-jacketed them. I don't believe that</p> <p>2 we will get the quality of learning out of our</p> <p>3 students if we don't rearrange our system to take full</p> <p>4 advantage of the talented students that my daughter</p> <p>5 and her fellow education graduates represent.</p> <p>6 I was very struck by our principals who</p> <p>7 said, I believe it was Dr. Cutts who said, "To know</p> <p>8 good is to be good." Hearing from two outstanding</p> <p>9 school leaders, we now have an inkling of what quality</p> <p>10 looks like. My focus was really -- I was riveted by</p> <p>11 the whole idea of flipping the classroom. That the</p> <p>12 learning goes on in the classroom, the individual</p> <p>13 relationships with the teachers and the students</p> <p>14 happen in the classroom, but that the lecturing and</p> <p>15 the stuff that we bring people into the building to do</p> <p>16 happens outside. And the students come and they're</p> <p>17 motivated to learn. They can do more hands-on things.</p> <p>18 They can have the group discussions.</p> <p>19 How can we, as State Board leaders, harness</p> <p>20 our mandate to have technology in schools for testing</p> <p>21 to open up this world of flipped classrooms, which is</p> <p>22 going on in colleges?</p>

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District of Columbia State Board of Education Public Meeting 05-29-2013

162	<p>1 So if we're going to truly prepare our</p> <p>2 students for the world after school, it seems like we</p> <p>3 have to look at what is going on outside the District</p> <p>4 of Columbia and look at our innovators, but also look</p> <p>5 outside of borders to say if we're preparing kids,</p> <p>6 they better know how to learn from a flipped classroom</p> <p>7 because that's what they're doing at the University of</p> <p>8 Wisconsin.</p> <p>9 So it was a great, great evening. I'd like</p> <p>10 to congratulate all of the students in middle and in</p> <p>11 high school who will be putting on that cap and gown.</p> <p>12 Congratulations to the parents and the families and</p> <p>13 the teachers and the aunties and the uncles and the</p> <p>14 community members and the neighbors who've got</p> <p>15 everybody to that marvelous point, but the best is yet</p> <p>16 to come. Thank you.</p> <p>17 MS. SLOVER: Thank you, Ms. Lord. Do you</p> <p>18 have any further comments?</p> <p>19 DR. SCHLICKER: No. Thank you.</p> <p>20 MS. SLOVER: I will keep my remarks brief.</p> <p>21 I want to thank my fellow Board members for a very</p> <p>22 insightful evening. I've learned so much from your</p>	164	<p>1 schools of excellence. Because if we're not willing to</p> <p>2 take risks, we going to (inaudible) and they recognize</p> <p>3 that and they have done such incredible things at both</p> <p>4 of those schools.</p> <p>5 So I hope we get to hear a lot more from</p> <p>6 those two and all the other incredible principals</p> <p>7 we've had in here over the last nine months, to</p> <p>8 highlight their good work.</p> <p>9 The other thing that Principal Pinder said,</p> <p>10 which I want to repeat here is that schools are like</p> <p>11 milkshakes. We want our schools to be like milkshakes</p> <p>12 so the kids keep wanting to come back and engage with</p> <p>13 them. I think that is the piece of wisdom I will</p> <p>14 carry forward from this evening.</p> <p>15 My daughter is graduating from Pre-K this</p> <p>16 year and I hope that school will always be a milkshake</p> <p>17 to her. So I'm going to end on that note. I hope</p> <p>18 everyone has a good month and that we hear a lot of</p> <p>19 graduation stories. We will all be out there at</p> <p>20 graduation ceremonies over the next month and we look</p> <p>21 forward to hearing from you all when we come back in</p> <p>22 June at our public meeting. Thanks.</p>
163	<p>1 questions every time. So thank you.</p> <p>2 Congratulations to our student Board member</p> <p>3 from his impending graduation, and to Kelsea as well.</p> <p>4 She's not with us, but we wish her well. And we look</p> <p>5 forward to hearing about all of the awards and plans</p> <p>6 that you have over the next couple of months.</p> <p>7 This evening's testimony was really</p> <p>8 interesting, and there are two things that I'm going</p> <p>9 to reflect on from the principals' session that we</p> <p>10 heard. They are two amazing principals doing such</p> <p>11 incredible things with their schools.</p> <p>12 What resonated for me was the question about</p> <p>13 how you build a good staff and the response was in</p> <p>14 varying ways, but really supported by both of them:</p> <p>15 you hire excellent, very qualified people. You give</p> <p>16 them the support they need and then you let them do</p> <p>17 their jobs. You don't over micromanage them. You</p> <p>18 don't over monitor them. You allow them to be</p> <p>19 innovative. You create a flexible environment and</p> <p>20 then you reward them for taking risks. Reward them</p> <p>21 for taking risks. That stood out for me, for both of</p> <p>22 them, in different ways, the way that they go to such</p>	165	<p>1 Do we have a motion to adjourn?</p> <p>2 MS. ANDERSON: So moved.</p> <p>3 MS. SLOVER: Is there a second?</p> <p>4 MS. WILLIAMS: Second.</p> <p>5 MS. SLOVER: I therefore call this meeting</p> <p>6 adjourned.</p> <p>7 (Whereupon, at 8:42 p.m., the</p> <p>8 Public Meeting was adjourned.)</p> <p>9 * * * * *</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p>

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013

166

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

14
15
16

17 _____
 GERVEL A. WATTS
18 Notary Public in and for the
19 District of Columbia

20 My Commission expires: January 31, 2014
21
22

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 1

<u> \$ </u>	16th 23:14	100:6 123:2	4 2:9 3:2 23:11
\$1 67:22	179 23:2 24:19	2014 126:4,5	74:12 117:3
\$100,000 76:22	17-year-old 93:21	166:20	4:00 103:20
\$20 125:3	18 36:22 62:3	2014/'15 101:20	4:30 103:20
\$30 41:11	126:18	117:6	40 82:8
\$8,000 42:7	180 82:3 83:7	2017 98:21 99:10	41 29:17
<u> 1 </u>	18th 17:7 19:10	202 93:8	44 44:3
1 2:7 18:11 39:8,9	19 4:18	21 3:9	441 1:13 4:10
40:4 56:1 58:20	1995 94:17	2104 145:2	44th 27:18
63:4 71:21 77:4	19th 104:15	2107 145:2	4th 139:8
1,000 82:4	140:19	22 120:10	<u> 5 </u>
1,200 33:15 104:11	<u> 2 </u>	220 82:3	5 2:5 3:3 45:21
10 29:10 38:1 52:4	2 2:8 18:12 35:5,6	225 81:7	77:19 92:7 155:1
54:9 55:9	56:2 57:12 77:5	22nd 18:15 100:7	5:30 4:19 18:12
60:10,15 65:16	2:00 17:12,13	24th 94:5 140:8	5:40 1:9
72:20 134:19	2:30 18:9	25 30:4 62:6	50 126:19 129:6,10
10,000-foot 14:12	20 17:15 26:14,15	102:13 126:18	575-0462 93:8
100 86:20	36:10 42:13	26 104:13	<u> 6 </u>
10th 32:11 100:9	43:18 55:6 91:21	28 62:6 63:11	6 2:10 3:4 158:13
104:15 140:15	125:6 129:6	29 1:8 4:6 5:4	6:00 84:15
112 111:22	200 82:4	2nd 20:7 100:8	60 82:10,22 111:21
12:30 18:6	20001 1:15	<u> 3 </u>	600 24:19 81:6
125 24:18	2001 145:2	3 2:4 23:13	61 152:18
12th 62:10	2005 29:15	3:30 65:9	<u> 7 </u>
13 68:1	2006 23:1 82:7	30 29:19 43:18	7 2:12 3:5
134 3:19	2007 13:3	50:7 63:20 129:3	7:30 18:13
14 35:10 101:21	2008 12:22	30th 17:13	75 92:2 98:21 99:9
135:22	2010 12:6	30-year 40:10	7th 18:16
145 3:21	2011 47:6	31 166:20	<u> 8 </u>
15 62:3 63:19	2012 9:2,15 10:21	31st 17:14 68:4	8 2:11
136:1	13:6	37 35:11	8:42 165:7
150 64:15	2012/'13 7:20	3rd 100:7	80 55:5
15-day 140:14	2012/2013 21:15	<u> 4 </u>	
15th 139:8	2013 1:8 4:6,18 5:4		
16 3:7 136:1	91:21 95:15		

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 2

800 38:9 88 3:12 8th 68:5 100:9 <hr/> 9 <hr/> 9:00 84:15 9:30 18:3 90 36:13,14,18,20 37:1 900 39:11 91 29:21 92 29:21 94 3:15 95 127:18 128:5,7,11 96 43:8 <hr/> A <hr/> a.m 84:15 ability 47:5 95:4 able 13:17 14:7 15:6 24:20 26:2,16,18 27:22 31:3,9 32:3 39:3 43:4,18 51:2 52:12 54:14 59:2 77:7 83:15 100:2 101:1,16 103:13,15 104:3,4,9 106:4 113:11 131:11 157:4 absences 95:17 143:5 absenteeism 139:2 157:19 absolutely 51:4 52:18 63:9,12	123:17 160:20 abstinence 14:15 academic 44:2 76:17 81:15 97:18 academically 30:15 82:19 academy 40:16 41:14,16 154:2 accelerate 15:13 34:6 49:7,20 53:22 60:6 accelerated 30:14 34:16 52:17 accelerating 11:4 42:14 acceleration 52:7 accepted 81:7 accepts 81:9 access 54:20 56:4 accessible 23:8 55:12 123:11 130:9 accommodate 160:20 accomplished 58:11 accomplishment 101:12 102:9 accomplishments 46:4 100:17 104:7 accountability 10:5 11:1 94:15 95:8,15 96:13 98:15 99:7,10,19,22 101:15 111:10	127:13 accountable 11:13 accounted 113:18 accurate 33:17 achieve 21:10 95:9 achieved 13:9 achievement 11:2,3 29:3,15,16 30:14 34:17 42:14 49:11 52:18 59:15 60:6 99:12 151:4 acknowledge 46:6,12 132:11 across 19:20 51:11 97:16 136:18 act 8:22 10:20 19:6 79:17 90:10 94:17 95:15,21 119:11,13 125:1 160:6 action 166:9,13 actions 140:6 actively 12:7,8 activities 56:20 70:17 actually 28:11 41:2,21 49:14 51:9,11 53:7,12 60:13 67:9 69:8 72:5 73:3,4 76:9,21 82:11 83:19 92:6 116:9 124:4 127:16 148:13 153:19 159:4 160:22 add 31:3 32:3 51:7 77:14	added 30:21 31:1 32:4 77:15 146:1 adding 140:9 addition 32:19 79:9 140:21 141:4 142:16 additional 4:15 83:17 87:3 94:8 97:2 105:1 112:5 149:2 Additionally 18:20 94:22 additions 138:4 address 50:2 51:2 92:8 100:3 104:5 139:14,20 142:2 addressed 132:14 addressing 108:11 144:15 adequate 24:2 adhere 116:3 adjourn 165:1 adjourned 165:6,8 adjusted 12:15 adjustments 105:11,12,15 107:19 administer 102:1 129:21 131:18 administered 18:16 101:13 113:5 administration 8:8,10 97:7 98:1,13 99:16 100:6 103:4,8 112:21,22 administrations
--	--	---	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 3

104:19 administrators 154:6 ADMINISTRATI ON 97:10 ado 20:12 adopt 6:13 11:21 adopted 6:16 12:6 adult 38:1 66:4 adults 27:4 89:2,3 advance 10:5 108:9,10 advanced 11:5 32:13 99:21 133:13 advances 96:6 advantage 75:8 161:4 advisor 70:1,2 157:3 advisories 37:22 advocacy 93:19,22 affect 24:20 139:3 affected 126:12 affection 27:5 affirmative 7:3 afford 26:16 afternoon 56:19,20 103:20 afternoons 112:19 after-the-fact 108:17 afterward 109:1 against 14:18 17:9 95:7 aged 138:19	agencies 106:20 107:17 141:3 agency 14:4 15:12 99:12 102:1,11 115:5 124:15 127:21 157:16 agenda 3:4 6:9,13,16 7:6,12 12:8 16:11 90:17 140:19 149:11 agnostic 118:13 ago 10:21 14:1 30:18 39:14 agreed 92:11 142:2 agreement 144:10 145:19 ahead 68:17 78:16 80:15 93:15 98:7 105:13 116:15 126:8 AIDS 14:20 AIMS 147:15 Albans 18:5 algebra 32:12 51:4,5 52:5,7 84:7 algebraic 84:2 align 12:9 aligned 11:20 31:16 33:6 100:20 134:3 136:21 aligning 100:19 101:8 alignment 33:11 34:1 Allison 92:7	allotted 113:2 allow 4:13 44:14 53:15 75:1 94:8 163:18 allowed 23:22 32:10 allowing 10:22 allows 72:4 86:3 already 61:5,14 100:18 115:22 147:21 am 10:3 17:3,5 24:22 35:9 78:4 111:14 149:12 154:22 166:7,10 amazed 153:22 amazing 84:2 163:10 amend 31:8 Amendment 8:22 95:15 American 34:11 58:6 among 7:17 amount 41:8 56:12 81:5 114:16 136:17 159:19 Anacostia 62:15,20 analysis 102:3,6 ancient 79:6 ancients 25:10 and/or 57:18 Anderson 2:9 5:18,19 6:15 74:12,13 76:6 78:21 88:2 143:2,3,8,10,14	144:2,6,22 145:11 146:4,12 156:7,8 165:2 animation 60:22 announcement 3:3 5:7 68:13 annual 9:14 13:7 15:8,15 21:12 91:12,20 anomaly 49:14,19 another's 45:3 answer 36:9 42:16 43:3 74:20 76:2 98:12 99:2 104:5 107:9 109:16 110:18 116:16 122:6 127:11 132:8 answered 60:20 92:16 answering 15:1 55:17 116:22 answers 45:17 78:18 102:21 123:8 133:20 157:9 anticipate 11:17 antiquated 141:22 anymore 27:14 40:10 77:9 anyone 93:5,9 anything 38:15 113:1 118:19 anyway 52:2 AP 32:9,16 83:14 apex 156:17 app 132:13 apparently 153:14
---	--	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 4

appeal 107:17 133:9 appeals 106:19 appearing 96:16 appears 116:11 166:4 applaud 90:5 93:10 152:19 applause 90:7 93:12 apples 148:19 application 29:9 141:2 applications 68:10 82:3 applied 81:6,7 applies 128:11 141:17 apply 89:16 128:2 140:1 141:11 appoint 140:3 appreciate 28:3 46:13,18 89:16,21 93:14 96:16,17,22 135:2 136:7 138:5 146:17 148:7 149:9,10 155:16 156:21 158:5 appreciated 89:4 appreciation 53:14 156:12 160:7 appreciator 80:3 approach 11:22 102:16,19 119:13,19	130:12 150:13 approached 160:10 approaches 156:4 appropriate 12:12 26:11 74:3 118:3 appropriations 68:1 approval 3:4 6:9 140:20 approved 7:6 10:22 12:22 approving 94:7 approximately 17:14 April 18:15 100:7 Arabic 25:8 arbitrarily 51:13 arbitrary 58:10 archaic 75:18 area 19:21 61:14 84:5 117:22 areas 19:10 61:22 64:9 76:19 83:20 89:8 aren't 42:1 43:6 54:18 58:9 88:13,14 argue 86:18 Arm 17:11 armed 111:11 article 44:20 articulate 26:3 arts 75:4 76:22 77:12,21 100:20 117:7	aspect 89:6 98:18 aspiring 19:19 assertive 51:21 52:8 assess 121:3 assessing 129:19 assessment 12:13,14,16,19 97:18 98:15 100:13,15,20,22 101:3,13,14,15,1 7,19 102:2,7,8 104:22 105:8,13 119:17,20 120:11 121:2,15 122:15 124:9 129:7,22 133:22 134:4,13 135:12 assessments 100:19 101:8 108:13 110:10,13 117:13 119:8,12 122:16 134:2,9,18 135:3,7 136:18,19 137:4,5 assistance 140:22 assistant 18:17 30:22 97:12,13 associate 93:20 Association 17:6 69:19 70:16 assume 146:7 assuming 136:21 146:10 Athletic 17:6 atmosphere 24:11	attempt 100:18 attend 73:12 125:9 attendance 3:19 4:14 8:21 18:22 20:15 94:4,9,14,20 95:14 96:4 137:22 138:9,17,20 139:5,15,21 140:3,5 141:21 142:12 146:3 150:6 157:8 attending 139:13 attorney 166:11 attract 40:12 attractive 64:11 audience 48:1 audiences 78:22 auditorium 93:11 August 12:6 23:17 107:1,6,22 108:6 133:12 136:11 aunties 162:13 authentic 72:9,11 73:2 authentically 72:22 73:16 author 15:18 authority 94:19 115:7 157:11 author's 52:11 automatically 124:11 autonomous 30:11 autonomy 30:19 31:10 45:12 47:4 86:13 95:7 96:12
--	---	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 5

154:17 available 38:11 92:19 106:15,21 107:5,7,21 130:8 133:11 average 29:19,22 award 18:13 29:7 awarded 23:15 67:22 awarding 99:20 awards 19:9 20:2 163:5 aware 19:18 28:7 98:3 away 52:9 113:17 awful 39:9 Aye 7:1 eyes 7:6 <hr/> <p style="text-align: center;">B</p> <hr/> backend 42:5 background 11:9 51:19 bad 87:11 116:4 bagels 85:1 balance 26:16 117:12,15 balanced 95:7 Ballou 153:2 Ballou's 77:4 Baltimore 48:6 76:11 92:15 band 77:2,3,4 bandaging 43:15 bandwidth 130:18 Barco 3:17 98:14	110:16,20 116:17 134:16,21 barn 132:22 barriers 47:10 baseball 17:20,21 20:6,10,11,19 based 9:5 27:4 33:10 48:21 52:15 62:12 81:14 99:13 109:22 126:13 127:6 134:7 140:7 160:16 basic 25:9 basically 21:1 36:21 54:19 79:16 111:14 113:7 147:18 159:5 basics 36:6 basis 30:21 31:1 48:21 75:13 86:3 105:5,7 106:3 110:9 116:10 134:5 bear 28:13 become 40:9 61:11 107:21 146:1 becomes 75:3 134:14 becoming 160:13 Beeman 3:18 98:16 122:8 123:17 begin 17:12 28:21 140:22 beginning 20:7 35:7 43:16 58:15	148:17 begins 18:3 begun 74:6 behalf 4:3 17:1 behavior 79:15 behavioral 20:3 behind 47:19 49:2 50:14,20 51:16 58:12 believe 24:5 51:9 63:3 65:3 71:12,15,17 74:6 76:12 94:9 98:22 104:19,22 106:14 128:18 132:1 137:17 153:11 156:9 157:10,11,13 161:1,7 Bell 58:8 benchmark 127:18,20 136:19 beneficial 64:4 benefit 53:15 54:4 80:7 104:2 134:13 benefitted 74:14 best 17:15 20:13 29:1 34:8,10,12,15 37:9 42:17 44:2 45:20 48:21 51:15 60:3 63:1 69:5 73:9 74:5 78:7 106:6 109:1 122:5,20 147:22 153:19 156:20 160:3 162:15 better 22:19 36:5	38:21 42:13 48:8 64:6 70:13 80:3,4,8 86:22 133:1 141:22 156:6 158:3 162:6 beyond 65:16 136:1 158:19 bid 117:5 bids 117:19 bigger 37:20 38:20 biggest 26:15 61:22 Bill 67:21 biology 20:4 32:8 62:17 83:13 100:12 biotech 47:10 81:16 biotechnology 47:8 birth 132:4 bit 8:2 22:10 36:1 53:18 54:1 69:4 71:6,7 81:11 98:4 102:5 110:16 116:19 123:14 124:7 133:3,17 134:17 147:19 Black 92:11,16,17 blinking 118:6 block 78:12 blog 54:22 57:10,20 121:11 blogging 55:15 56:3 Blue 29:5
--	---	---	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 6

Board 1:4 2:3,13,14 4:4,7,8,17 5:1,4 6:11 7:2 8:9,16,18 9:7,13,18 10:8,13 11:14 12:3,22 13:4,5,14,15,19, 21 14:17 15:12,20,21 16:21 22:4 28:4,22 30:9 34:9,15 35:13 46:14 48:1 51:8 53:6 65:6 68:14 85:22 86:9,10 90:22 93:18 94:6,16 96:9,10,18 98:9 104:13 105:5 108:8,11 110:8 120:13 137:20 138:12 139:10,13,17 140:13 141:8 143:19,21 145:14 146:18,19 148:3,16 149:1,11,13 150:15 153:3,14 155:14,18 160:8 161:19 162:21 163:2 boarding 119:17 Board's 16:8 140:19 body 81:2 book 84:10 borders 162:5 bottom 13:3	bought 47:21 147:10 box 48:4 49:10 50:19 boys 17:15 76:10 155:7 Brazil 87:21 break 36:17 67:6 112:20 135:17 bridge 60:13 81:11 brief 80:16 137:21 154:13 162:20 briefing 8:20 briefly 80:19 bring 28:14 37:18 53:9 60:13 64:3 91:17 117:18 161:15 bringing 42:1 64:9 67:8 70:13 brought 135:13 budget 62:13 73:20 74:5 budgets 121:20 build 23:19 31:4 58:14 82:5 85:5,9 117:9 119:11 124:8 163:13 building 10:7 13:9 23:16 26:13 34:2 38:22 40:18 43:16 45:14 58:20 68:21 70:19 161:15 built 43:19 46:11 bulk 57:6 burden 146:1	burnt 59:16 bushes 70:22 business 6:12 9:17 128:2 130:22 133:7 button 93:15 135:15 buy 40:21 buying 84:14,20 buys 63:14 <hr/> C <hr/> campus 19:8 23:18 CAO 87:18 cap 162:11 capabilities 131:9 capability 126:1 capacities 81:21 capitalism 58:6 capitol 5:3 8:22 13:11 93:4 capitulate 58:12 capturing 155:7 card 66:16 Cardoza 118:7 care 25:12,18 26:6 42:19 117:7 career 119:14 132:5 careers 51:16 156:18 carefully 137:3 carry 164:14 CAS 3:15 99:17 100:8 131:18 case 63:18 85:11	128:3 cases 114:7 catch 50:14,20 Catchy 85:19 categories 135:19 Cathedral 17:8 Catholic 76:11 cause 115:13,19 caution 78:2 caveat 77:14 celebrate 73:15 87:6 celebrated 29:3 celebrating 73:16 83:4 85:8 cellular 20:3 center 157:7 centers 65:8 central 54:5 148:18 CEO 73:10 ceremonies 92:12 164:20 ceremony 18:13 91:12,13,20 153:1 CERT*D 1:18 certain 48:8 49:22 58:11 71:12 78:12 105:17 142:7 143:22 certainly 25:20 33:19 46:10 47:3 81:22 82:17 107:7 119:15 148:8 154:5 CERTIFICATE
---	--	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 7

166:1 certify 166:3 cetera 86:4 Chair 6:15 chairpersons 102:11 challenge 26:15 challenged 27:7 challenges 159:14 challenging 23:8 27:11,16 Chambers 1:14 4:10 championship 17:7,8 18:6,10 155:8 championships 17:10 20:10,19 chance 31:8 70:13 74:20 Chancellor 41:5 change 58:14 60:17 73:4 132:12 136:2 156:2 changed 11:11 changer 47:13 changers 63:13 changes 12:17,18 16:2 86:16 132:11 138:6 145:6 146:11 charge 37:20 38:1 charged 157:14 charter 3:10 7:15 10:12,13 14:3 19:4 20:9 21:4	23:13 87:17 92:1 94:1,13,16,17,19 95:8,11,21 104:12 105:4 110:7 125:4 139:17 140:12 141:18 143:18,19,21 145:14 146:19 148:13,16 154:15 156:14 157:13,15 charters 12:7 charter's 95:4 cheaters 114:19 cheating 109:6,9 114:17 cheerlead 157:4 child 66:20 69:9 70:5 81:1 127:9 142:7,18 childhood 14:19 children 15:5 48:3 50:19 138:19 153:4 154:21 160:21 China 87:21 choice 58:13 93:20 choices 81:1 choose 38:3,4,14 80:6 128:12 chronic 139:2 church 70:19 circle 52:10 city 23:5,10 27:1 68:2 120:18,19 121:22 citywide 18:9	91:20 civil 46:15 clarification 129:2 Clark 2:13 6:6 149:17,19,21 150:2,4 class 13:10 23:4 26:8,14,17,21 33:4 47:18,19 55:5 61:9 62:2,17 63:6 84:11 126:18 159:10 classes 44:9 48:20 55:21 61:19,21 65:7 69:20 109:10 Classic 17:20 20:6 classical 23:8 25:4 26:22 classroom 24:10,13 32:22 36:2,4,8,11 39:15 50:4,8 53:18 54:17 114:21 121:1,8 125:15 135:9,11 136:3 161:11,12,14 162:6 classrooms 56:12 62:11 63:1 69:1 70:21 113:15 161:21 class-to-class 61:10 clear 71:11 85:21 105:15 120:13 157:22 clearly 24:1 26:3	49:4 53:19 105:9 137:12 clock 90:21 116:4,20 160:1 clone 44:12 close 32:17 65:9 91:12 95:11 129:15 158:2 closely 10:11 31:1 140:12 143:20 closer 22:17 105:3 150:2 closing 3:21 149:8,14 150:14 club 57:2 81:19 clubs 57:2 coaches 30:21 34:6 76:18,20 77:9 coaching 104:22 Code 79:16 codedly 26:4 cohort 4:21 cold 35:22 113:9,10 collaborate 137:6 collaborating 87:4 106:3 120:10 collaboration 10:16 11:18 13:22 86:6 105:4 colleagues 7:10,11 97:6,22 98:11 109:17 151:15 154:8 160:8 collect 148:15 collection 140:11,14
---	---	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 8

college 43:8 51:15 92:19 93:1,2 119:14 132:4 151:11 156:18 160:12 colleges 161:22 collegial 43:7 Columbia 1:4 3:15 4:4 7:19 10:12,18 17:16 21:10 23:9 96:1 138:18 139:18 157:18 158:14 162:4 166:18 Columbia's 11:15 12:5 97:20 comes 27:3 64:2 69:19 85:5 101:8 106:12 117:10 126:20 127:2,13 132:9 comfort 36:13 comfortable 66:4,9,11 123:1,6 coming 14:16 28:19 35:17 42:10 55:18,21 58:15,18 60:22 63:10 66:11 73:13 74:14 83:1 104:12 117:6 120:3 133:5 135:7 144:1 145:9 158:2,3 commend 46:3 commensurate 24:3 comment 9:7 15:15 66:16 94:3 140:15 150:9	159:15,16 commented 147:14 comments 3:5,7,12,21 7:7 9:5 13:18 15:16,21 16:18,19 66:19 80:18 90:8 94:8 139:7,9,15 140:17 143:17 149:8 154:13 156:22 158:10 159:1 162:18 Commission 166:20 commitment 13:8 common 100:19,21 101:5,8 102:16 122:4 134:3 154:17 159:9 communicate 56:1,11 70:15 144:17 communication 69:16 70:8 71:9,22 communications 93:22 community 7:10 9:4 10:1 13:13 27:2,22 30:16 33:16,17 46:8,19 65:8 67:14,21 68:1,6,8,9 69:19 71:1,18 79:19 89:3 155:1 162:14 company 45:3 compare 55:21	148:19 compared 127:16 132:3 comparing 102:6 compete 87:21 competencies 53:21 competency 10:7 25:18 53:19 86:3 competency-based 11:21 competent 63:5 competitors 17:16 completed 107:20 complex 60:16 compliance 138:16 component 31:22 33:6 101:22 159:11 components 33:21 34:5 37:17 composite 21:12 composition 100:13,21 117:8 comprehensive 16:7 103:3 Compulsory 3:19 4:14 8:21 18:22 94:4 137:22 138:9,17 150:5 157:8 computer 84:1 116:10,13 130:20 computers 130:2,16,17 131:17	Con 154:2 concentrate 113:11 concept 79:6 concepts 32:7 83:12 concern 57:13 152:4 concerned 76:7 114:15,16 133:13 concerns 104:3 126:10 136:17 157:6,7 concludes 149:11 concur 86:5 136:10 concurrently 32:12 condition 30:6 conditioned 63:7 conditions 86:11 113:8 Conduct 79:16 conducted 114:11 conference 103:22 conferences 67:1 confidence 15:9 confident 34:7 145:16 confidently 26:4 confirm 92:6 142:15,18 confirmed 107:4 confusion 95:16 congratulate 9:15 19:15 28:6 155:6
--	--	---	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 9

162:10 congratulating 4:22 92:3 congratulations 11:10 90:3 136:8 156:15,20 157:1 158:12,22 162:12 163:2 Congress 92:10,16 connect 40:20 72:1 connected 31:6 89:14 connection 66:13 consider 41:8 consideration 139:6,9,16 140:17 consistent 10:8 24:15 40:21 95:14 consistently 118:10 Constitution 25:22 constraints 63:22 constricted 87:22 construction 123:15 consuming 66:17 contact 42:19,21 70:1 90:13 93:2 contacted 147:12 contacting 92:22 contemplate 38:22 contemplated 110:13 content 33:22	40:17 41:19 43:2 51:13 55:18 83:20 84:5 85:7 122:3,4 123:16 context 21:8 contingent 129:4 continue 10:10 19:22 96:12 151:9,10 152:8 153:4 continues 34:9 continuing 34:14 99:20 140:21 continuous 106:3 contract 144:15 contractor 117:14,15 control 71:12,14 convenience 124:12 conversation 63:14 67:7 121:12 conversations 55:3,6 56:5,13 57:4 58:3 62:4 64:10 67:2 109:21 119:6,7 120:1,4 cool 150:7 cooperatively 62:21 coordinate 102:2 coordinated 103:15 105:21 coordinating 106:2 coordinators	102:21 103:1 copy 98:22 core 33:6 100:19,21 101:5,8 102:16 122:4 134:3 correct 107:18 126:15,20 130:12 156:11 correctly 26:3 correlate 76:1 cost 130:9 costing 59:14,15 costs 42:7 Council 1:14 4:10 67:20,22 110:2 121:20 counsel 18:20 166:7,10 count 116:21 118:19,22 153:12 counted 128:19 counterpart 48:8,9 country 19:20 41:4 51:11,18 52:18 132:4 couple 8:17 39:13 46:4 53:5 76:16 95:19 106:9 108:18 150:21 153:18 158:9 159:1 163:6 course 7:13 10:14 42:13 53:13 64:17 72:21 85:7 92:12 110:8 coursework	32:3,4,16 47:10 82:17 83:17,19 covenant 69:11 covered 56:8 CPR 33:22 cracks 37:22 142:11 crazy 62:9 cream 81:10 82:6 create 11:1 24:10 27:22 30:19 34:16 39:3 50:22 71:15,18 87:13,19 137:1 163:19 created 25:17 33:15 76:21 creating 14:8 87:16 139:20 creation 94:11 creative 32:6 47:20 83:15 87:16 155:14 credentials 39:21 42:19 credit 11:4 51:10 75:9 86:2 124:11 credits 58:10 124:4 Crisman 3:20 18:21 137:17,19 138:11 141:9,14 142:12 143:6,9,13,16 144:4,8 145:5,12 146:6,15 147:11 148:7,20,22 149:4,7 criteria 81:14
---	--	---	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 10

critical 31:13 74:8 98:18 101:1 103:10 105:1 106:9 crook 82:6 crop 81:10 82:18 cross-disciplinary 75:2 culminated 100:7 102:12 culmination 13:6 culprits 109:10 cultivated 33:20 culture 24:21 29:13 33:20 34:16 39:3 79:4,14 83:4 current 95:16 117:3,13 currently 51:10 141:19 145:14 curricula 30:13 32:1,3 curriculum 44:5 58:17 59:13,19 75:1 82:17 83:6 131:6 159:10 Curve 58:8 cut 62:13 78:15 130:9 Cutts 3:10 19:3 21:3 22:7,9,15,19,22 34:20 35:1,3,10 36:1,9,19 37:6,10,19 38:9,13,19 43:20 50:17,21 52:20 66:1 68:19 69:11	75:7 78:17 79:1 80:5 86:12 89:1 90:4 120:21 154:1,14 159:17 161:7 <hr/> D <hr/> D.C 1:15 4:21 11:20 17:6,20 18:6 19:9 20:2,6 34:17 49:16 58:18 59:11 93:21 94:1 95:21 101:7 104:18 110:21 132:2 151:5 152:5 153:5 156:13 daily 30:21 31:1 48:21 103:18,19 dance 76:13 data 48:11 72:6 107:19 131:11 139:1 140:11,13 143:5 144:1,11,14 148:14,15 database 115:15 date 91:12 153:20,22 dates 72:1 daughter 160:11 161:4 164:15 David 3:11 19:13 21:5 154:16,22 155:4 day 27:19 42:7 50:6 52:15 55:1,19 84:5 85:15 87:8 93:13 120:9,22 132:21 133:2,11 143:20	148:19 daylong 20:10 days 41:6 DC 99:16 100:8 DC-CAS 8:8,17 12:9,14,20 15:2 18:16 25:19 97:7,10,17 98:1,13 100:6 104:18 108:21 109:19 110:12 117:3 120:2 126:10,14 127:15 129:5,10 134:12 153:11 159:20 DCPS 12:6 40:6 41:12 94:21 104:12 105:4 110:7 125:6 128:14 131:18 141:18 DCPS's 128:3 DCSB 144:10 DCSBOE 7:7 dead 75:10 deadline 58:11 deadlines 58:10 deal 26:6 debrief 112:19 debriefing 103:19 decimals 51:22 52:3 decimated 108:5 decision 32:1 143:20 decisions 31:11,19 32:15 33:12	72:13,17 decreasing 96:6 dedicated 81:2 deep 41:19 85:18 89:17 159:22 160:7 deeper 102:20 131:4 deeply 24:5 defend 75:18 defense 38:17 deficiencies 50:1 51:20 83:16 deficiency 62:1 deficient 52:16 83:1 define 105:9 definitely 29:13 60:6 148:7 158:12 definitions 105:16 degree 160:12 delayed 4:11 deliberate 111:3 120:4 delighted 23:6 deliver 92:8 117:21 131:7 deliverable 16:5 delivering 122:3 demerits 75:19 democracy 79:6 demographic 106:20 107:16 demonstrated 81:18
--	---	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 11

depth 25:14,15 102:18 160:19 deputizing 111:14 deputy 2:15 3:7 10:13 16:14,19 17:3 98:9 described 105:7 design 84:6 designed 84:3 97:18 desk 103:10,12 Despite 157:9 detail 79:19 determine 5:6 117:19 127:2 determined 6:11 129:8 determining 75:20 95:1 detract 158:1 develop 28:18 developed 30:16 116:1 146:5 developing 19:7 117:17 development 30:11,17 34:4 37:17 40:5 41:2,6 42:6,12 54:7 59:14 98:17 123:16,20 developments 87:4 device 57:17 devices 121:10 dialogue 34:14 110:7 147:1 148:5	dictate 30:6 Diego 47:6 difference 24:17 37:12 47:14 69:2 136:13 160:1 different 14:2 31:12 40:9 48:10 50:19 51:17 53:21 74:18 79:4 83:19,20 92:7 96:3 110:14 128:10 131:8 141:16 160:10 163:22 differentiate 50:7 differently 128:3 difficult 43:10 155:20 digging 11:17 digital-native 135:4 diligent 146:15 diligently 92:18 dinner 80:15 89:20 dinosaurs 131:6 direct 94:12,20 130:5 directing 154:18 direction 85:21 96:8,10 109:4 124:18 166:6 directions 113:1 directly 144:13 director 2:16 13:18 19:16 54:14 58:17 98:15	directors 31:2,3 disadvantaged 29:11 30:3 55:9 disagreed 46:15 disciplinary 75:20,22 discipline 79:11 89:5 disciplines 84:9 disclose 120:9 discredited 109:13 discuss 28:22 44:19 74:3 discussing 88:5,8 129:13 discussion 6:19 78:15 120:11,12 141:11 145:13 149:15 discussions 46:15 55:3,20 116:1 161:18 dismissal 115:3 dismissals 115:13 dispersing 157:14 Disrupting 84:11 disseminate 123:19 disseminated 107:1 distinguished 28:21 distinguishes 26:20 District 1:4 3:15 4:4 7:19 10:11,18 11:15,21 12:4	17:16 19:22 21:9 23:9 29:9,16,22 41:13 43:13 59:18 64:21 65:6 69:6 72:10 96:1,14 97:17,19 121:16 125:7 131:14 138:18 139:18 151:16 157:18 158:14 162:3 166:18 District's 10:22 12:21 29:19 97:17 dive 153:17 159:22 diverge 55:3 diversity 26:22 division 37:20 doctor 76:4 doctors 76:6 document 78:20 105:9 documents 102:12,13 dollars 42:4,12 60:4 67:22 124:16 domains 112:15 done 16:6 46:7,13 51:13 57:6,22 61:2 105:20 108:9,10 138:2 143:15 155:12 160:16 164:3 double 83:18 doubling 83:17 doubt 53:11 doubts 157:20
---	---	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 12

download 124:3,6	55:2,6 57:5 58:3	23:8 25:4 26:22	104:11 128:16
downloading 121:9	62:4,16 63:11 65:17	29:5 39:21 41:3 42:1 43:19,22 44:20 55:4 58:5 59:4 76:12 78:9 81:1 85:4 86:19 90:12 91:11 93:18 94:4 95:5 96:19 97:14 99:12 102:1,10 106:20 107:17 110:9 115:5 120:18 124:15 125:4 127:21 132:3 138:17 139:10 140:4 141:3 148:4 151:4,15 152:6,16 153:5 156:2,17 157:3 160:12 161:5	eighth 12:16 36:20 49:18 51:14 either 75:5 83:1 117:11 elect 146:8 electronic 144:16 elementary 18:18 23:15 77:17 97:13 140:1 elements 46:22 111:8 eliminate 72:11 77:18 95:16 eliminated 116:13 eliminates 94:11 139:19 eliminating 137:7 Eliot-Hine 158:16 else 110:13 132:4,14 153:13 else's 114:20 email 78:19 90:13 embarking 19:18 embarrassment 57:13 embrace 135:6 emphasis 88:3 101:18 emphasize 104:18 employed 166:8,11 employee 47:7 166:10 empower 61:17 enacted 95:14
Dr 3:8,17 11:9 16:14,16,21 18:19 34:20 50:17 65:16,17 67:11,13,19 76:1 97:8,11,12,15,22 98:8,14 107:14 109:16 110:16,20 112:16 113:22 115:2 116:16,17,21 117:2 119:1,5 120:21 121:8 122:1 123:14 124:13 125:19,20 126:16 127:11 128:10 129:1,17 130:11,12 131:21 133:20 134:16,21 135:13 137:15 138:12 141:1 154:14 155:3 161:7 162:19	<hr/> E <hr/> earlier 8:8 10:17 47:1 85:22 97:16 98:1 99:5 120:21 121:10 138:6 139:8 147:9 early 14:15 106:18 107:15 124:2 138:21 141:6 148:4 earned 76:4 ears 160:11 easier 53:2 118:17 130:5 144:12 Eastern's 77:3 easy 27:16 31:20 50:7 56:9 57:7 60:17 echo 86:17 economic 30:6 economically 29:10 30:3 55:9 economics 32:4 48:7 80:1 economy 151:11 Ed 98:10 editor 15:18 educate 51:18 152:3 154:5 education 1:4 4:5,7 5:1,3,4 8:7 9:18 10:14 11:22 12:2 13:10 14:4,14 16:22 17:2 18:18 19:22	educational 30:6 121:6 educators 50:9 61:17 71:13 74:1 123:1,5,20 124:2 157:5 effective 48:10 102:22 122:13 137:10 effectively 150:10 efficacy 133:18 efficiency 97:18 efficient 136:16 effort 101:10 efforts 5:3 10:10 106:5 142:15 155:16 egg 85:2 eight 52:6 100:11,14 103:6	

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 13

<p>encourage 16:8 20:8,20 41:10 51:8 128:17 136:14 153:3,5</p> <p>encouraged 96:8</p> <p>endured 91:16</p> <p>energy 61:1 114:16 133:9</p> <p>enforced 29:6</p> <p>enforcing 138:16</p> <p>engage 73:7 75:2,4 84:10 96:18 122:18 147:19 164:12</p> <p>engaged 67:4 72:17,21</p> <p>engagement 9:21 39:15,18 53:8 57:4 66:2 69:4 71:5,8,14 72:9,11,14 73:2 74:7 122:10</p> <p>engaging 10:2 55:19 64:2 69:6 73:17 141:19</p> <p>engineering 32:5 81:17 84:1</p> <p>English 37:1 79:2 80:4 83:15 85:10 100:20 117:7 160:14</p> <p>enhance 56:12 140:11</p> <p>enhanced 83:3 102:10 103:2</p> <p>enhancing 55:22</p> <p>enjoy 45:3 85:14</p> <p>enjoying 57:19</p>	<p>enlightening 160:9</p> <p>enormous 14:8 15:4,8</p> <p>enormously 26:8 27:2,16,17 66:17</p> <p>enrolled 127:17 150:20</p> <p>ensure 12:10 30:22 69:7 140:13 144:19 145:20 147:7 151:16 152:4</p> <p>ensuring 138:18</p> <p>enter 63:14</p> <p>entertain 40:12</p> <p>entire 13:21 23:17 69:19 159:8</p> <p>entirely 79:4</p> <p>entity 148:18 157:14</p> <p>entrust 34:8</p> <p>environment 61:13 88:16,18 106:6,12 113:6,7 114:5 118:4 163:19</p> <p>environmental 19:10</p> <p>environments 87:7 106:11</p> <p>envision 147:17</p> <p>equalizer 34:13</p> <p>equation 61:15</p> <p>equations 48:14 84:2</p> <p>equipment 118:3</p> <p>error 127:8</p>	<p>ESEA 10:20 98:17 99:7</p> <p>especially 110:1 124:21 131:18 156:15</p> <p>essentially 108:22 128:2</p> <p>established 94:17 96:1</p> <p>esteemed 98:9</p> <p>et 86:4</p> <p>evaluate 127:6</p> <p>evaluation 72:15 74:4 87:13 124:8 127:22 128:1,6,13 129:3,13</p> <p>evaluations 40:20 87:5 88:14 128:22</p> <p>evening 4:3 7:8 16:21 35:16 54:20,22 55:14,15 57:21 72:20 74:14,15 93:17 98:8 110:20 138:11 149:12,18 157:6,7 158:7 160:9,10 162:9,22 164:14</p> <p>evenings 33:2</p> <p>evening's 163:7</p> <p>event 17:19 70:9</p> <p>events 72:20 73:17</p> <p>eventually 23:18 131:13 142:20 145:17</p> <p>everybody 17:22</p>	<p>48:13,14 58:15 65:19 153:10 162:15</p> <p>everyday 101:5</p> <p>everyone 7:8,9 20:8 40:18 92:13 122:17 164:18</p> <p>everything 47:14 112:18 150:8</p> <p>everywhere 132:3 143:10</p> <p>evidence 109:8</p> <p>evolve 116:14</p> <p>exactly 56:7 114:2</p> <p>example 12:14 42:7 62:13 115:16 126:17 142:6</p> <p>examples 50:17</p> <p>excel 14:10 63:12,17</p> <p>excelled 156:16</p> <p>excellence 29:6 164:1</p> <p>excellent 16:5 113:21 152:13 163:15</p> <p>exceptional 81:9</p> <p>excited 28:8 66:6 68:20 92:9 135:21,22</p> <p>excitement 122:16</p> <p>exciting 17:18,19 20:18 23:20 28:7 60:22 68:13 84:9</p> <p>exclusively 54:16</p> <p>excuse 23:13 96:9 137:10</p>
--	--	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 14

executive 2:16 13:17 16:3 19:16 exemplify 37:8 exempts 95:21 existing 120:2 exists 51:10 expanded 102:15 expect 51:4 69:15 96:12 99:18 116:9 expectations 29:13 30:15 69:14 105:16,17 expected 108:4 expecting 106:17 expedient 51:15 expediently 133:4 expelled 75:21 experience 33:4 47:9 49:17 54:2 103:22 110:17 experienced 29:2 47:11 57:19 134:11 experiment 87:9 experimenting 87:12 expert 67:15 expertise 24:7 34:1 40:17 41:20 44:4,15 152:2 experts 64:9 expires 166:20 explain 75:12 exploration 55:7 exposes 79:4	express 156:11 extend 160:7 extensions 111:10 extensive 104:20 extent 74:22 133:14 external 31:4 103:6 extra 50:22 81:22 114:22 extraordinary 28:15 160:16 extremely 57:16 74:9 80:22 eyes 160:11 <hr/> <p style="text-align: center;">F</p> <hr/> face 91:18 facet 44:20 facilities 24:3 31:2 facility 24:2 fact 15:13 57:14 88:7 112:16 137:7 142:7 faculty 24:1,6,7 26:17 27:6 44:7,17 45:6,13 68:20 75:1 79:14 81:2 89:8 127:4 156:12 fail 58:9 fails 95:9 fair 12:11 19:10 20:2 24:15 40:20 fall 37:22 58:12 141:6 142:11 fallen 46:10	familiar 54:18 91:15 135:5 families 52:22 162:12 family 69:12 fantastic 53:16 fashion 49:19 52:17 fast 50:14 84:2,7 130:19 father 79:22 favor 6:22 138:6 favorite 98:11 feasible 37:13 feature 18:5,11 featuring 18:7 federal 10:19 124:14,15,18 125:11 157:14 feedback 13:12 36:16 44:9,10 45:4 66:21 89:12 111:20 112:20 135:14 139:11 feel 13:21 15:10 34:7 36:4 57:13 66:4,9,10,12 69:7 71:1 72:16 81:1,8 85:6 89:4,13,14 90:5 123:6,7,12 127:8 147:9 149:19 150:12 152:7,8 158:1 feeling 57:14 78:11 fell 51:16 fellow 161:5	162:21 felt 49:21 fewer 25:15 field 17:10,16 19:21 23:18 81:16 103:17 fields 82:1 fifth 13:7,8 25:7 36:20 37:1 38:15 49:18 78:3 fight 14:18 figure 42:17 43:3 44:11 160:3 file 106:22 107:19 filled 93:12 film 44:13 filter 103:13 final 4:12 9:7,8,10 80:14 94:7 140:19 146:10 finalized 106:22 107:20 Finally 12:3 33:19 103:18 104:7 106:8 financially 166:12 finding 109:7 findings 31:3 Fine 129:17 finish 27:18 68:17 80:12 finished 100:5 Finland 41:15 firing 115:6 firm 73:10 first 7:13 8:7
--	--	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 15

10:16 12:21 13:20 14:13 17:6 18:3 19:14 20:10 22:10 23:3 28:17 30:10 46:2 47:12 54:10 60:7,21 61:16 68:19 70:1,18 76:16 77:2 79:1 94:6 97:6 105:6 106:17,21 107:15 108:15 109:16,19 111:6 116:7,16 126:21 130:13 133:21 146:6 151:22 158:11 fit 160:17 fitness 19:7 five 14:17 21:11 23:2 24:18 36:21 43:11 68:1 83:3,4,9 87:10 100:11,14 135:14,16 five-week 43:10 five-year 13:6 fix 52:12 56:18 flagged 112:10 flags 8:11 98:2 flexibility 95:1,3 99:22 139:20 140:10 flexible 121:13 154:18 163:19 flip 32:22 54:17 flipped 53:18 56:20 161:21 162:6 flipping 161:11	floating 91:14 flying 137:11 focus 8:8 25:3,9 51:20 52:8 71:13 86:1,22 87:2 93:21 98:2 113:11 117:22 159:17,21 160:21 161:10 focused 140:8 149:14 154:13 focuses 29:13 95:20 focusing 11:6 83:5 folks 16:8 114:20 follow-up 17:10 18:21 28:4 43:3 53:5 141:10 food 60:18 forced 31:16 86:2 forefront 25:2 101:7 121:7 foregoing 166:3,4 forge 155:13 Forget 121:15 forgetting 137:18 Forgive 35:22 form 122:21 139:2 formalize 86:7 formalized 119:6 formative 136:19 former 47:7 115:9 formula 26:9 37:16 63:17 forte 52:2 fortunate 132:2	152:16 Fortunately 31:10 forum 9:21 forward 4:19,21 7:20 8:3 9:9 13:2 15:10 21:6 22:2 34:14 86:22 90:16 92:3,22 96:11 97:9 120:5 121:20 136:9 140:18 149:6,7 150:21 151:13 152:4,8 163:5 164:14,21 foundation 11:20 79:7 founded 79:6 founder 34:22 35:1,2 foundering 54:10 fourth 1:13 4:10 30:17 49:12,15 Fox 92:7 framed 79:16 free 17:22 82:9 freedom 30:13 32:1 95:3 freeing 86:1 frees 86:4 French 25:8 frequently 102:15,19 Friday 17:11,14 68:4 94:5 Friend 93:20 friends 85:6,9 front 12:19 42:3	96:18 fronts 9:20 fruition 28:20 full 13:15 31:17 82:8 93:11 161:3 fully 117:16 120:9 124:9 fun 20:19,21 24:16 84:9 85:8 87:13 88:6 function 121:3 122:22 functions 84:4 Fund 92:17 fundamental 146:3 funds 100:1 124:14,15,19,22 125:1,11 157:14 future 106:10 109:20 112:3 129:21 130:7 153:3 FY 68:1 <hr/> G <hr/> gage 99:11 101:16 133:22 gained 75:8 gaining 12:1 game 10:2 11:11 17:9 18:3,4,6,10,11 20:7 47:13 63:12 84:3,6 136:5,12 games 17:21 18:2,14 39:16 gaps 32:17
--	--	---	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 16

gather 132:7	95:5,9	163:3 164:19,20	111:3
gathering 131:12	gone 27:9 82:11	graduations	growing 14:3
gauging 12:20	142:14 146:17	110:12 156:9	68:22 79:21
gear 103:7	go-to 66:7	grammar 79:2	growling 84:12
general 18:20	gotten 88:9	grant 19:6	grown 24:19
Generally 83:9	governs 96:4	graph 42:22	growth 7:19 11:3
generation 57:17	gown 162:11	grateful 70:7	20:14 21:11,12
135:7,12	grade 12:16 25:7	gratitude 13:21	51:12 60:14
geography 32:9	32:8,11 37:1	Gray 67:19	76:17 99:14
83:14	38:8,14,15	great 10:15 15:18	GSAT 80:10
geometry 32:12	49:12,16,18	20:22 22:8 26:6	guess 38:5 74:18
Gervel 1:18	51:14 62:8,10,11	28:11 38:17 41:5	75:13 116:8
166:2,17	66:15 78:3	42:15 43:16	126:9 132:21
gets 48:13,14 56:4	83:10,11 91:19	45:16 46:9,13	guests 4:5 152:1
57:3 67:3 83:19	93:6 104:11	53:13 54:13 58:7	guidance 96:4
125:6 131:14	127:6 131:8	59:7,16,20,21	guide 141:5
146:2	graders 32:9	65:1	guidelines 79:15
getting 8:14 11:3	grades 23:2 32:17	82:14,15,16,17	guru 42:8
66:21 67:9 82:18	36:21 72:6	84:10 85:17	gurus 59:9
91:12 98:20	100:8,10,11,12,1	90:20 91:8 98:10	guy 84:13
131:6 133:15	4 118:17	108:9,10 111:2	guys 45:20
136:9,10,11	grading 127:9	112:7,17 113:19	135:2,22
137:9 144:20	graduate 45:7	117:17 124:20	gym 23:19
145:15	150:16	136:2 147:1	
girls 17:15 155:7	graduated 23:3	152:4 155:2,4,9	
given 30:19 31:17	158:18 160:12	158:9 162:9	
120:2 125:2	graduates 4:21	greater 139:20	<hr/> H <hr/>
147:1 159:19	151:7 158:13	greatly 19:17	hand 113:11
gives 11:4	161:5	Greece 79:6	152:14
giving 26:11 27:8	graduating 151:17	green 149:21	handbook 69:12
76:3 86:13 88:20	152:20 158:17	grid 83:2	handing 66:15
124:11	164:15	ground 140:18	handle 60:17
glad 16:17	graduation 10:6	group 64:22	hands-on 161:17
global 32:5 151:11	11:15 20:14 23:4	144:14 148:3	happen 44:2 88:1
goal 13:9 26:13	53:19 99:15	151:7 161:18	104:21 105:8,19
67:17 98:20	108:19 110:3	groups 51:2 59:3	144:5 145:17
99:8,19	118:11 119:21	147:15	161:14
goals 25:3 79:12	142:9 151:9	grow 49:18 99:18	happened 4:16
	152:18 153:13		48:11
	155:22 156:11		

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 17

<p>happens 70:9 78:12 106:16 161:16</p> <p>happy 19:20 45:1,18 69:20 78:19 92:5,18 122:8 150:15,18</p> <p>hard 9:3 24:17 25:12 38:13,15 46:3,6 54:11 75:5 76:18 89:7 90:9 92:4 158:20</p> <p>harder 40:8 67:2 152:19</p> <p>hardest 27:20</p> <p>hardships 91:16</p> <p>harness 161:19</p> <p>haven't 24:2 43:2 52:21 76:4</p> <p>having 4:20 37:21 47:3 50:4 52:22 54:14 56:13 57:20 80:9 82:13 87:13 96:3 128:9 152:22 159:9,14</p> <p>head 19:3</p> <p>health 12:20,21 14:13 100:15 101:13,14 117:9</p> <p>healthy 15:5</p> <p>hear 7:14,21 8:5 9:8 12:18 18:8 28:9 35:20,21 39:9,10 40:3 47:16 68:20 69:10 79:20 90:10 91:5 97:21 104:3,4 110:1 149:17 164:5,18</p> <p>heard 35:7 80:18</p>	<p>81:10 120:20 121:8 127:3 138:5 163:10</p> <p>hearing 7:20 8:9,18 21:6 22:2 150:9 161:8 163:5 164:21</p> <p>hearings 110:2 118:16</p> <p>heart 121:7</p> <p>heaven-sent 58:16</p> <p>heavy 77:13</p> <p>Heidi 3:18 98:16 122:5</p> <p>heights 58:7</p> <p>held 1:12 9:21 17:6,11,21</p> <p>he'll 116:3</p> <p>Hello 37:6 91:8</p> <p>help 7:22 19:6,21 48:3 70:4 71:1 98:19,20 100:1 101:2 103:7,10,12 107:8 121:21 122:12,13,19 123:5 125:16 132:8</p> <p>helpful 70:6 71:10 74:9 136:20 148:16</p> <p>helping 26:7 102:21 118:7</p> <p>helps 25:3 70:15 79:2,3 80:10 94:1</p> <p>hence 75:13</p> <p>Henderson 41:5</p>	<p>hereby 166:3</p> <p>hereto 166:11</p> <p>He's 154:22</p> <p>hey 50:10 52:12 57:11 64:5</p> <p>hiatus 9:13</p> <p>high 3:11 7:16 8:1 11:3,15 17:12 19:14 20:6,11 21:5 28:18 29:1,13 30:14 39:18 76:10,11 78:7 87:20 88:2,5 91:21 100:12,14 118:18 136:21 142:8 153:2 154:16 155:7 158:18 162:11</p> <p>highest 7:18 14:19,20 21:10 23:4</p> <p>highlight 9:16 30:9 164:8</p> <p>highlighting 104:8</p> <p>highlights 138:4</p> <p>high-tech 71:9</p> <p>hindsight 54:4</p> <p>hire 24:6,18 31:16 73:22 88:16 163:15</p> <p>hired 47:4,5,6 92:8</p> <p>hiring 24:21 26:10 30:11 31:11 45:13 47:4 88:19 115:6 154:18</p> <p>history 46:8 48:6</p> <p>hit 8:17</p>	<p>Hmm 126:16</p> <p>hold 11:12 84:21</p> <p>holding 4:11</p> <p>holds 4:8 82:10</p> <p>Holmes 3:13 90:18 91:2,3,5,8,9 97:3 152:12</p> <p>home 17:1 53:1 69:4 80:14 128:19</p> <p>homework 57:22 92:5</p> <p>honest 50:7</p> <p>Honestly 147:11</p> <p>honoring 92:3</p> <p>hope 12:17 18:1 86:6 89:21 93:11 140:15 147:3 158:2 164:5,16,17</p> <p>hopeful 93:9 96:11</p> <p>hopefully 8:11 68:10 91:17 93:2 126:3 134:2</p> <p>hoping 78:22 115:8</p> <p>Hopson 158:16</p> <p>hora 45:2</p> <p>hormones 62:9</p> <p>horrible 70:20</p> <p>horse 132:21</p> <p>Hosanna 17:2</p> <p>host 118:16</p> <p>hot 113:9,10</p> <p>hotline 72:2 93:8 103:9</p> <p>hour 45:1 84:21</p>
---	--	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 18

85:3,11 hours 14:13 45:19 75:9 84:15 huge 114:21 human 32:9 83:14 humiliated 24:14 57:14 hundreds 59:8 husband 45:7 <hr/> I i.e 141:3 IAA 18:6 I'd 21:7 25:14 36:13 46:2,5 60:21 65:5 122:8 155:6,11 158:11 162:9 idea 27:11 126:2 161:11 ideas 26:3 156:3 identical 29:16 identified 21:14 104:11 115:17 identify 52:9 104:9 125:16 138:21 ignoring 118:6 II 32:12 51:5 52:7 I'll 27:15 37:3 62:14,16,19 63:2,21 73:22 76:4 78:16 80:1,13,16,19 84:11 109:16,17 110:15 116:16,17,22 122:6 150:2 illustrious 35:14	46:9 I'm 16:10,17 19:1 22:13 24:6,8,9 28:8,14 35:1 44:11 45:20 50:6 51:22 53:4,10 55:10 67:11 68:19 70:2,10 76:7,11 78:15 80:12,16,17 85:19 90:16 91:9,14 92:4,5 93:19 94:2 99:1 104:8 110:21 112:14 114:15 115:8 116:19,22 118:13 120:8 126:6 129:14 130:5,12 133:12 135:21 137:16 143:10,11 145:5 149:16 150:14 153:1,7 155:3,4 160:15 163:8 164:17 imagine 58:17 immediate 135:14 impact 11:7 31:22 86:10 88:9 125:7 126:13,19 128:4 impacts 120:6 impending 163:3 implement 101:5 148:1 implementation 12:4 32:21 139:20 144:9 145:22 implemented 13:1 103:9 implementing	12:7 121:17 implicate 34:11 importance 52:21 120:22 121:1 important 13:1 24:5 25:4 26:8,19 32:10 33:5 36:2,12 47:2 57:16 66:3 70:11 88:13,14 153:17 154:19 importantly 33:14 109:8 impressed 39:14,19 153:21 impressive 38:7 39:18 40:1 improprieties 114:12 116:12 improve 5:3 11:19 30:20 86:10 111:1 133:1 151:4 improved 72:10 improvement 94:10 improving 125:4 155:1 inaudible 59:20 164:2 inauthentic 72:14 73:19 inauthentically 72:17 Inc 91:10 Incentive 91:19 93:6 incentivize 118:17	incentivizes 99:19 incident 103:9 114:6 inclined 82:19 include 69:12 128:5 131:5 included 14:7 64:17 99:21 126:14 142:16 including 9:20 10:11 139:11 inconsequential 41:7 incorrect 107:18 increase 112:1 151:10 increased 30:2 82:12 incredible 29:3 47:5,12 64:22 65:16,21 71:16 77:8 88:9 163:11 164:3,6 incredibly 83:11 121:13 independent 20:9 35:11 147:6 India 87:21 indicated 75:10,11 143:14 144:3 indicates 139:1 144:6 indices 25:18 individual 11:7 17:17 24:12 51:3 65:17 66:21 94:13 96:5 161:12
---	---	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 19

individualize 54:1 individuals 86:3 94:1 industry 31:6 47:9 59:3 82:1 inform 133:4 information 18:17 61:6 72:1 93:6 98:6 102:22 103:13 106:21 107:16,18 111:12,18,19 115:12 131:12 132:7 133:3 135:17,19,20 140:4 144:13 145:15 informed 153:15 infrastructure 14:8 27:8 118:2 130:21 initial 76:16 106:22 107:15 115:22 119:5 initially 47:11 initiated 50:5 initiative 67:14,15 initiatives 123:12 125:8 inkling 161:9 innovate 30:13 95:3 innovation 10:4 innovations 87:11 innovative 30:19 155:14 156:3 163:19 innovators 63:8	162:4 input 13:15 14:6 33:15 73:1,8 86:19 87:6 110:1 139:12 147:17 148:8 inputs 12:1 87:2 inputting 72:13 inside 71:18 insight 150:10 156:22 insightful 159:2,3 162:22 insights 12:2 74:15 insisted 79:22 80:1 inspiring 34:20 instance 36:19 159:20 instances 114:3 instead 74:19 119:8 institutions 140:4 instruct 131:8 instruction 30:20 32:20 58:19 77:8 101:6 125:14 134:7 135:10,20 instructional 30:21 34:5 76:18,20 integrate 110:12 125:14 integrated 32:20 integrating 119:19,20 intellectually 27:7 44:19,21	intended 51:12 120:11 intensive 135:1 intent 117:9 intention 10:9 intentional 39:2 intentionally 101:14 interactive 33:3 72:3 interchangeable 31:14 interest 81:15,18,21 90:14 96:6 interested 8:9,13 16:22 43:22 62:12 81:22 93:10 166:12 interesting 45:11 82:20 84:9 119:12 123:2 155:18 163:8 interfering 111:16 interim 65:17 133:22 134:2 136:18 internally 55:4 115:14 international 77:21 internship 31:5 internships 73:9,12 intervention 138:22 interventions 100:2	interviewed 33:10 introduce 19:2 93:15 introduced 12:20 invalidated 109:15 invalidation 114:4 invalidations 114:12 inventory 131:1 invest 58:14 59:6 65:10 76:22 invested 71:2 76:18 77:6 investigation 114:11 investing 43:17 60:3 65:11 68:20 78:8 investment 42:5 77:13 invite 8:1 13:11,12 16:18 21:2 90:22 125:19 137:17 inviting 28:22 73:18 involve 68:9 involved 45:4 61:13 152:16 involvement 61:15 Irizarry 3:16 11:9 18:19 97:11,12,15,22 98:8 107:14 109:16 112:16 113:22 115:2 116:16,21 117:2 119:1,5 122:1 123:14 124:13 126:16 127:11
--	--	---	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 20

128:10 129:1,17 130:11 131:21 133:20 135:13 137:15 141:1 ironic 28:16 irrefutable 30:5 irrelevant 32:4 isn't 60:9 76:14 83:17 isolation 136:20 ISP 77:22 issue 61:11 70:9 104:5 115:17 120:17 123:3 127:1 132:21 157:18 issued 8:16 94:5 issues 46:16 47:17 51:3 67:17 96:18 114:5 115:4,20 116:11 141:16 item 74:5 iteration 106:17 iterations 147:1,7 it's 12:10,11 13:6,7 16:5,6 17:22 18:3,4 20:21 24:1 25:8,19,20,21,22 26:10,21,22 27:16,21 28:16 36:5,6 37:12,21 38:13,17 39:22 40:10,20 41:6 43:7,10 44:13,19 45:11 50:7 52:1 53:2 56:4,9 57:7,14,16 59:4 60:16,17,22 62:4,5,11 63:6	64:5 66:3,12,15,16,17 67:2 68:5 70:8,9,11 74:3,7 80:7 82:9 83:3,4,5,18,19 87:11 89:10,22 90:17 91:21 93:1 98:10 101:15 108:16 109:22 113:9,10 114:21 115:15 118:17 121:3 122:3,21 123:10 128:10,21 130:16,20,22 131:21 132:6 133:7,9 134:10,22 135:14 136:2,3,5,13 138:12 143:11 145:11,22 150:7 152:3 156:10 I've 8:17 16:5 20:18 24:20 27:20 35:7,22 36:3 44:2 71:19 80:8,18 153:21 155:2 157:6 162:22 <hr/> J <hr/> Jack 2:8 5:16 Jacobson 2:8 5:16,17 68:14,15,18 71:3 74:9 146:13,14 148:2,10,21 150:22 151:1,20 January 139:8 166:20 Jefferson 158:16	Jessie 2:16 13:18 16:4 job 27:20 41:5 63:5 108:9,10 111:13 112:7,12 113:21 118:9 120:9 155:4,13 jobs 127:4 163:17 Johnnie 92:10 Johnson 2:14 6:4,5 join 4:20 20:8 21:3 137:19 Jones 2:5 5:10 15:22 45:22 46:1 47:15 50:16 65:16,17 129:15 136:11 154:11,12 155:3 joy 158:1 July 10:21 68:5 106:18 107:6,15 108:5 133:11 jump 78:16 125:19 June 4:18 9:9 20:7 91:21 104:14,15 140:15,19 146:8,9 164:22 junior 32:13 justice 34:13 <hr/> K <hr/> Kamili 2:9 5:18 Karen 2:12 5:22 Kayleen 3:16 18:19 97:11,12 Kelsea 2:14 6:4 163:3	Kentucky 101:11 key 45:13 101:22 102:9 111:8 keynote 92:8 kid 42:21 43:4 48:17 54:10 88:4 160:17 kids 15:14 33:1 34:17 45:10 48:16,18,22 49:2,8,11,15,17 50:1,2,7,10,12 51:1,12 52:9,14,16 54:9,19 55:9,12,14,16 56:1,6,10,19 57:6,20 58:9 59:13 60:10,13 62:9,19 64:5,7,8,14,16 65:4 67:11 73:9,12,15,16 76:13 77:5,11 78:9 80:8 81:18 82:9 83:12,16 84:2,9 85:4,8 86:4 118:20 121:4,8,9 126:18 128:20 133:12,13,15 152:15 158:20 162:5 164:12 kinds 43:6 59:10 109:6 110:3 119:9 137:4 knew 73:1 knowledge 25:22 89:17 126:1 known 44:3 66:20 89:2,3,11
--	--	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 21

kudos 35:19	135:16	leads 51:11	121:10
<hr/>	latest 138:13	learn 26:7 44:10	lectures 33:1
<hr/> L <hr/>	157:21	50:13 60:10,15	55:5,13 56:6
lab 50:22 56:13	Latin 3:10 7:15	84:2 86:3 122:13	57:20 72:5
labor 135:1	19:4,8 21:4	161:17 162:6	lecturing 161:14
labor-intensive	22:11,22 25:5,6	LearnDC 123:19	led 13:17 20:15
133:10	26:1 39:9,20,22	learned 8:10 21:22	legal 147:21
labs 33:3 55:3,19	61:8 75:9,15	71:19 80:9	legislation 67:20
Langley 65:18	78:17	104:16 105:6	leisure 124:3
language 40:19	79:1,7,10,22	110:5 153:22	less 82:8 144:12
41:17 75:10	80:6,9 152:10	162:22	152:15
100:20 117:7	154:15 159:7	learners 28:1	lesson 42:8 59:21
languages 79:8,9	Laura 2:4 3:6 5:8	87:20	88:10 131:6
lapse 114:21	Lauren 3:14 90:19	learning 15:4,7	lessons 8:10 21:21
laptops 91:22	93:19	32:17,21,22 33:3	54:2 89:16
large 2:6 9:21 38:4	law 144:21	34:7 43:5,9	104:16 105:6
151:7	laws 138:17	48:22 51:21 52:8	110:5 129:22
Largely 94:11	lawyer 27:14	53:9,22 54:1,20	let's 49:5,6 54:12
larger 61:8,9	lawyers 27:13	55:22 56:2 57:15	80:11 160:2
82:18 151:17,18	109:12	60:14 67:9,10	letting 142:11
last 4:16 9:5,14,19	laxed 90:21	72:4 75:3 78:6	level 8:15 14:12
13:2 18:22 23:4	lay 11:20	87:16 120:22	21:10 32:11,18
28:16 29:2,20	LEA 102:10	121:4,14 122:10	36:13 39:15,18
31:15 47:6,16	115:8,9,15,20	124:2 133:4	43:5,7,13 62:8
58:4 72:10	124:18 127:21	159:21 161:2,12	78:7 82:15 95:2
77:2,15 80:20	128:8 129:8	LEAs 12:6 86:11	96:4 107:3,4
81:6 94:5 100:19	133:9 136:18	94:13,16,21 95:1	108:3 128:21
107:22 112:1	142:17 144:13	96:5 105:22	131:5 133:9
132:17 139:16	lead 32:6 63:13,15	122:12,19	142:9
140:8 148:10	leader 44:2 45:13	129:19 137:5	levels 7:18 11:3
150:19 155:8	86:16 89:12	140:22	26:2 41:16 106:5
156:8,10 160:11	127:21 129:3	144:12,17	131:8
164:7	leaders 10:13	LEA's 95:4 115:11	leverage 106:5
lastly 20:5 95:13	19:17 35:15	127:22	life 89:6 156:19
155:6	161:9,19	least 18:1,14 19:1	lifeline 33:22
late 107:6 108:5	leadership 76:21	33:19 49:16 66:4	light 14:11 118:6
136:12,14	159:6 160:17	126:2 137:1	149:21
later 8:18 18:17	leading 18:4 29:4	leave 59:17 85:14	likely 89:7
28:19 37:4 54:12		leaving 50:6	
		lecture 54:21	
		55:16 57:8	

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 22

line 13:3 74:5 103:22 112:17 lines 70:8 108:19 list 38:6,10 39:11 71:6 81:3 147:14 listen 118:16 124:3 listening 21:21 48:1 61:9 155:18 160:15 lists 109:13 lita 45:2 literacy 12:5 59:12 literature 79:5 80:3 little 8:2 14:11 21:7 22:10,16 24:16 36:1 50:19 53:17 54:1 71:6,7 81:10 84:11 98:3 102:5 110:16 114:15 116:19 123:14 124:7,8 128:3 133:3,17 134:17 152:19 153:7 155:20 live 40:4 78:12 79:18 lived 88:11 living 39:8 LMS 55:12,14 56:9 local 91:10 99:12 102:10 106:19 107:17 115:4 127:21 128:21 141:3 located 23:11 location 4:18	142:8 locations 23:14 locked 113:18 logon 93:7 long 14:1 23:19 42:16 88:10,11 152:7 longer 40:12 41:20 56:15 60:5 long-term 43:17 Lord 2:6 5:12,13 6:17 13:19,20 15:17 53:10,12 56:14 108:13,15 114:9 119:2,4 141:9,10 142:4 143:1 153:14 160:5,6 162:17 lose 38:21 77:5 86:20 lost 127:4 154:17 lot 4:16 8:11 13:5 14:13,16 15:19 16:2 25:16 26:7 35:19,20,21 37:11 39:9,10 40:3 53:2,13 79:19 83:16 87:6 91:13 92:20 102:17 103:5 116:11 118:17 126:11 129:13 130:4 138:2 141:8 144:1 151:8 153:20,22 159:4 164:5,18 lots 26:2 68:10 love 24:9 49:22 56:10 58:6 63:9 72:7	loved 49:9 50:2,3 low 87:20 lower 118:17 low-income 61:14 125:9 lunch 82:9 84:22 luncheon 73:14 lunches 73:13 <hr/> M <hr/> Madam 6:8,15 46:1 98:8 99:5 154:12 Mahaley 16:13 Mahaley-Jones 17:2 maintain 39:2 major 9:20 31:22 90:19 Man 88:6,8 manage 125:3 managed 148:18 management 19:11 32:21 54:20 72:4 116:4 124:14 manager 148:14 Mandarin 25:8 32:5 mandate 144:8,21 161:20 mandating 145:8 Mara 2:7 5:14,15 39:5,6 45:16 57:5 116:3,6,19 117:1 118:5 120:7 121:5	153:8,9 154:10 March 139:8 Maret 17:9 18:5 Margaret 3:17 98:14 Maria 59:19 Mark 2:5 5:10 marking 66:15 Martha 3:10 19:3 21:3 154:14 marvelous 162:15 Mary 2:6 3:8 5:12 mass 81:16 master 30:17 33:20,21,22 34:6 40:16 41:13 56:2 mastered 52:5 mastery 53:20 97:19 match 12:15 matches 12:10 material 124:10 materials 113:16 math 12:5 29:12,18,22 32:13,16 47:18 50:22 51:1 52:1,13 53:11 61:21 75:4 76:14 81:19 83:1,18,22 85:10 99:14 100:22 117:8 mathematics 25:21 99:10 100:10 matriculated 158:18
---	--	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 23

matter 26:1,6 39:15 76:15 132:6 matters 90:12 maximize 56:10 122:11 123:18 maximum 26:14 36:10,13,14,18 may 1:8 4:6 5:4 17:7,13,14 18:16 19:10 45:18 63:6 68:4 94:5 100:7 101:9 112:9 126:11 129:18 140:8 149:22 150:19 maybe 22:16 38:1,7 40:13 105:13 124:8 133:21 150:13 mayor 10:13 67:19 121:19 McKinley 3:11 7:16 18:7,8 19:13 20:1,5 21:5 28:15 29:1,2,20 30:2 32:2,19 33:8,17 34:10 39:13 40:15 46:7,20 48:11 49:17 54:15 60:12 61:7 63:18 65:4 71:4,20 72:19 73:4 78:1 81:3,14 82:3 83:2 85:13 130:3 152:10 154:16 155:2 159:7,11 McKinley's 29:15 mean 38:15 47:3 71:17 72:12	88:13,14 109:12 114:10 128:13 132:11 144:22 meaningful 75:6 means 21:8 54:19 55:16 94:20 105:17 meant 66:1 measure 97:18 100:12 114:22 measured 12:13 99:13 measures 95:10 99:11 129:8 137:9 measuring 15:2 mechanism 109:9 142:5,17 medals 17:17 media 81:16 medium 121:4 meet 20:13 34:15 95:2,4 98:20 147:12 151:6 meeting 1:5 4:7,12,17 5:4 6:12 9:6,9 47:16 58:5 77:15 99:6 139:7 147:17 150:19,20 156:9,10,21 158:19 164:22 165:5,8 166:3,6,9 meetings 4:9 44:7 64:4 73:19 90:15 150:21 member 2:13,14 13:14 31:16,18	33:8 46:14 153:14 163:2 members 2:3 4:4 5:1 7:2,10 8:16,18 10:8 15:21 16:22 22:4 28:4,22 33:10,16 35:13 48:2 68:14 90:22 94:7 96:9,10,17 98:10 108:8,11 120:14 138:11 139:13 141:8 147:16 149:1,11,13 153:3 156:12 160:7 162:14,21 memorandum 145:19 146:5 Memorial 8:22 mentees 152:22 mentioned 34:20 46:22 52:21 118:10 mentor 92:21 93:3 mentors 92:19 Merilyn 3:13 90:18 91:9 152:12 message 112:6 messy 85:1 mic 22:13 microbiology 19:11 micromanage 163:17 microphone 149:20 middle 19:9 32:18 35:3,6 49:13	77:17,19 78:1 81:20 146:9 158:12 160:13 162:10 midway 10:17 migrate 114:20 migrating 109:10 milestone 15:4 milestones 10:16 milkshake 85:10,19 89:19 164:16 milkshakes 84:14,17,18,20,2 2 85:1 164:11 million 41:12 67:22 125:3 millions 42:12 58:21 60:4 mind 33:13 77:10 79:17 minds 25:2 mingling 48:20 minimal 109:21 minimum 105:5 minute 63:14 116:8 149:14 minutes 91:1 93:16 116:4,6 135:15,16 miss 44:8 154:22 155:4 missed 19:17 missing 139:1 mission 23:7 25:3 30:16 31:17 33:7,13,14,18
--	--	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 24

<p>95:4</p> <p>mission-driven 25:1</p> <p>mistakes 24:14</p> <p>Mistress 92:11</p> <p>misused 41:3</p> <p>mixing 48:20</p> <p>model 34:10</p> <p>modeling 57:8 75:14</p> <p>models 131:7</p> <p>modern 79:8,9</p> <p>molecular 20:4</p> <p>moment 9:12 28:20 67:6,11 120:8 121:15 125:19</p> <p>money 43:15 159:5</p> <p>Monica 2:10 5:20</p> <p>monitor 56:3 103:7 112:9,11 140:3 163:18</p> <p>monitored 111:22</p> <p>monitoring 12:4 94:12,18,21 103:2,18 104:1 105:19,22 106:1,2,5 109:18 110:15,21 111:4 113:15</p> <p>monitors 103:11,16,19,21 104:2 109:6 111:9,21 113:15</p> <p>month 4:10,11,13,17 8:9 73:14 86:21</p>	<p>97:16 98:1 105:13 164:18,20</p> <p>monthly 7:22</p> <p>months 11:18 39:14 52:4,5,6 54:9,10 60:10,15 86:20 118:1 146:16 163:6 164:7</p> <p>moral 25:9</p> <p>morning 56:21 57:3</p> <p>mother 79:22 80:2</p> <p>motion 6:13,15,18,21 165:1</p> <p>motivated 161:17</p> <p>motivation 56:14</p> <p>move 26:13 32:1 38:22 42:22 48:3 49:7,8 50:8,10,11 51:6 52:16,18 54:12 60:7 83:21 86:7,21 124:10 137:13 150:2</p> <p>moved 6:18,21 13:2 29:20 30:1 50:3 60:11 165:2</p> <p>moves 78:2 157:2</p> <p>movie 57:10</p> <p>moving 15:10 23:16 41:7 49:10 50:2 86:2 96:11 133:16 152:8</p> <p>mull 74:20</p> <p>multiple 71:22 99:11 100:8</p>	<p>130:11 147:7</p> <p>music 77:1,12 78:13</p> <p>mutual 27:4</p> <p>myself 23:21 120:12</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>narrowly 77:18</p> <p>National 17:8,22 20:6 29:5 35:8 92:10,16</p> <p>nation's 5:3 13:11 14:19 93:4</p> <p>nature 72:15</p> <p>navigate 64:14</p> <p>nearly 29:9,15 55:8 82:4,22</p> <p>necessarily 129:18 159:11</p> <p>necessary 30:12 31:18</p> <p>negative 49:18 51:12 76:17 120:6</p> <p>neighbors 162:14</p> <p>neither 166:7</p> <p>newest 157:8</p> <p>news 9:12 65:19</p> <p>nice 7:8,11 16:7</p> <p>night 57:6 58:4 64:15</p> <p>night's 77:15</p> <p>nine 38:8 100:10 164:7</p> <p>ninth 32:7,8 36:21 38:8,14 62:8,10</p>	<p>83:10,11</p> <p>non 86:15</p> <p>none 49:4</p> <p>non-profit 91:10 93:21</p> <p>non-selective 23:5</p> <p>noon 20:8</p> <p>nor 166:8,11</p> <p>Northwest 1:13 4:11</p> <p>Notary 166:1,17</p> <p>note 31:13 33:2 85:17 158:15,20 164:17</p> <p>notes 54:22 55:17,22</p> <p>nothing 36:5 76:13 119:6</p> <p>noticed 143:3</p> <p>notified 114:7</p> <p>numerous 138:1</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>obesity 14:19</p> <p>obligation 114:19</p> <p>obviously 39:8 154:7</p> <p>occur 147:8</p> <p>oddly 55:11</p> <p>offer 21:20 37:9 41:21 61:20</p> <p>offered 102:13</p> <p>offering 25:5 68:7</p> <p>office 8:6 10:14 15:1 16:3 29:6 111:10,20</p>
--	---	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 25

138:15 157:12 officer 166:2 offices 54:6 oh 27:14 78:15 79:1 80:12 116:21 okay 6:21 7:6 15:22 28:11 37:3 39:5 47:15 68:16 79:1 108:15 116:19 129:14 132:17 137:17 149:10 150:4 155:9 Old 1:14 4:10 88:6,8 onboard 58:16 on-boarding 40:15 oncoming 19:16 onerous 10:19 ones 59:4 63:3 one's 26:3 30:5,6 ongoing 105:7 110:7,9 119:7 online 16:9 39:22 84:4 101:13,17,19 102:2,7 103:14 104:10,14 105:2 106:10 116:10 117:10,13,16 118:4 121:9 122:16 124:12 126:5 134:13,18 135:2,3,14 onsite 102:13 onto 158:18 open 46:14 50:12 161:21	opened 22:12,22 23:12 opening 70:7 operations 31:2 opinion 118:14 opportunities 67:10 104:17 110:6,11 124:20 138:22 opportunity 15:14 19:1 22:3,4,10 25:7 30:10 39:12 47:16 56:10 65:7 96:14 105:11 125:10 142:10 149:13 opposed 7:4 55:4 78:10 88:19 159:17 Option 117:3 order 3:2 4:2,13 5:5 102:22 135:8 156:2 organization 147:16 organizational 33:11 organizations 63:4 68:6 94:2 organized 70:20 Originally 23:1 OSSE 3:16,20 7:10 9:3 10:17,22 11:19 12:8,18,19 13:2,22 16:20 17:4 18:16 19:6 67:13 76:1 86:6 94:13,18 96:9,10,12 97:6	102:12 103:5,16 105:21 107:14 108:1 109:3 114:11 116:14 118:12,21 121:18 122:2,10 123:4,19 125:10,20 128:7 140:11,21 141:4 142:20 143:4,8,11,12,15 144:1,13,14,16,1 7,21 145:10,16 147:5 148:13 153:10 155:12,15 160:8 OSSE's 18:20 127:12 others 15:19 75:10 otherwise 157:22 166:12 ourselves 25:17 79:13 outcome 166:12 outcomes 11:22 30:7 outdoor 155:8 Outlaw 3:14 90:19 93:17,19 output 86:19 outputs 87:1 outside 40:4 49:10 161:16 162:3,5 outstanding 34:5 160:15 161:8 overall 11:8 100:4 107:2 110:17,21 113:19 128:21 overarching	112:22 overhaul 83:6 oversees 98:16 overview 16:7 38:2 99:7 138:3 owns 33:17 <hr/> P <hr/> p.m 1:9 4:19 17:13 18:13 165:7 PA 70:18,20 page 3:2 45:15 pages 166:4 painted 70:21 pancakes 85:2 panel 108:12 panelists 152:1 paper 44:20 69:13 102:7 134:10,12,22 parabola 42:22 paradigm 136:15 paragraphs 95:19 paramount 95:3 PARC 101:3,19 104:10,13 117:6,12,15 119:17,20 120:2,10,12 126:4 130:15 131:20 PARC-specific 120:16 parent 53:8 66:2 67:1 69:4,18 70:16 71:5,14 72:16 73:1 80:5
--	--	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 26

<p>133:2</p> <p>parent/school 69:11</p> <p>parental 52:21 53:2 61:12,15</p> <p>parents 14:6 33:16 53:9 56:4,5 61:13 64:2,5,14,15,19, 22 65:7 66:7,19 67:8,9 69:7,8,14 70:1,12,14 71:10,19,20,21 72:4,7,8,12,22 73:17,18 74:6 80:18 81:8 82:15 98:4 109:14 114:1,7 123:6,20 141:6 162:12</p> <p>Park 17:22</p> <p>parochial 20:9</p> <p>partially 143:16</p> <p>participate 141:4</p> <p>participated 101:21</p> <p>participating 69:6</p> <p>participation 5:2 99:15 127:14 128:6</p> <p>particular 37:10 74:4 95:5 106:20 134:7 158:15</p> <p>particularly 30:15 77:16 80:7,17 106:9 128:19 139:16 147:13,14 157:17 159:13</p> <p>parties 166:8,11</p>	<p>Partly 121:18,19</p> <p>partners 10:11 54:16 64:20 73:10</p> <p>partnership 10:15 11:18 15:11 68:6 70:12</p> <p>partnerships 31:4 54:15</p> <p>party 144:18</p> <p>passion 160:19</p> <p>past 46:9 101:10 105:11 112:10 129:9</p> <p>path 101:2 119:14</p> <p>pathway 78:11</p> <p>pathways 78:5 86:4</p> <p>Patrick 2:7 5:14</p> <p>pause 57:10</p> <p>pave 32:15</p> <p>paving 32:19</p> <p>pay 62:18 144:16</p> <p>paying 26:17 42:6</p> <p>PCSB 95:10 140:12</p> <p>pedagoga 41:18 44:5 58:19</p> <p>pedagogical 34:1 40:17 42:20</p> <p>peers 87:5</p> <p>pencil 102:7 134:10,12</p> <p>people 13:11 14:16 20:20 24:9,18,21 26:10 27:13 38:14 41:10</p>	<p>42:1,18 43:11,22 44:6 45:2 47:4,5,13 58:22 60:16 61:3,5 63:4,5,9,13,16 64:3,9,11 65:16 72:2 74:2 79:17 84:14,19 87:16 88:17,19 92:7,20 93:10 111:9 112:11 113:19 118:16 127:7 130:10 155:17 161:15 163:15</p> <p>percent 21:12 29:17,19,21 30:1,4 43:8 55:5,6 82:8,10,22 87:20 98:21 99:9 126:19 127:15,18,19 128:5,8,11 129:3,6,7,10 152:18</p> <p>percentage 151:17</p> <p>perception 137:1</p> <p>performance 7:19 8:1 21:11,15 73:15 77:2 127:9 139:4</p> <p>performing 28:18 41:16</p> <p>perhaps 33:5 65:20</p> <p>period 40:12 51:13 140:15</p> <p>periods 66:15</p> <p>persevered 156:15</p> <p>person 37:20 38:2 46:19 66:7 105:2</p>	<p>114:14 157:4</p> <p>personal 74:3</p> <p>personnel 30:11 31:14 72:13,15</p> <p>perspectives 32:5</p> <p>Pfizer 47:7</p> <p>phase 77:7</p> <p>phasing 76:19</p> <p>Philadelphia 87:18</p> <p>philosophy 33:11 89:18</p> <p>phone 128:20</p> <p>phones 55:10,12,15 64:15,16 130:4 132:12</p> <p>phonetic 59:20</p> <p>physical 14:14 19:7</p> <p>physicians 109:12</p> <p>physics 32:7 83:12</p> <p>pick 81:10</p> <p>picked 101:14</p> <p>picking 84:7 128:20</p> <p>piece 13:1 82:7 153:12 164:13</p> <p>pieces 9:17 103:3</p> <p>Pierce 59:4</p> <p>pilot 101:13,22 104:10,14</p> <p>Pinder 3:11 19:13,15 21:5 28:5,8,11 37:7 40:14 45:18 46:5 47:3 48:5 51:7</p>
--	---	---	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 27

<p>53:17 54:13 56:17 61:16 63:1 65:15 67:8 69:10 71:3,11 74:22 76:1,3,8 80:10,17 81:13 86:17 87:10 88:4 90:2 120:21 121:8 154:1,16,22 155:5 157:2 164:9</p> <p>pinning 153:1 places 63:16 placid 111:16 plan 18:13 147:19 planned 116:14 141:2 planner 42:8 planning 105:3 117:4 147:11 plans 59:21 156:19 163:5 plant 19:11 planted 70:22 plants 70:22 played 12:3 plead 84:11 please 91:3 126:8 pleased 10:3 17:5 19:1 43:21 pleasure 80:21 138:13 podcasts 124:1 Poetry 57:2 point 4:20 8:1 16:11 52:17 58:2 64:1 69:22 90:10</p>	<p>97:4 100:16 115:3,20 119:8 129:2 135:13 137:16 143:22 144:3,4,6 145:1,2 149:12 155:15 156:17 157:10 162:15</p> <p>pointed 85:21 points 13:15 60:11 81:22 99:20 policies 75:22 95:22 105:10 Policy 93:19 polycymaker 157:3 polynomials 48:13 pool 133:12 popsicle 69:18 popularity 75:12 population 30:3 portion 6:12 position 19:16 54:15 95:20 96:2 positions 30:12,20 31:7,10 77:7 positive 83:4 120:6 possibility 109:21 117:16,17 119:15,18 possible 37:18 106:7 125:16 144:17 possibly 58:7 156:5 posted 102:11 post-game 108:17 potential 8:11 58:22 59:16</p>	<p>120:5 potentially 131:3 pounds 86:20 pouring 20:21 poverty 34:13 82:12,15 power 51:9 powerful 122:9 PowerPoints 111:7 practice 73:4 75:12 142:1 practices 20:13 29:1 34:10 48:22 60:3 69:5 practitioners 43:9 precisely 75:7 prefer 72:2 pregnancy 14:21 Pre-K 164:15 prep 32:5 preparation 101:3,18 prepare 43:5,7,10 88:21 122:19 162:1 prepared 28:12 101:17 126:3 135:11 151:10 preparing 162:5 prescribed 76:1 prescriptive 139:19 presence 5:6 present 4:13 127:19</p>	<p>presentation 3:15,19 22:4 46:22 97:6,10 99:1 presentations 8:6 97:5 138:1 presenter 137:19 presently 23:14 128:18 preserves 94:15 president 2:4 3:5,6 6:8 7:7 18:15 46:1 91:9 93:17 98:9 99:5 151:1 154:12 press 135:15 pressingly 30:1 presumably 114:14 pretty 38:7 65:20 101:7 106:14 132:22 134:14 150:14 153:6 prevent 87:15 109:9 prevention 140:6 141:5 previous 94:10 previously 35:8 primarily 81:14 140:9 154:13 primary 138:20 prime 117:14 principal 18:8 19:13,15 21:3,4 28:5,17 30:18 34:21 35:22 37:6,7 46:5 53:17 59:20</p>
---	---	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 28

65:18 67:8 68:19 69:10 71:3 80:17 118:8 120:21 129:4 150:13 153:21 154:1,3,15 159:17 164:9 principals 7:11 19:19 21:2,14 30:22 50:9 86:13 90:20 108:20 120:20 150:9 153:18,19 154:14 155:19 156:13 160:9,16 161:6 163:9,10 164:6 principal's 157:5 prior 129:9 139:7,15 prioritizing 132:6 private 18:4 59:3 125:9 141:12,15,20 142:1,3,6 privileged 81:1 probably 26:15 27:15 41:3 76:14 78:6 92:5 107:1 114:3 119:4 132:1 134:17 136:20 probing 59:13 problem 41:22 43:14 57:9 66:5,10 70:9 128:22 137:1 153:1 problems 43:15 152:22 procedures 105:10	115:12 proceed 6:11 proceedings 166:7 process 40:21 53:9 67:9 70:14 102:3 104:1,6 106:19 109:18 111:5 118:8 133:7,10 134:10,12 147:9 processes 111:1 produce 82:20 113:4 136:1 product 13:17 37:14 profession 40:10 professional 37:16 40:5 41:2,6 42:6,12 54:7 87:4 98:16 123:20 professors 43:8 proficiency 20:14 99:9,13,21 proficient 29:11,18,19,21,2 2 49:12,15,16 87:20 133:14,15 profoundly 24:20 program 8:2 21:19 24:4 29:12 43:10 65:10 75:1 76:22 77:1 81:11,12 83:2 91:19 93:6 94:17 125:8 programs 78:6 125:3 140:2 progress 9:19 13:7 14:8 15:8,13 80:20	project-based 33:3 projects 32:6 promote 10:4 promoted 98:17 promoting 9:20 proof 30:5 proofread 66:18 properly 6:21 150:22 proponent 49:1 76:9,12 proposal 9:5 10:22 138:14 139:5,17,18 140:8 141:16 142:17 proposals 68:5 proposed 94:4 96:2 proposing 155:22 protocol 115:11 provide 16:7 23:7 91:1 94:3 103:3,15 112:19 125:2 134:7 135:11 138:3,22 140:6 141:1 149:13 provided 107:16 139:10,12 140:21 145:7,15 156:22 providers 124:2 provides 93:22 95:1 providing 12:20 90:14 111:20 provisions 10:19	PSE 94:18 PTA 64:4 public 1:5 3:12 4:6,12 7:15 9:9,20,21 10:2,12,13 13:10 16:22 19:4 20:9 21:4,21 23:5 25:21 37:9 68:12 80:22 83:13 90:8,11,15 91:1 92:1 94:1,8,16 96:1,6,7,13,17,1 9,21 99:6 104:12 105:4 107:21 110:1,7 120:14 139:7,9,11,17,18 140:1,15 141:15,17 142:1 143:17,19,21 145:14 146:18 147:1 148:13,16 152:21 154:15 156:10,13,14 157:13,15 158:8 159:8 164:22 165:8 166:1,17 publically 46:6,17 public's 99:1 published 9:7,13,14 publishing 141:5 pull 22:16 67:1 157:16 purpose 31:4 52:11 128:9 146:3 purposes 121:2 137:4,8 pursue 154:7
---	--	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 29

<p>pursuing 12:8</p> <p>push 82:6 120:15 152:4,9 153:4</p> <p>pushes 36:13</p> <p>pushing 11:5 152:19</p> <p>puts 121:20</p> <p>putting 9:16 57:1,19 64:10 69:13 131:3 162:11</p> <hr/> <p style="text-align: center;">Q</p> <hr/> <p>qua 86:15</p> <p>quadratic 48:14</p> <p>qualified 42:2 163:15</p> <p>quality 25:13 43:21 74:16 80:22 84:17 122:21 125:4 136:21 152:5 153:5 159:17,21 160:18 161:2,9</p> <p>quantifiable 95:10</p> <p>quantity 25:13 159:18,19</p> <p>quarterly 105:5</p> <p>Quest 72:20</p> <p>question 23:21 37:9 38:16 40:2 42:16 43:3 47:15 53:13 60:21 61:12 65:13 66:5,9 68:14 70:4 74:22 75:6,16 76:9 78:19 80:13 81:13 85:20 106:15 109:5,19</p>	<p>113:22 115:1 116:7 117:20 118:5 119:3 120:15,16 121:5 127:11 129:19 132:8,9,18,19 148:11 163:12</p> <p>questions 8:17 15:1 22:5 25:9 28:4 35:14 46:4,5,21 53:5,11 55:18 66:11 74:18 84:16 96:20,21 97:2 98:12 99:3 102:15,20 104:1,4 107:8,10 108:8,10,12,18 110:18 122:7 135:10 141:8 149:2,10 154:9 157:9 163:1</p> <p>quick 83:21 85:20 108:18 116:7,22 132:19 141:10</p> <p>quicker 49:11</p> <p>quickly 24:21 32:1 49:8,9 50:3,8 52:12,19 116:9 134:14,19</p> <p>quite 93:1 118:10</p> <p>quorum 3:3 5:6,7 6:8,10</p> <hr/> <p style="text-align: center;">R</p> <hr/> <p>racehorses 63:10</p> <p>rain 20:21</p> <p>raise 25:16</p> <p>raising 67:18</p> <p>rank 125:17</p>	<p>ranked 21:11</p> <p>ranking 75:11 106:10</p> <p>rate 14:20 23:5 65:20 81:9 127:14 128:6 152:18</p> <p>rated 14:19</p> <p>rates 20:14 42:15 96:7 99:15 127:14 142:9 151:9</p> <p>rather 25:13,14 43:15 50:4 67:16</p> <p>rating 128:12</p> <p>ratio 36:7</p> <p>ratios 37:15</p> <p>Rauch 2:16 5:8,10,14,16,18, 20,22 6:2,4,6 13:18 138:12</p> <p>Ray 2:13 6:6</p> <p>Rayvon 2:13</p> <p>reach 70:2 98:19 99:9 112:4 129:6 148:5 154:20</p> <p>reached 92:6,14 147:9,15</p> <p>reaching 58:7 92:13 114:1 148:8 156:16</p> <p>readiness 124:22 125:12,17</p> <p>reading 12:14,15 25:20 29:12,18,21 39:17 44:6 79:3 83:1 99:9,14 100:9,10 113:1</p>	<p>ready 6:22 78:4 117:22 150:16</p> <p>real 74:7 103:14 112:18 158:1</p> <p>reality 137:2</p> <p>realized 56:18</p> <p>really 10:1 11:6,10,11,16 13:16,22 16:3,7 20:19,21 25:9 37:8 43:12 45:14 46:19 51:2 58:21 60:18 61:21 62:12,14,16,19 63:1 66:22 67:17 69:2 71:10,21 72:14,22 73:8,19,21 77:5,16 83:3 86:1,4 87:9 89:16 92:5,9,18 109:5 121:2 122:3,11 128:17 130:22 132:20 133:12 147:9 148:16 153:16,17 155:11,16,19 158:20,21 159:15,22 161:10 163:7,14</p> <p>real-time 72:6</p> <p>rearrange 161:3</p> <p>reason 43:17 84:19 85:12 112:10 159:6</p> <p>reasons 30:7 56:1 80:2</p> <p>receive 18:17 98:5 107:14 138:22</p> <p>received 9:5 139:7</p>
---	---	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 30

157:9 receives 115:9 recent 19:5 94:3 138:4 recently 39:12 95:14 98:17 101:11 109:22 153:15 recipient 19:5 recognition 20:16 recognitions 29:4 recognize 96:3 110:6 115:21 119:6 164:2 recommend 123:13 recommendation 123:4 recommendations 54:4 123:7 124:17 125:11 record 48:19 166:6 recorded 166:5 recruit 47:6 recruited 14:18 red 8:11 29:7 118:6 reduced 82:9 166:5 reducing 140:9 redundant 137:7 reference 145:8 referred 21:13 57:5 reflect 163:9 Reform 95:21	regard 109:18 115:12 123:16 127:12 130:14 134:9 141:2 145:21 regarding 97:22 regardless 51:18 71:16 regretted 27:19 regular 102:7 134:5 regularly 4:8 132:13 138:19 regulations 95:22 reinforce 53:1 reinforces 105:6 reinvent 61:4 reiterate 99:4 related 82:1 90:12 116:7,11,12 166:8 relating 140:5 relationship 34:1 40:18 42:20 45:14 58:20 94:12,21 155:2,14 relationships 27:3 43:19 66:12 85:6,9 161:13 relative 97:19 102:11 166:10 release 107:2,21 115:18 released 68:4 108:1 releasing 115:12 relevant 31:5	remained 46:16 remaining 129:6 remarks 28:12 162:20 remediate 60:14 remember 14:12 64:13 68:21,22 88:4 154:4 reminder 100:5 remove 31:18 120:12 renaissance 76:12 78:8 renovating 23:16 repeat 107:12 164:10 replace 32:4 replicate 38:3,19 159:7 160:3 replicating 40:6 replication 159:13 report 9:14,17 10:3 13:7,12,13,15,16 15:9,15,19 16:4 66:16 97:21 138:13 140:4 142:14 143:5,7,15 157:17 reported 1:18 107:13 114:6 142:20 reporting 94:12 135:18 139:21 140:10,11 141:21 142:5 143:4,19 144:9,21	reports 8:15 107:3,4 108:3 represent 34:11 111:15 161:5 representative 149:17 representatives 14:7 147:13 155:12 representing 17:15 39:8 104:13 represents 94:10 request 115:15 require 32:7,11 79:9 108:20,22 118:15 140:2 141:21 159:4 required 8:22 143:7 159:5 requirement 117:10,18 118:11,21 142:5 153:13 requirements 10:6 11:16,19 53:19 86:5 95:16 108:19 110:3 119:21,22 130:14 139:19 140:10 144:16 147:21 148:6 156:1 requires 58:3 59:2 60:16 127:22 research 34:9 37:11 82:10 84:13 92:20 reservations 124:21 157:20
---	--	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 31

residency 41:14 resolution 141:12 resolved 46:16 47:17 109:7 141:13 resonated 159:16 163:12 resource 60:2 74:5 132:9 141:5 159:20 resources 41:11 43:13,14 49:14 61:18 125:16 131:22 132:3,7 respect 27:5 69:16 79:14 respectful 79:17 respond 7:2 122:1,5 responded 119:1 response 5:11 6:7,20 7:5 67:7 149:3 163:13 responses 143:17 149:10 responsibilities 69:8 115:7 122:2 127:12 148:1 responsibility 121:18,19 124:14 responsible 138:16 rest 21:20 restructure 54:5 result 73:3 127:3,4 results 8:14 11:13 71:16 82:20	102:4 106:16,18,22 107:2,13,20 108:1 113:4 127:13 131:4 133:6,11,16 134:8,14,20 135:16 136:2,10,11 rethink 136:15 return 90:21 111:19,20 reverse 59:1 76:17 review 4:15 141:19 reviewed 118:12 133:8 revised 4:14 8:21 9:4,6 18:22 80:11 137:21 138:9 139:14 144:19 revising 11:14 108:19 revision 144:3,7 157:8 revisions 157:10,21 revoke 95:11 reward 3:9 7:15 19:2 20:15 21:8,13 22:6 86:19 87:3,14 91:12,20 150:9 152:9 153:21 154:14 155:19 156:22 158:11 159:1 163:20 rewarding 11:22 27:17,21	88:12,15 rewards 10:7 11:1 152:13 RFA 68:3 117:5,8,10,17 RFP 117:5 Ribbon 29:7 Ribbons 29:5 Rice 92:10 rich 78:14 79:5 rid 56:19 rigorous 32:3 159:10 risk 87:14 88:15 114:9 138:21 risk-free 87:7 risks 24:14 163:20,21 164:2 risk-taking 160:19 riveted 161:10 road 99:20 Robeson 90:19 robotics 81:19 robots 39:17 84:1 robust 27:2 rock 155:1 role 12:3 28:6 34:19 70:3 89:22 98:18 111:16 115:5 157:2,5,16 roll 5:5 rolling 140:22 Rome 79:7 room 4:19 9:22 48:18,19 50:13 120:13	rooms 49:6 Roosevelt 91:21 ROTC 57:2 round 9:7 37:4 117:6 130:13 138:4 route 142:21 Rudolph 23:15 rule 128:8,11 139:14 142:16 144:18 rulemaking 3:19 4:14 8:21 9:6,8 18:22 94:5,8,9,14,20,2 2 95:13 96:2,11 138:10 150:6 rules 95:22 128:3 137:22 139:6 140:1,2,20 141:2,11,14 142:12 144:8 146:7,10,20 157:8 run 150:10 160:1 rundown 108:16,17 running 61:3 152:17 rush 84:21 85:3,11 <hr/> <p style="text-align: center;">S</p> <hr/> safe 56:2 safety 142:21 144:18 sake 99:1 salutatorians 92:1 San 47:6
--	--	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 32

Sandra 2:15 16:14 17:3 sandwiches 85:2 sat 32:5 69:1 80:11 97:17 119:11,14 Saturdays 81:20 sauce 29:14 37:15 64:2 save 42:4,11 58:20 60:4 savvy 131:14 saw 39:19 49:17 90:18 156:4 scale 37:18 39:4 scare 157:4 scary 57:15 schedule 17:19 scheduled 4:9 schedules 39:7 Schlicker 2:15 3:8 16:14,16,21 17:3 67:12,13,19 97:8,11 125:19,20 130:12 138:12 162:19 school 3:10,11 7:14,15,16,20 8:15 10:12,13 11:15 14:2 15:5 17:12 19:3,4,5,9,14,19 20:6,11,15 21:4,5,8,15 22:11 23:5,7,12,13,17 24:21 25:1 26:21 27:9,10,19 28:22 29:1,7,12	30:5,12,13 31:3,5,11,19,21 32:14,18 33:6 34:9 35:9 36:4 38:4 41:12 44:6 45:6,7,9,13 46:8,11 48:3 49:13 50:18 52:4 53:1 54:8,9,10,12 56:21 57:1 60:6,9 61:8 65:1 66:8,13 68:7,8 69:9,15,17 70:2,19 71:12 75:13,14,15,22 76:10,11 77:13,20,21,22 78:1,7,13 79:13,18 80:6,20,22 81:9,20 82:8 83:13 85:11,18 87:17,19 88:5 89:6,12,18 91:19 94:4,16,17 95:9,12 99:13 100:12,14 104:12 105:4 107:3,5 109:1,2 110:8 114:5 118:18 126:5,11 127:2,3,6,13,17 128:11 130:2 133:19 138:18,19,20 139:1,17 140:2,7,13 141:15,20 142:3,6,9,13,18 143:19,21,22 145:14 146:2,19 148:6,16 150:9,18 151:12,14	152:10,17 153:2,21 154:15,16 155:7 156:5 157:18 158:2,12,18 159:8 160:13 161:9 162:2,11 164:16 schoolhouses 65:9 schools 7:15,17,21 8:2,14 11:4,6,12,13 14:3,9,18 18:4 19:2 20:9,12 21:13,14 27:18 28:19 29:9 34:10,11 35:11,18 36:6 37:11 40:7 53:8 58:8 61:1 65:8 67:22 68:2,4,9 69:5 74:16 77:12,17,19 85:5 86:1 92:2 94:1,2,19 95:11,21 96:7,13 98:19 100:2 101:2,4,16,21 104:9,13 106:1,10 108:4 109:11 111:17,22 112:2,4,5,9 117:21 118:2 122:11 123:6 125:4,9,13,22 127:14 128:18 130:14 133:21 136:13 139:22 140:3,5,12 141:4,12,15,17,1 8 142:1,14 143:4,7,18 147:6,16 148:13	150:10 151:6 152:9,11,13,21 154:14 155:19 157:12,15,17 158:11,21 159:2 160:4 161:20 163:11 164:1,4,10,11 school's 19:8 31:8,12 Schools 3:9 10:12 21:9 29:5 93:20 96:2 139:18 156:14 School's 67:14 SCHOOLS 22:6 schoolteachers 157:1 science 32:13,16 48:6 53:11 61:21 74:2 76:14 83:18,22 84:1 85:10 100:11 117:9 sciences 19:11,12 20:3 75:5 scientist 78:4 scope 41:8 102:15 score 107:13 129:4,5 scores 86:21 87:15 88:13 107:12,15 109:15 114:13 126:13,15,19 127:7 128:19 Sea 88:6,8 136:18 137:5 season 136:9 seat 12:1
---	---	---	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 33

second 6:17 8:20 11:14 30:13 31:22 32:2 37:4 58:2 61:12 64:1 72:8 100:18 109:5 165:3,4 secondary 18:18 97:14 140:2 156:17 seconded 6:19,21 secondly 54:3 seconds 128:16 secret 29:14 37:15 44:1 64:1 Secretary 5:6 29:4 section 67:21 145:1 sections 36:22 90:20 94:14 sector 125:5 secure 113:16 114:17 secured 10:18 security 103:4 106:13 113:13 114:21 115:4,19 116:18 seeing 28:19 45:12 85:13 143:11 150:4 seeking 140:19 seemed 141:22 seems 40:7,9 118:13 123:2 159:12,21 162:2 seen 65:3 77:11 80:8 segregate 135:18	segue 138:7 selected 34:19 sell 54:11 semester 133:5 seminars 55:20 62:6 send 48:17 112:6 135:15 150:22 sending 51:14 senior 20:1 23:4 153:2 sense 27:2 49:4 142:2 sent 108:9 sentiment 86:17 separated 141:15 separately 12:19 142:3 serial 130:19 serious 157:18 service 68:13 services 139:1 140:6 session 145:13 163:9 sessions 139:11 147:2 148:12 seven 23:2 28:19 29:10 38:7 41:6 55:8 100:13 seventh 22:11 23:1 36:20 several 7:12,14 9:20 19:8 20:1 31:15 118:1 141:3 147:13 severe 159:14	S-E-X 14:16 Seymour 92:7 Shakespeare 39:17 shape 70:20 share 8:2 9:12 17:5 44:13 47:17,22 61:6 66:6 69:3 72:14 98:12 99:6 100:16 103:22 150:13 152:2 shared 13:9,16 44:15 99:8 159:9 sharing 60:1,3 74:15 89:17 98:6 144:11 sheer 136:17 she'll 155:4 she's 47:13 65:20 118:8 163:4 shift 134:6 shoot 61:21 short 42:16 63:10 should've 82:11 shows 146:17,20 shy 14:1 sic 26:4 sign 137:12 signal 139:3 significant 42:4 136:12 significantly 32:18 signs 138:21 similar 41:14 50:17 57:9 68:7 102:16 109:13	similarities 45:12 simply 52:1,12 sin 86:15 sing 76:13 sip 85:3 sit 50:4,13 61:17 112:18 site 105:2 sitting 12:1 73:10 88:5,7 six 14:1 23:2 29:2,20 30:18 52:13 72:10 76:19 86:20,21 sixth 36:20 38:14 size 26:8,14,17,21 63:6 159:10 sizes 36:2,4,8 62:2 skilled 59:12 skills 12:2 53:20 slides 99:2 slots 38:8,11,18 Slover 2:4 3:6 4:3 5:8,9 6:10,18 7:4,8 15:16 16:10,17 20:17 22:8,13,16,20 28:3,10 34:18 35:2,6,13 37:5 39:5 45:20 53:4 60:18 67:5 68:12,16,19 74:11 78:14 79:21 80:11 85:17 89:15 90:3,5,9 91:4,7 93:14,17 96:15 97:4,15 107:10 108:7 116:2
---	--	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 34

120:8 125:18 126:6 129:12 132:17 136:7 137:16 141:7 143:2 146:13 149:1,5,9,20,22 150:3,17 151:1,20 153:8 154:10 155:9 156:7 158:5 160:5 162:17,20 165:3,5 slows 52:7 small 15:9 26:8,21 37:11,14 61:21 159:10 smaller 36:2,4,8 51:2 62:10 63:1,6 smart 55:10,12,15 64:13 117:12,15 130:4 132:12 smile 91:18 smiling 91:13 smooth 144:20 145:17 146:1 snippet 15:9 SOAR 19:6 125:1 social 20:3 34:12 62:3 69:18 75:5 160:14 Socratic 55:20 62:5 softball 17:7 soirees 44:17 solid 140:18 155:1 somebody 36:22 114:20 127:9 someone 44:4 47:8	sometime 107:1 somewhat 40:9 somewhere 49:12 90:17 son's 80:19 sorry 78:16 80:12 90:17 116:4 137:17 149:16 sort 14:11 37:15 48:2 108:17 110:17 119:15 158:15 sound 91:15 sounded 160:22 sounds 14:11 53:21 71:8 source 138:20 South 8:22 space 19:7 39:1 span 30:2 Spanish 45:2 speak 20:13 58:2 79:18 81:11 90:11 speaker 80:4 speaking 25:21 40:19 41:17 52:1 74:21 147:5 spearheaded 11:10 specialize 77:18 specialized 78:6 specific 10:16 30:12 83:5 100:3 145:1,7 specifics 114:8 specify 144:2	spend 41:11 43:15,18 56:12 58:18 59:8 159:20 spending 50:21 59:2 88:20 spent 11:16 14:12 15:18 35:11 spill 74:19 sporadic 55:2 sports 17:19 spots 82:3,4 spring 17:11 86:7 St 18:5 stadium 20:7,22 staff 9:15 16:2,4 30:20 31:16,18 33:7,10 40:15 50:5 77:8 90:13 93:18 100:4 107:8 115:4 154:19 163:13 stage 70:13 77:3 98:12 145:8 stake 111:9 stakeholders 10:1 110:9 123:11 139:12 147:3,8,12,20 148:3,4 151:15 stakes 88:2 stand 153:4 standard 97:20 standardization 104:6,18 standardized 25:20 standards 11:20	12:5,8,9,15,16,2 1 14:14 15:3 52:5,14 53:7 95:2 101:5 102:16,17,18 122:4 134:3 136:22 standpoint 103:16 Star 18:9 start 14:15 21:7 22:2 54:12 68:1 69:12,17,20 88:12,15 91:2,11,13,16 94:2 99:5 108:4,13 149:15,16 153:9 started 69:3,21 111:7 115:22 152:21 starting 25:6 82:19 107:6 starts 44:6 72:16 91:14 133:19 state 1:4 2:15 4:4,6,8,17 5:1,4 6:11 8:6 9:18 10:14 11:14 12:3 13:5 14:4,22 15:12 16:12,21 17:1,6 18:10 21:12 29:6 30:9 34:15 51:8 65:6 85:22 86:9 93:18 95:2 96:4 98:9 100:19 102:1,16 103:2 108:21 110:8 119:21 120:18,19 122:4 124:15 134:3,4,9,18 138:15 139:10
---	--	---	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 35

142:1 148:3 157:11 161:19 stated 110:5 statement 67:7 78:18 148:11 149:14 states 14:5 34:8 101:9 119:11,19 120:10 statewide 17:7 20:10 97:17 119:12 status 138:3 statutes 95:22 stay 38:14 41:20 42:15 45:5 132:22 steam 75:3 stellar 46:19 STEM 19:9 20:2 31:4,6 54:15 73:14 75:3 78:1,13 81:16 82:1 step 57:12 112:17 149:6 stepped 92:15 steps 10:4 98:4 114:2 147:5 stewards 124:16 stimulate 61:14 stimulated 44:21 stimulation 45:10 stomach 84:12 stood 150:11 159:15 163:21 stop 80:1	stories 8:12 21:21 164:19 story 28:15,16 29:8 47:17 84:11 straight-jacketed 161:1 strategic 85:21 streamlined 136:16 streamlining 137:8 Street 1:13 4:11 23:14 strengths 53:21 stressed 116:19 strides 150:4 Striking 94:13 stringent 87:15 strong 26:17 27:3 42:19 44:5 70:16 84:5 stronger 151:4 struck 143:11,12 161:6 structure 94:15 96:13 101:16 structures 15:11 struggling 11:5 51:1 Stuart 158:16 stuck 128:7 student 2:13,14 7:18 8:14 14:7 20:14 21:10 31:5 33:7 38:3 51:18,21 52:2,3,4,6 57:7,11 59:15	66:3 76:9 81:2 89:5,7 107:4,12 108:3,13 118:18 129:7,8 132:20 133:2,5 134:7,8 139:15 142:6,13,14,15,1 9,21 149:17 150:20 151:4 163:2 student/teacher 36:7 37:15 students 7:22 11:2,6,7,13 12:11 14:6,9 15:3 19:9 20:2 23:2,9,10 24:11,19 25:6 26:7,11 27:1,4 29:10,17 30:3,15 32:7,11,15 34:7,16 36:5,11,15,20 37:2,21 38:2,8,9,18 39:11 47:19 51:3,15 53:9 55:1 56:15 57:17 61:10 66:2,19 74:1 75:2,8,21 79:8 81:5,7 82:12,14,15,18,2 2 83:5 89:1 91:11,15,20 92:2 95:5 97:16,19 98:5,20 99:18 100:4 104:11 108:22 109:14 113:2,8,10 122:12 123:21 125:9 126:11,13,14 127:15,17,19 129:5 131:9	133:18,22 135:4,8,10 136:13 138:21 142:11 151:10,17 152:3,5,20 156:13 158:22 159:13,21 161:3,4,13,16 162:2,10 student's 130:4 139:3 studies 62:4 160:14 stuff 60:15 64:17 65:12 135:5,6 161:15 style 63:7 subcircles 55:2 subcontractors 117:14 subgroups 135:18 subject 139:6 subjects 99:14 substantial 14:5 51:9 substantive 66:16 substitute 62:18 substitutes 62:14 succeed 7:22 88:18 89:7 92:20 success 8:11 21:21 26:9 28:1 29:8 31:8,20 45:10 85:13 successes 89:18 successful 23:22 24:13 85:6
---	--	--	--

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 36

89:2,4 111:13 successor 65:14,15,19 suggested 108:20 suggesting 147:20 summarize 26:9 summer 41:12 42:9 52:4 54:8,9,11 60:6,9,12 70:21 81:11 83:2 104:10,13 105:14 117:4 151:14 Sunday 17:20,21 20:7 Sunshine 3:13 91:10 93:8 152:12 superintendent 2:15 3:7 8:7 10:15 16:12,14,19 17:2,4 18:18 29:7 97:12,13 98:9 138:16 157:12 Superintendent's 15:1 support 5:2 31:18 45:5,9 52:22 53:3 59:1 60:13 66:21 70:17 78:6 81:3 82:16 88:17,20 91:11,20 92:13 93:22 98:5 100:1 103:15 111:15 112:5,12,13 123:5 125:11,13,17	133:18 163:16 supported 34:3 123:12 163:14 supporting 26:10 27:6 31:11 121:17 supports 105:1 sure 11:2 22:13 25:14 41:19 53:4 54:13 77:16 78:8 91:14 92:4 101:4 105:15 106:2,4,6 111:11,16,17 112:12 113:2,4,9,14 114:19 118:1 120:3,7 122:22 123:3,10,22 124:9 137:18 142:10 145:22 146:7,19 148:17 151:9 155:3 surprised 71:6 surprises 140:16 146:22 147:4,5 surrounding 139:21 survey 130:13 131:3 surveying 125:22 surveys 131:12 suspended 75:21 sweet 28:20 switch 61:10 62:11 sworn 148:11 symbol 34:12 system 10:7 13:10 14:2,3 32:21 37:9 42:11	51:10,17 54:20 56:2 58:5 59:8,22 72:4 75:19,20 79:11 81:3 86:2 99:7,11,19,22 120:18 121:6 124:5 125:7 128:1,4,13 129:13 136:16 141:16,21 143:18 150:20 152:16,17 154:19 156:3,6 159:8,14 160:18 161:3 systematized 134:15 systems 11:1 19:20 87:14 127:22 129:3 <hr/> T <hr/> table 21:3 46:16 73:7 tablets 91:22 Tacaba 59:19 tailor 83:8 131:11 tailored 83:6 takeaway 86:9 taking 32:9 33:2 39:4,7 55:17 75:9 83:12,14,16 87:14 105:14 127:19 139:6 163:20,21 talented 161:4 talk 35:17 36:7 53:17 64:7 67:16 71:4,6 73:11 80:21 81:10	91:17 102:4 109:17 110:11,16 116:17 119:9,16 121:16 123:14,15 129:19 134:17 137:20 153:10 talked 36:1 57:13 58:16 69:4 99:5 112:16 113:13 115:13 121:1 146:21 talking 10:1 14:15 36:3 42:18 57:12 64:8 111:8 121:9 123:9 124:7 tangent 28:13 tardiness 56:18 tardy 56:15 targeted 100:3 task 50:22 113:11 taught 12:10 15:3,6 48:6,8 teach 24:7 26:12 27:15 36:15 43:9 49:6 52:14,15 53:15 64:5,14 88:10 135:9 136:3 teacher 8:15 14:6 24:10,11,12,15 27:11 36:12 40:16 41:13,14,15 42:10 43:2 47:6 48:5,12,13,19 50:4 55:5 56:7 57:8 58:17 62:15,19,20,22 63:15 73:21 74:4
---	---	---	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 37

76:21 88:9 115:3,7,9,16 127:1,21 128:13 129:2,4 133:3 160:14 teachers 12:12 14:18 30:17 31:1,13 33:16,20 34:3,6 36:5,14 39:19,21 40:4,12,17 41:7,9,19 42:10,13 43:7,16,18 47:20 48:12 49:8,21 50:3 52:13 53:20 54:21,22 55:13 56:2 57:18,19 58:15,21 59:7,11,15,22 60:4,5 61:19,20 62:6,12,14,18,21 63:18,20 66:17 68:21 69:1 74:6 76:6 80:20 82:16 87:3,8,14,22 88:15 100:4 114:10,17,18 115:18 121:11 122:13 123:5 124:2 126:12,22 127:4 128:6 154:6 156:13 160:19,22 161:13 162:13 teacher's 48:18,21 Teachers 24:16 135:17 teaches 47:8 48:12,14 teaching 12:12 33:21,22 36:22 40:8 47:9 48:10	49:1,3,9 59:12 83:22 109:10 129:22 133:4 team 17:17 52:13 111:7 155:7 teams 17:15 63:13,15 76:21 140:7 tech 18:7,8 19:13 20:1 29:1 39:13 46:7,20 71:4 73:10 152:10 154:16 155:2 Techees 20:5 technical 51:16 140:22 technologies 124:1 technologists 64:13 technology 3:11 7:16 21:5 32:20 44:12 54:17 56:11 64:6 65:2 87:9 116:8,14,18 118:2 120:16,22 121:2,7,13,17,18 ,22 122:5,9,17 123:1,10,18 124:22 125:12,17 129:20 130:8,14,22 131:5,14 135:6 153:12 154:5 161:20 teen 14:20,21 telephone 90:13 tele-presence 44:14 ten 100:13 135:16	tend 61:22 84:22 125:6 tenure 41:21,22 term 54:19 terminology 105:17 terms 10:2 11:12 26:2 40:4 59:1 69:15 102:3,4 104:5 110:5 117:17 119:18 120:5 121:16,20 122:2,9,10 terrific 89:5 158:21 test 12:10 25:20 29:11 49:15 86:21 88:13 98:13 102:4,11,21 103:1,3 104:19 106:12 107:2 110:21 111:9 112:20,21,22 113:1,13 114:4 115:19 118:19,22 126:19,20,21 127:3,5,7,13,16, 20 128:19 131:18 132:19 133:6,17 153:12 tested 134:4 testified 28:17 151:3 152:10,13 testify 12:18 96:14,18 testifying 152:11 testimony 37:8 90:14 91:2 96:22 97:1 138:5	158:9,10 159:3 163:7 166:4 testing 88:3 103:21 105:20 106:4,6,11,12 107:4 108:5 113:6,7 114:4 116:12 117:3,6,11 118:4,7 126:4 132:22 135:14 136:9,17 137:2,8,9 161:20 tests 100:8 113:3,5 114:17 118:11 textbooks 25:16 texting 135:5 texts 25:15 texture 84:16 thank 6:10 15:14,16 16:1,4,10,16 20:16,17 22:9,20 28:1,3,8 34:17,18 35:16 37:3,7 46:1,2,18 50:16 53:4 60:21 65:22 67:5 68:10,12,18 74:10,13 76:3,8 79:21 85:16 89:15,20 90:2,4 91:5 93:12,14 94:6 96:14 97:3,4,15 107:11 108:7,15 110:20 116:2 125:18 126:6,9 129:11,12 132:16 134:21 136:6,7 137:13,15 141:7
---	---	--	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 38

<p>143:1 146:12,14 148:21,22 149:1,4,5 150:16,17 151:1,2,19,20 152:1 153:7 154:10,12 155:11 156:6,7 158:3,5,8 160:2 162:16,17,19,21 163:1</p> <p>thanking 28:21 153:9</p> <p>thanks 14:22 39:6 45:16 67:19 96:15 98:6 154:8 164:22</p> <p>that's 12:11 15:4 20:17 26:18 28:6 38:5 43:19 60:11,18 63:2,18 65:19 66:12,22 68:13 74:8,9 75:6 76:8 79:12,19 81:13 85:17 86:15 90:9 106:14 107:6,21 110:13 112:2,22 113:3 114:22 115:4 117:20,22 119:12 121:13,18,19 122:18 127:5,8 128:21 129:8 131:10 132:13 134:3,5,21 137:12 138:7 142:9 152:9 153:6 155:9 156:1 159:11 162:7</p> <p>Theatre 35:9</p> <p>theme 154:17</p>	<p>themes 159:9</p> <p>themselves 50:14</p> <p>thereafter 166:5</p> <p>therefore 61:9 165:5</p> <p>there's 59:3 70:8 134:5 137:2</p> <p>they'd 42:15</p> <p>they'll 45:5 85:9</p> <p>they're 20:19 44:1 49:6 54:11 55:15,16,17 58:9 59:15,16 64:8 65:4 66:5 71:2 72:16 81:22 83:10 84:3,20 87:20 89:11,13 130:3 131:1 133:16 135:5 137:6 143:6 147:10 159:4 161:16 162:7</p> <p>they've 45:8 57:22 59:21 65:3 78:11</p> <p>thicker 84:18</p> <p>third 4:9 30:14 33:5 49:15 139:5</p> <p>thousands 59:8</p> <p>thrilled 21:17</p> <p>thrilling 17:9</p> <p>throughout 23:9 41:7 69:5 72:21 104:21 107:6 134:1 151:5 158:14 159:8</p> <p>Thursday 17:13</p> <p>thus 26:18</p> <p>time-dated 56:4</p>	<p>timeline 8:14 102:5 138:3 140:14 146:4</p> <p>title 17:8 76:4 82:8 100:1 124:21</p> <p>today 19:3 41:4 50:11 52:1 55:4 82:9 94:2 129:16 149:19 152:2,10 154:19 158:20</p> <p>tomorrow 17:11,12 50:12 153:2</p> <p>tone 52:11</p> <p>tonight 7:12,14 16:13 30:9 35:17 39:8 53:14 92:5 96:16 97:21 98:7 151:3 153:6,10,19 155:17 156:4 157:22</p> <p>tonight's 149:14</p> <p>tool 33:11 121:14</p> <p>tools 71:8 111:12 136:19</p> <p>top 21:11 74:16</p> <p>topic 44:18 79:12 137:13,20</p> <p>topics 153:16</p> <p>total 3:13 36:11,15 37:1 91:9 152:12</p> <p>totality 136:22</p> <p>totally 86:5</p> <p>Tough 160:6</p> <p>toward 124:22</p> <p>towards 86:2 99:20 152:9</p>	<p>track 17:10,15 142:13,19,21 145:6 155:7,8</p> <p>tracking 146:3</p> <p>trade 15:18 151:12</p> <p>tradition 8:1</p> <p>traditional 14:2 75:17 130:1</p> <p>train 19:19 40:17 42:10,18</p> <p>trained 34:3 65:14,15 113:20</p> <p>training 88:17 102:10,13 103:4 104:20 111:5</p> <p>trainings 103:7</p> <p>trajectory 29:3 30:8</p> <p>transcribed 1:18</p> <p>transferred 45:8</p> <p>transfers 142:6</p> <p>transformational 120:17</p> <p>transition 140:13 143:21 144:1,20 145:18 146:1</p> <p>transitioning 62:9 121:6</p> <p>translate 135:9</p> <p>Trayon 2:11 6:2</p> <p>treat 26:4 106:12</p> <p>tremendous 70:22</p> <p>tries 142:17</p> <p>trophies 17:18</p> <p>truancies 143:5</p> <p>truancy 96:5,6 139:2 141:5</p>
---	--	---	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 39

157:19 true 82:10 85:4 166:6 truly 12:1 162:1 trust 40:21 try 61:20 62:10 63:19,21 88:10 89:8 116:3 142:21 trying 44:11 51:18 53:1 58:21 67:16 84:21 88:21 98:19 112:2 155:13 turn 16:10 28:5 45:21 53:10 67:11 109:17 110:15 116:17 149:12 turnaround 61:2 twice 39:1 two-minute 90:22 tying 150:8 type 76:12 111:16 115:14 116:13,18 119:21 135:12 types 63:4 100:1 125:2 130:17 131:7,11 135:10 typewriting 166:5 <hr/> U <hr/> ultimate 95:8 ultimately 55:1 132:8 148:17 unable 142:19 unattended	113:17 uncles 162:13 undermine 157:11 underscore 13:21 understand 39:10 40:19 49:4 51:22 52:2,11 57:9 68:16 77:12 79:2 101:2,4 102:21 124:9 133:6 141:13 144:22 145:20 146:5 understanding 59:13 understood 41:18 undertaking 93:1 undertook 101:10 underway 13:5 unexcused 95:17 unfortunately 43:6 unhealthfully 86:21 uninformed 96:4 unique 21:20 29:12 unit 42:8 48:10 127:6 United 34:8 92:17 units 48:8 49:9,22 124:4 University 162:7 unless 27:9 unlike 29:8 unnecessary 137:8 unstructured 62:5	upcoming 117:2 update 9:10 18:21 137:21 141:7 updated 72:3,6 updates 132:13 upfront 59:6 60:4 88:17,18,19 upon 72:10 111:2 129:4 upped 10:2 upper 32:16 urban 19:19 43:22 93:20 useful 96:5 108:16 usually 64:3 103:20 107:22 utilize 20:13 <hr/> V <hr/> valedictorian 91:14,17 93:3 valedictorians 92:1 93:11 valid 113:4 valley 46:10 valuable 139:12 value 66:19 values 11:2 valve 144:18 variables 71:12,13 variety 95:10 varying 163:14 vast 94:10 vendor 107:5 108:5 117:3,19 vendors 117:11	verify 115:16 version 94:3,9,19,22 95:13 versions 94:11 versus 18:11 102:7 vetted 133:8 via 103:9 vice-president 2:5 45:21 154:11 video 39:16 84:3,6 view 136:16 viewing 4:6 48:1 158:7 views 152:2 Virginia 3:20 18:21 134:16 137:17 virtually 124:5 vision 30:16 31:17 33:7,9,12,14,18 72:19 120:17 121:21 159:9 visit 44:8 visits 128:20 vital 31:7,20 33:21 vocabulary 79:3 volunteers 103:5,6 vote 6:22 9:8 94:7 voucher 125:8 vying 17:17 <hr/> W <hr/> wait 52:4,6 54:9 waiting 38:6,10 39:11 74:19 93:3
---	--	---	---

Capital Reporting Company
District of Columbia State Board of Education Public Meeting 05-29-2013
Page 40

waiver 10:18,22	166:2,17	we're 8:13 9:9	whatever 78:13
wake 78:3	wavelength	18:7 19:20	84:18 112:10
walk 87:12	131:17	21:6,17 22:2	130:18,22 131:7
walking 55:11	ways 27:20 44:13	23:10,14,15,16	wheel 61:5
ward	63:11 65:6 71:22	24:16 32:10 33:9	Whenever 91:11
2:4,5,7,8,9,10,11	75:6 87:16	40:7 42:1,6	whereas 62:3
,12 23:10,11,13	119:10 123:17	45:12,14 48:16	118:18 128:12
39:8,9 40:4	163:14,22	49:3 50:10,11	129:9
45:21 74:12	weapon 44:1	51:17 52:15 53:1	Whereupon 165:7
77:19 155:1	weather 153:7	59:5 65:10 73:7	wherever 52:14
158:13	webcast 62:17	74:7,11 76:22	whether 39:16
warning 138:21	webinars 102:14	77:13 78:8 82:19	44:13,19 59:4
139:3	123:22 141:1,3	83:15 90:10	64:5 74:4 81:19
Warren 129:15	website 9:18 72:3	92:2,8,17,22	84:16,17,18
136:11	78:18,21 102:12	93:2,8 97:5,21	86:14 98:2
Warren-Jones	123:19	98:19 101:2	101:18 105:1
2:10 5:20,21	we'd 21:18 42:13	105:14,15 106:2	107:17 109:3
16:1 37:5,6	118:15	108:18 111:20	115:14,16
38:5,11,16	Wednesday 1:8	112:2 113:8	117:20,21
132:17,19 136:6	4:6,9,12,18	116:2 117:4	127:20 128:5,14
158:6,7	week 44:7,8 77:2	122:2,19	130:21 139:2
Washington 1:15	155:8 158:17	123:4,7,9,18	141:11 151:11
7:15 19:4,8	160:11	125:21 130:6	White 2:11 6:2,3
22:11,22 26:1	weekend 69:20	140:18 142:7,10	35:15,16 36:17
39:9,20,22 75:14	weeks 43:11 70:1	146:9 147:18,22	37:3 80:13,16
152:5 153:5	83:3,4,9	150:5 151:3	85:16 126:7,9,17
wasn't 28:7 38:16	week's 140:8	152:7 154:20	128:7,16 129:11
71:5 137:18	welcome 4:5 5:2	162:1,5 164:1	151:21,22
159:3,11	13:18 16:12,15	Western 79:6	whole 4:21 29:17
wasting 54:6,8	22:8 69:7 90:18	we've 9:19,21,22	79:5 81:3 85:2
watch 20:8 54:21	91:4 97:16 98:6	10:5 13:5 14:7	111:21 118:16
56:6 62:15,20	we'll 12:17	16:1 17:5 23:19	161:11
63:20 64:7	44:17,18 45:1	26:18 27:9,21	whom 10:15 64:22
watched 84:4	68:17 87:11 97:1	28:1 39:1,3 41:5	143:4 166:2
watching 17:1	102:4 131:11	54:14 73:22	who's 127:9
55:14 57:8 77:3	151:6 155:10	74:14 76:21 77:7	whose 31:4 44:4
84:6	156:9,10	82:4,11 83:16	109:14
watered 43:8	well-rounded	87:10 88:12	who've 162:14
Watts 1:18	77:11 78:9	90:18 92:12	widely 44:15
		99:21 105:20	Wi-Fi 130:21
		115:22 138:1,6	
		140:16 147:2	
		150:6 153:20	
		155:15 164:7	

Capital Reporting Company
 District of Columbia State Board of Education Public Meeting 05-29-2013
 Page 41

<p>131:17</p> <p>Williams 2:12</p> <p>5:22 6:1</p> <p>60:19,20</p> <p>65:13,22</p> <p>129:14,16,18</p> <p>131:16 132:16</p> <p>149:15</p> <p>155:10,11 165:4</p> <p>willing 50:10</p> <p>62:17 164:1</p> <p>Wilson 18:7</p> <p>win 20:2</p> <p>windowsill 88:5,7</p> <p>winner 18:11</p> <p>winning 29:7</p> <p>Wisconsin 162:8</p> <p>wisdom 53:15</p> <p>74:15 164:13</p> <p>wish 90:11 156:20</p> <p>163:4</p> <p>witches 160:21</p> <p>withdraw 72:18</p> <p>withdrawing</p> <p>142:13</p> <p>witnesses</p> <p>90:11,12,16</p> <p>151:2 158:8</p> <p>160:2</p> <p>Women 92:11,17</p> <p>won 17:8 19:9</p> <p>wonderful 19:18</p> <p>22:7 27:22 30:10</p> <p>71:3,5 79:7 80:7</p> <p>118:9 148:10</p> <p>154:8 155:12</p> <p>work 4:16 9:3</p> <p>10:11 11:10</p>	<p>13:1,4,5 16:8</p> <p>19:18,22 25:12</p> <p>27:8,11,17</p> <p>35:21,22 36:4</p> <p>41:8,9 42:11</p> <p>46:3,6,13 52:22</p> <p>56:13 57:6 60:11</p> <p>63:1,21 64:6</p> <p>70:10,11 72:6</p> <p>74:2 79:14 89:7</p> <p>92:4 107:11</p> <p>117:4 120:9</p> <p>129:13 136:8</p> <p>137:21 138:2</p> <p>139:11 140:11</p> <p>143:20</p> <p>145:12,13</p> <p>146:15,18</p> <p>148:21 151:8</p> <p>155:20 164:8</p> <p>worked 27:10</p> <p>145:21 158:20</p> <p>workforce 151:12</p> <p>workgroup 10:6</p> <p>working 8:3 9:4</p> <p>10:5 12:9 13:8</p> <p>15:10,19 24:9</p> <p>30:22 45:10</p> <p>58:18,19 62:21</p> <p>67:13 70:5 83:20</p> <p>84:4 86:5 92:18</p> <p>117:12 146:16</p> <p>147:2,6</p> <p>148:12,15</p> <p>149:22 150:7</p> <p>151:3,13 155:13</p> <p>works 26:2 35:20</p> <p>59:18 70:16</p> <p>world 13:10 79:5</p> <p>135:3 161:21</p> <p>162:2</p> <p>worry 87:10</p>	<p>worthwhile 64:18</p> <p>would've 88:9</p> <p>wow 48:12,16 65:4</p> <p>wrestling 14:14</p> <p>write 26:8 36:15</p> <p>66:17,18</p> <p>writers 80:8</p> <p>writing 12:16</p> <p>25:22 26:7 32:6</p> <p>58:21 59:13,18</p> <p>79:3 83:15</p> <p>written 16:6 97:1</p> <p>wrong 114:15</p> <p>130:12</p> <p>www.totalsunshine.org 93:7</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>yearlong 41:13</p> <p>year's 98:13 103:7</p> <p>104:10</p> <p>yet 65:14 162:15</p> <p>York 101:10</p> <p>you'll 8:18</p> <p>89:21,22</p> <p>young 24:9 43:22</p> <p>92:20 93:10</p> <p>yourself 21:1</p> <p>93:15</p> <p>you've 27:10 35:6</p> <p>38:17 46:6,13</p> <p>51:5 53:2 71:8</p> <p>108:9,10</p> <p>146:15,17 147:2</p> <p>150:17</p>
--	--	--