

GOVERNMENT OF THE DISTRICT OF COLUMBIA

+ + + + +

STATE BOARD OF EDUCATION

+ + + + +

PUBLIC MEETING

+ + + + +

WEDNESDAY
APRIL 20, 2016

+ + + + +

The D.C. State Board of Education met in the Old Council Chambers, 441 4th Street NW, Washington, D.C., at 5:30 p.m., Jack Jacobson, President, presiding.

PRESENT

JACK JACOBSON, President
KAREN WILLIAMS, Vice President
BRIAN CONTRERAS, Student Representative
TIERRA JOLLY, Ward 8 Representative
MARY LORD, At Large Representative
RUTH WATTENBERG, Ward 3 Representative
JOE WEEDON, Ward 6 Representative
DESTINEE WHITTINGTON, Student Representative
LAURA WILSON PHELAN, Ward 1 Representative

ALSO PRESENT

HANSEUL KANG, DC State Superintendent of
Education, OSSE
JOHN-PAUL C. HAYWORTH, Executive Director, SBOE
JAMIKKA BRISCOE-KENDRICK, Staff Assistant, SBOE
SEAN CHALK, Policy Analyst, SBOE
MIRANDA HUCHINS, Communications Fellow, SBOE

CONTENTS

Public Comments. 7

Ceremonial Resolution.13

Health Education Standards17

Graduation Requirements.32

Discussion45

Adjourn

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

5:33 p.m.

PRESIDENT JACOBSON: Good afternoon.

The time is now 5:33 p.m. on April 20, 2016, and this public meeting of the District of Columbia State Board of Education is now called to order. The roll will now be called to determine the presence of a quorum. Mr. Hayworth?

DIRECTOR HAYWORTH: Mr. Jacobson, present. Ms. Williams?

VICE PRESIDENT WILLIAMS: Present.

DIRECTOR HAYWORTH: Ms. Lord? (No audible response.) Ms. Lord? (No audible response.) Ms. Wilson Phelan? (No audible response.) Ms. Wilson Phelan? (No audible response.) Ms. Wattenberg?

MS. WATTENBERG: Present.

DIRECTOR HAYWORTH: Ms. Anderson? (No audible response.) Ms. Anderson? (No audible response.) Mr. Jones? (No audible response.) Mr. Jones? (No audible response.) Mr. Weedon?

MR. WEEDON: Present.

1 DIRECTOR HAYWORTH: Ms. Jolly?

2 MS. JOLLY: Present.

3 DIRECTOR HAYWORTH: Mr. Contreras?

4 MR. CONTRERAS: Present.

5 DIRECTOR HAYWORTH: Ms. Whittington?

6 (No audible response.) Ms. Whittington? (No
7 audible response.) Mr. President, you have a
8 quorum.

9 PRESIDENT JACOBSON: A quorum has been
10 determined, and the State Board will proceed now
11 with the business portion of our meeting.

12 Colleagues, we have a draft agenda before us.
13 Are there any corrections or additions? (No
14 audible response.) There being no corrections, I
15 would entertain a motion to approve the agenda.

16 VICE PRESIDENT WILLIAMS: So moved.

17 PRESIDENT JACOBSON: Moved by Vice
18 President Williams. Is there a second?

19 MS. JOLLY: Second.

20 PRESIDENT JACOBSON: Second by Ms.
21 Jolly. Let the record note that Ms. Lord, our
22 at-large member, is in attendance, as well. The

1 motion being properly moved and seconded, I ask
2 for the ayes and nays. All in favor, please say
3 aye. (Chorus of ayes.) All opposed? (No
4 audible response.) The motion is approved. Next
5 on our agenda is approval of the minutes from the
6 April 6, 2016 working session. Are there
7 corrections or additions to the minutes? (No
8 audible response.) Hearing none, I would
9 entertain a motion to approve the minutes.

10 MR. WEEDON: So moved.

11 PRESIDENT JACOBSON: Moved by Mr.
12 Weedon. Is there a second?

13 VICE PRESIDENT WILLIAMS: Second.

14 PRESIDENT JACOBSON: Second by Vice
15 President Williams. The motion being properly
16 moved and seconded, I ask for the yeas and nays.
17 All in favor, please say aye. (Chorus of ayes.)
18 Any opposed? (No audible response.) The minutes
19 are approved. Good evening. My name is Jack
20 Jacobson, and I am president and Ward 2
21 representative of the State Board of Education.

22 On behalf of the members of the

1 District of Columbia State Board of Education, I
2 want to welcome you, our guests, and our viewing
3 public to our Wednesday, April 20, 2016 public
4 meeting. The State Board holds its regularly
5 scheduled meetings on the third Wednesday of
6 every month, here in the old council chambers at
7 441 4th Street Northwest. The members of the
8 State Board of Education welcome your
9 participation and your support in our efforts to
10 improve education in our nation's capital.

11 Tonight's agenda includes a vote on new health
12 education standards. The revision process for
13 these standards began almost two years ago and is
14 very close to my heart.

15 I have spoken before about my personal
16 experiences with bullies, mental health issues,
17 and other health-related issues while growing up,
18 and I am convinced that these new standards will
19 help district students and prevent many of these
20 students' pain and suffering.

21 We will also be hearing from two
22 fantastic organizations, Achieve, Inc. and The

1 Education Trust, on graduation requirements. The
2 State Board and OSSE have committed to completing
3 a review of the district's graduation
4 requirements within this calendar year. Our
5 panel discussion tonight will help provide
6 context for that ongoing dialogue.

7 We'll begin tonight with public
8 witnesses. The State Board welcomes public
9 participation in activities under our authority.
10 At every public meeting, we begin with testimony
11 from public witnesses on education-related
12 matters. If you are a member of the public and
13 would like to speak at future public meetings,
14 please contact our staff at sboe@dc.gov, or by
15 calling 202-741-0888. Is Ms. Merilyn Holmes
16 here? Terrific. Ms. Holmes, from Total
17 Sunshine, please come down. You'll have three
18 minutes.

19 PUBLIC COMMENTS

20 MS. HOLMES: All set? Good evening.
21 It's great to be back here once again to share
22 the information that we have with Total Sunshine

1 and our support for our D.C. top graduates city
2 wide. I'm the executive director and founder of
3 Total Sunshine, Inc. It's a D.C. non-profit
4 501(c)(3), and we have been serving the community
5 and our students for the last 16 years. It's
6 quite a task. I was running, so excuse me if I'm
7 a little out of breath.

8 I wanted to make sure that I got here.
9 I'm working an ambulance tonight, Lord help me,
10 but this is super important to me. I'm going to
11 make sure that I make sure these young people
12 have laptops for college. Total Sunshine is
13 embarking on our eighth annual School Grade
14 Rewards ceremony. It's going to be June 23rd.
15 This is actually the flier, which you probably
16 will see floating around. We've been sending
17 these save the dates out to everyone, and
18 everyone is invited to come out and applaud these
19 young people, but not only to applaud them, to
20 support them with tech tools. Now, everyone
21 knows that when you go to college, you need a
22 laptop. Total Sunshine, it's part of our mission

1 to support students. In this support, we want to
2 make sure that these young people have the tools
3 that they need.

4 Valedictorians and salutatorians, we
5 just got that final list in today, and we have 66
6 students to support. We're doing public schools
7 and charter schools. We're not discriminating.
8 If you're a valedictorian or salutatorian, we're
9 going to try to make our best effort to ensure
10 that they have the tech tools they need to
11 succeed when they go to college.

12 Total Sunshine, this is a part of our
13 School Grade Incentive Program. With this
14 program, we do anti-violence life coping seminars
15 and skill seminars in schools. We do
16 anti-bullying things. Basically, if the kids are
17 on the wrong track, we try to turn them around to
18 the right track, and if they're on the right
19 track, we do our best to support them there. Our
20 School Grade Incentive Program facilitates our
21 annual rewards ceremony. Thursday, June 23, 2016
22 is going to be an exciting day. I work

1 tirelessly with this, and so does our team, but
2 we're always in need of more help. So I implore
3 anyone within the sound of my voice that's here
4 or that can hear me, please feel free to get in
5 contact with us about our School Grade Incentive
6 Program, www.totalsunshine.org, that's our
7 website.

8 You can see all of the wonderful work
9 we've been doing in the community there. You can
10 email me directly at info@totalsunshine.org, or
11 call the Sunshine line, it's 202-575-0462. I
12 cannot remind you enough that this is a momentous
13 event, and these young people are always happy
14 and smiling.

15 I always bring a picture of one of our
16 former rewards ceremonies. This is a picture of
17 our 2013 top graduates. They all have Total
18 Sunshine bags with tech tools in them, ready to
19 take them on to college and do more great things,
20 and hopefully bringing this brightness back to
21 the city and contribute even further. I know
22 there's a lot of people that are proud of our top

1 graduates, and I am absolutely one of them. I
2 don't have any children that are in D.C. public
3 schools, but when it comes down to it, this is
4 our village, and it's up to each of us to do
5 everything we can to support these young people.
6 I have totally taken on this mission. As a
7 paramedic in this city, I have seen a lot. Too
8 many times, young people go down the wrong path,
9 and there's not any barrier, so I'm doing what I
10 can.

11 Hopefully, others will hear me and
12 will be willing to join with us and support this
13 effort. We're still looking for a location. I'm
14 hopeful that we're going to get a great
15 confirmation this week, and I'll be keeping
16 everyone updated. So feel free, get in touch
17 with Total Sunshine. We'll be televising the
18 whole thing, recognition and applause and support
19 for the top graduates. I love it. Thank you so
20 much for this opportunity.

21 PRESIDENT JACOBSON: Thank you, Ms.
22 Holmes, and thank you for coming down. Next,

1 we'll hear from our superintendent of education,
2 Ms. Hanseul Kang.

3 SUPERINTENDENT KANG: Thank you,
4 President Jacobson and members and community
5 that's here. I just wanted to offer a few brief
6 comments. First, as President Jacobson said, I'm
7 looking forward to the vote this evening on the
8 health education standards. Over the past
9 months, OSSE and the Board have worked closely
10 together to engage with stakeholders on the
11 health standards revision, including educators,
12 parents, students, District agencies, and health
13 advocates.

14 We are grateful for all of those who
15 have provided input and comments throughout the
16 standards revision process, and I'm personally
17 very grateful for the hard work of my OSSE staff
18 and the Board members and their staff for their
19 partnership on this issue.

20 The new standards align with the
21 national health education standards and reflect
22 best practices and community input from D.C.

1 These standards reflect the needs of District
2 students and will help schools support students
3 in maintaining and improving their health and
4 wellness. If the new standards are approved this
5 evening, OSSE will work with LEAs in schools in
6 the coming months to support them in implementing
7 the new standards for the 2016-17 school year.
8 I'm also looking forward to the panel on high
9 school graduation requirements and hearing from
10 our experts. OSSE and the Board are committed to
11 reviewing these requirements this year, and will
12 be engaging in ongoing dialogue to ensure that
13 our graduation requirements best meet the needs
14 of D.C. students. Thank you.

15 CEREMONIAL RESOLUTION

16 PRESIDENT JACOBSON: Thank you,
17 Superintendent Kang. Now, tonight, it is our
18 distinct honor for the State Board of Education
19 to welcome Akilah Johnson to our meeting.
20 (Applause.) Ms. Johnson is the very first
21 District of Columbia winner of the Doodle 4
22 Google contest. I'd like to turn to Joe Weedon,

1 my colleague from Ward 6, where Ms. Johnson
2 attends Eastern High School, for any comments he
3 has, and to read into the record a ceremonial
4 resolution. Mr. Weedon?

5 MR. WEEDON: Thank you. I'd just like
6 to say thank you for your work at the school,
7 Principal Skerritt for being here tonight, and
8 all the Eastern students. You are an example to
9 us all. I think when we see the news about our
10 high school students, far too often it's the
11 negative that we see -- students not graduating,
12 trouble in the community. We don't see enough of
13 this, students being celebrated for their
14 success, for their efforts, for their dedication,
15 and for that, I thank you. With that, I'll read
16 into the record the resolution, Ceremonial
17 Resolution 16-1 honoring Akilah Johnson, winner
18 of the Doodle 4 Google competition.

19 "Whereas, the Doodle 4 Google contest
20 invited submissions of artwork to adorn the front
21 page of google.com and received over 100,000
22 entries from 50 states, the District of Columbia,

1 Puerto Rico, and Guam; whereas, Akilah Johnson, a
2 tenth-grade student at Eastern Senior High
3 School, in Ward 6, was chosen as the sole winner
4 of the 'What Makes Me Me' theme contest for her
5 design, 'My Afrocentric Life'; whereas, Miss
6 Johnson's artwork depicts the Symbol of Life, the
7 African continent, the Eye of Horus, the word
8 power, a woman's fist, the District of Columbia
9 flag, and prominent African-Americans; whereas,
10 Miss Johnson sought to inspire others and explore
11 childhood themes and reflections on society;
12 whereas, Miss Johnson was encouraged to pursue
13 art by her teachers, Baba Camera, at Roots Public
14 Charter School, and Zalika Perkins, at Eastern
15 Senior High School; whereas, Miss Johnson was
16 invited to Google headquarters to meet other
17 professional artists in March 2016; and whereas,
18 Miss Johnson's achievement earned her a \$30,000
19 scholarship, and also provided her high school
20 with a \$50,000 grant towards the establishment
21 and improvement of a computer lab or technology
22 program, now, therefore, it be resolved that the

1 District of Columbia State Board of Education
2 recognizes and honors Akilah Johnson for her
3 creative excellence, inspiring artwork, and
4 contribution to the District of Columbia."

5 (Applause.)

6 PRESIDENT JACOBSON: I would now
7 entertain a motion on the resolution.

8 MR. WEEDON: So moved.

9 PRESIDENT JACOBSON: Moved by Mr.
10 Weedon. Is there a second?

11 MS. WILSON PHELAN: Second.

12 PRESIDENT JACOBSON: Second by Ms.
13 Wilson Phelan. Now that it's been properly moved
14 and seconded, I'll ask for the yeas and nays.

15 All in favor, please say aye. (Chorus of ayes.)

16 Any opposed? (No audible response.) The
17 resolution is approved unanimously. (Applause.)

18 Now, I'd like to take a brief minute. Akilah, if
19 you would join us in the well with my colleagues,
20 we'd like to take a picture or two with you.

21 (Applause.) Thank you once again, Akilah, and
22 the State Board is going to be very excited to

1 see great things from you in the future. We're
2 now going to move on to a vote on health
3 education standards.

4 HEALTH EDUCATION STANDARDS

5 PRESIDENT JACOBSON: The health
6 education standards currently in use in the
7 District of Columbia were approved by this Board
8 in December 2007. To put things into
9 perspective, the iPhone was also introduced in
10 2007.

11 With the increased prevalence of
12 technology and access to social media, it is
13 imperative that we update the skills our students
14 are learning to better protect them and, more
15 importantly, to empower them to make better
16 decisions throughout their lifetimes. The
17 standards before us today have been re-organized
18 into broad grade bands to provide teachers with
19 greater flexibility and students with broader and
20 more in-depth information. The standards are
21 divided into eight strands that provide an
22 over-arching context of what students should know

1 in six categories: mental and emotional health;
2 safety skills; human body and personal health;
3 disease prevention; alcohol, tobacco, and other
4 drugs.

5 I want to express my deep thanks to
6 Donna Anthony and her new baby, who are here
7 tonight specially for this vote, and Yair
8 Inspektor and the entire Division of Health and
9 Wellness at OSSE, and the outstanding advocates,
10 like the Young Women's Project, for their
11 dedication in seeing this process through.

12 I also want to personally thank our
13 superintendent of education for working with us
14 on this to get these standards done. It is clear
15 that we would not be here without all of this
16 hard work. Members, we have a resolution before
17 us today that will approve the health education
18 standards, as proposed by OSSE. Mr. Hayworth,
19 would you read the resolution?

20 DIRECTOR HAYWORTH: State Board of
21 Education Resolution to improve the health
22 education standards, SR16-4. "Whereas, District

1 of Columbia law requires State Board of Education
2 approval and regular review of academic
3 standards; whereas, health plays a key role in
4 learning, and much has changed since the current
5 health education standards were adopted by the
6 State Board of Education in December 2007;
7 whereas, the current health education standards
8 do not provide the District's students with
9 comprehensive education on bullying, mental
10 health, sexual health, nutrition, and other
11 items; whereas, data from the 2012 D.C. Youth
12 Risk Behavior survey demonstrates a need for
13 health standards that addresses the needs of our
14 students in areas such as nutrition, mental and
15 emotional health, violence and safety, and sexual
16 health; whereas, the proposed health education
17 standards focus more on skills students can use
18 to make healthy choices and teach students how to
19 advocate for themselves and their community;
20 whereas, the proposed health education standards
21 were developed after a rigorous and lengthy
22 process begun by the State Board of Education

1 almost two years ago, and included significant
2 public involvement, including District of
3 Columbia students and teachers, through a working
4 group, town hall meeting, and public comment
5 period; whereas, the proposed standards emphasize
6 self-advocacy and empower District of Columbia
7 students with the skills and knowledge necessary
8 to combat peer pressure, bullying, and other
9 negative influences; whereas, District of
10 Columbia students and teachers were directly
11 involved in the creation of the proposed
12 standards; whereas, the Office of the State
13 Superintendent requested that schools field test
14 several priority standards for the remainder of
15 the school year and will provide information from
16 that field test to the State Board after the
17 school year ends; whereas, the State Board of
18 Education heard testimony on July 15, 2015,
19 January 20, 2016, and March 16, 2016 regarding
20 the proposed health standards; whereas, the
21 Office of the State Superintendent of Education's
22 Division of Health and Wellness aligned the new

1 standards with the national health education
2 standards and is field testing assessment of the
3 new standards through the health and physical
4 education assessment, formerly known as DC CAS
5 Health; whereas, the proposed standards are
6 arranged by grade bands, allowing for greater
7 flexibility in implementation, and are organized
8 by reporting categories that are used in the
9 health and physical education assessment;
10 whereas, the proposed standards will provide some
11 of the most robust instruction in personal,
12 mental, and emotional health in the country; and
13 whereas, for the first time, students in the
14 District of Columbia will be empowered in the
15 ownership of their own health by learning skills
16 related to combating social pressure, bullying,
17 discrimination, and other brutal experiences,
18 now, therefore, be it resolved that on April 20,
19 2016, the State Board advises that the state
20 superintendent adopt the health education
21 standards, as proposed in this resolution."

22 PRESIDENT JACOBSON: Thank you, Mr.

1 Hayworth. Is there a motion on the resolution?

2 VICE PRESIDENT WILLIAMS: So moved.

3 PRESIDENT JACOBSON: Moved by Vice
4 President Williams.

5 MS. LORD: Second.

6 PRESIDENT JACOBSON: Second by Ms.
7 Lord, our at-large member. A motion to approve
8 the resolution has been properly moved and
9 seconded. Is there discussion or amendments on
10 the resolution? Ms. Lord, and then Mr.
11 Contreras.

12 MS. LORD: Thank you, Mr. President.
13 As one of the few people who remembers the first
14 set of standards, I just wanted to applaud your
15 work, Mr. Jacobson, which started years ago, and
16 the Young Women's Project, and all the board
17 members who really dug deep into this.

18 We approved the first ones in 2007,
19 December. We were a brand-new Board, newly
20 constituted. This was our first major piece of
21 business, and the importance of it came home in
22 the ability to recruit schools and teachers and

1 communities in the fight against what was then
2 the nation's highest rates of childhood obesity,
3 HIV/AIDS in teenagers, and teen pregnancy.

4 According to the state
5 superintendent's office, we have seen a decrease
6 in the rates of childhood obesity, so I think
7 that this shows the impact of the work that we're
8 doing, even though it seems very education policy
9 up there in the sky. I also want to point out
10 that there are some significant and very
11 important differences between the standards that
12 we're voting to approve and the ones that they
13 evolved from. Our young people have been
14 subjected to a lot more trauma than we probably
15 envisioned back in 2007/2008.

16 We had one young man from Mary McLeod
17 Bethune Academy who wanted to know how he could
18 equip himself to deal with guns being pulled on
19 him, so this includes violence advocacy,
20 anti-bullying, and also for flexibility for
21 teachers because it's grade bands.

22 It's what's appropriate for K through

1 2, rather than kindergarten, first grade, second
2 grade. That gives us enormous flexibility for
3 creating the right interventions, the right
4 advocacy, the right information at the right
5 time.

6 I'm really, really excited about the
7 effective strategies our young people will have
8 to cope with fear, to cope with stress, to cope
9 with peer pressure, how to recognize it, and, of
10 course, nutrition and safety. With that prelude,
11 I am very enthusiastic about this work and about
12 the process by which we arrived at it. Thank
13 you.

14 PRESIDENT JACOBSON: Thank you so
15 much, Ms. Lord. Mr. Contreras, and then Ms.
16 Wilson Phelan.

17 MR. CONTRERAS: Thank you. I'd like
18 to thank the Board, and in particular, President
19 Jacobson, for using this venue as an opportunity
20 to bring the D.C. student community further into
21 education policy.

22 A lot of the topics we dealt with, in

1 terms of health standards, are uncomfortable, and
2 a lot of times, adults and teenagers don't talk
3 about them with another to find common ground in
4 things that need to change for the safety and the
5 wellbeing of the student community. So I applaud
6 this Board for taking the step in bringing that
7 voice into having a substantive role in changing
8 policy.

9 But then beyond that, I'd also like to
10 thank all of the students who used that
11 opportunity, especially from the Young Women's
12 Project and the student advisory committee, and
13 took an active role in their education and in
14 their community and worked to change these
15 policies for the better. Because I do think
16 these are some of the most important standards to
17 have in place, that have the most direct impact
18 on students' lives and their emotional and social
19 wellbeing. I would like to thank everyone who
20 did take steps to change theirs for the better,
21 and I hope the Board takes steps tonight to
22 recognize that input. Thank you.

1 PRESIDENT JACOBSON: Thank you so
2 much, Mr. Contreras. Ms. Wilson Phelan.

3 MS. WILSON PHELAN: I just want to
4 echo the sentiment of the comments before, in
5 terms of feeling that this process was quite
6 thorough and persistent, despite opportunities to
7 be distracted in seeing their completion. I just
8 want to recognize that, Jack, and your
9 leadership. I know how important this has been
10 to you, personally, and it's been very
11 fulfilling, as a relatively new board member, to
12 see what the kind of engagement we aspire to have
13 looks like across a broad range of stakeholders.

14 PRESIDENT JACOBSON: Thank you so
15 much. Vice President Williams.

16 VICE PRESIDENT WILLIAMS: Mr.
17 President, I just want to echo everyone else's
18 thoughts about how this was a passion for you.
19 Since we came on the Board together, this was the
20 issue that you were most excited about and pushed
21 the hardest. I think it will do a lot for our
22 children and students in the District of Columbia

1 public schools, this new look at how health
2 affects your life. I just want to thank you for
3 your efforts and your leadership.

4 PRESIDENT JACOBSON: Thank you so very
5 much. Ms. Wattenberg, from Ward 3.

6 MS. WATTENBERG: Yes, there's a famous
7 saying that sometimes, especially at a meeting,
8 everything that needs to be said has already been
9 said, but everybody hasn't said it. I just want
10 to say, again, congratulations to Jack, thanks
11 for doing -- and thanks to all the people at all
12 the meetings who participated because it was
13 really a tremendous participation. The folks who
14 came to talk to us here at the Board were
15 tremendously interesting.

16 PRESIDENT JACOBSON: Thank you, Ms.
17 Wattenberg. If there are no more comments, I
18 will make a brief statement of my own. Once
19 again, appreciating the Bowser Administration,
20 and in particular, Superintendent Kang, for
21 agreeing to work with us and move this forward.
22 I also want to make sure that folks know that

1 this is not the end all, be all. There's a lot
2 of work to do with implementation. There's a lot
3 of work to do between city agencies to make sure
4 that we improve the health and lives of students
5 not only just by passing these standards and
6 letting them sit on a shelf, but implementing
7 them effectively, creating toolkits for teachers
8 and for families, and for ensuring that students
9 have the wrap-around services they need to be
10 healthy, productive citizens.

11 We will continue that work, at least
12 from the State Board side, from what we can do,
13 in terms of following up on implementation and on
14 scores on tests when there are assessments on
15 these health education standards. With that, I
16 would suggest that we move to a vote.

17 MS. JOLLY: Are you making a motion to
18 move to a vote?

19 PRESIDENT JACOBSON: Yes.

20 MS. JOLLY: Second.

21 PRESIDENT JACOBSON: Okay, we are now
22 moving to a vote. I would like a roll call vote

1 on this, please, Mr. Hayworth.

2 DIRECTOR HAYWORTH: On approval of the
3 health education standards, SR16-4, Mr. Jacobson?

4 PRESIDENT JACOBSON: Aye.

5 DIRECTOR HAYWORTH: Ms. Williams?

6 VICE PRESIDENT WILLIAMS: Yes.

7 DIRECTOR HAYWORTH: Ms. Lord?

8 MS. LORD: Aye.

9 DIRECTOR HAYWORTH: Ms. Wilson Phelan?

10 MS. WILSON PHELAN: Yes.

11 DIRECTOR HAYWORTH: Ms. Wattenberg?

12 MS. WATTENBERG: Yes.

13 DIRECTOR HAYWORTH: Ms. Anderson? (No

14 audible response.) Ms. Anderson? (No audible

15 response.) Mr. Jones? (No audible response.)

16 Mr. Jones? (No audible response.) Mr. Weedon?

17 MR. WEEDON: Yes.

18 DIRECTOR HAYWORTH: Ms. Jolly?

19 MS. JOLLY: Aye.

20 DIRECTOR HAYWORTH: Mr. Contreras?

21 MR. CONTRERAS: Yes.

22 DIRECTOR HAYWORTH: Ms. Whittington?

1 MS. WHITTINGTON: Yes.

2 DIRECTOR HAYWORTH: Mr. President, the
3 vote is unanimous.

4 PRESIDENT JACOBSON: Thank you so
5 much. Thank you to our staff; thank you to my
6 colleagues; thank you to OSSE and the Deputy
7 Mayor's Office for this incredible work. We look
8 forward to continuing to follow up on these. As
9 always, staff is empowered to make minor
10 technical and conforming amendments. With that,
11 we're done with health education standards for
12 the moment. We're now going to move on to our
13 review of graduation requirements. That is going
14 to be led by our at-large member, Ms. Lord.

15 We are joined tonight by
16 representatives from two organizations with deep
17 experience in bettering education outcomes, The
18 Education Trust, and Achieve, Inc. Daria Hall is
19 the interim vice president for government affairs
20 and communications at The Education Trust, where
21 she operates as the strategic leader of the
22 organization's legislative, editorial, and field

1 operations work.

2 She previously served the
3 organization's director of K-12 policy
4 development, where she advanced Ed Trust's K-12
5 policy agenda. Marie O'Hara is the associate
6 director for state policy and implementation
7 support at Achieve, Inc., where she manages their
8 50-state survey, which will be 51 states, I hope,
9 at some point, and report researching state
10 policy adoption and implementation efforts in
11 aligning standards, graduation requirements,
12 assessments data, and accountability systems with
13 demand of college and careers. Ms. Hall and Ms.
14 O'Hara, thank you for joining us here tonight.
15 Ms. Hall, would you like to begin? You'll each
16 have -- is five minutes sufficient?

17 MS. HALL: Absolutely.

18 PRESIDENT JACOBSON: We're going to
19 put five minutes on the clock. It works just
20 like a stop light. Green, you're good; yellow,
21 we're getting to the end; and red, we'd like you
22 to wrap up, and then we'll have questions from

1 board members.

2 GRADUATION REQUIREMENTS

3 MS. HALL: Thanks for the opportunity
4 to be here. I'm Daria Hall, with The Education
5 Trust, and we're a national non-profit advocacy
6 organization located here, in D.C. We work to
7 close the gaps in opportunity and achievement
8 that separate low-income students and students of
9 color from their peers. My role here this
10 evening is really to provide a national
11 perspective on what we know, from the data, is
12 going on about high school course completion.
13 Specifically, I've been asked to talk about a
14 report that our organization recently released
15 called "Meandering Toward Graduation." Let me
16 give you just a little bit of information about
17 what we did. We analyzed data from the high
18 school transcripts study, which follows a
19 nationally representative group of ninth graders
20 from 2009 to 2013.

21 We grouped graduates into four course
22 of study categories: college prep, career prep,

1 college and career prep -- which is, of course,
2 what we want for all of our young people -- and
3 no cohesive curriculum. How did we create these
4 categories? We looked first at the courses that
5 most public colleges require for admission to
6 determine what comprises a college-ready
7 curriculum.

8 That is four credits of English, three
9 of math, up through Algebra II, three of science,
10 including biology and chemistry or physics, three
11 social studies, including U.S. or world history,
12 and two foreign language within the same
13 language. For a career-ready curriculum,
14 frankly, we defined it pretty broadly and said
15 that there would be three credits of CTE courses
16 in the same field, so in business or health
17 science, for example. Now, I want to be very
18 clear that, of course, just courses do not make a
19 student college ready, they do not make a student
20 career ready, but they are an important piece of
21 the puzzle. What did we find?

22 That despite all of the rhetoric and

1 commitment to college and career readiness going
2 on in this country, just 8 percent of graduates
3 had completed both a college and a career-ready
4 curriculum, and that nearly half, 47 percent, had
5 completed no cohesive curriculum at all, neither
6 college ready, nor career ready, and that there
7 are gaps between those students from the highest
8 socioeconomic status backgrounds and those from
9 the lowest socioeconomic status backgrounds, with
10 our most disadvantaged students more likely to
11 have completed no cohesive curriculum and less
12 likely to have completed a college and
13 career-ready curriculum.

14 What did we take away from this?

15 Frankly, we took away that schools are
16 prioritizing credit accrual that treats
17 graduation as the end goal -- just get enough
18 courses, get your diploma, and we're good -- not
19 actual coursework that aligns with students'
20 future goals. To give you just a couple of
21 examples of the kinds of things we found, we
22 found it was quite frequent that students who

1 didn't complete the college prep sequence had
2 actually taken enough courses in each of the
3 subject areas, but not necessarily the right
4 courses.

5 They hadn't necessarily taken both
6 biology and the chemistry or physics, but they
7 had taken enough science credits. We also found,
8 looking at career readiness, that it was common
9 for students to have taken a number of career
10 courses, of CTE courses, but that they were very
11 disjointed and haphazard, and not something that
12 actually provided any kind of rich and sustained
13 foundation in a particular career focus area.

14 We get to the question about what
15 about college and career readiness? We found
16 that a number of the students who had, in fact,
17 completed the career ready course of study were
18 not taking the rigorous math or science courses
19 necessary for college readiness, even though we
20 know that so many of the in-demand careers demand
21 high levels of mathematics and science. We also
22 found that failures and course withdrawals are a

1 really big obstacle. This is telling us that
2 it's not simply that young people aren't
3 enrolling in the courses. They are. They're
4 struggling. They're not getting the help that
5 they need.

6 They fail the course, or they withdraw
7 the course, and far too often, they're told,
8 "Don't worry about it. You can take it again
9 next year," but that slows down students'
10 trajectories, and oftentimes they're just not
11 able to make up that ground. We found, too, that
12 simply being in a course isn't enough. When you
13 look at grades, we know that not all students who
14 actually took the courses were getting even a
15 minimum grade.

16 So we looked at an average of a 2.5
17 GPA as a proxy for mastery of the content -- a
18 rough proxy, I'll be clear -- and found that
19 across the board, 61 percent of graduates,
20 nationwide, either hadn't taken a college and
21 career-ready curriculum, or hadn't mastered it on
22 the basis of that 2.5 GPA. Let me just end by

1 saying that these numbers represent a huge missed
2 opportunity. Because across the board, these
3 graduates, despite the course categories they
4 were in, said they wanted to go on and complete
5 at least a certificate or an Associate's degree,
6 many of them a Bachelor's or beyond. Even of
7 those students who took no cohesive curriculum
8 that would prepare them for neither college, nor
9 career, over 75 percent said, "I want to go on to
10 some sort of post-secondary training."

11 That is a missed opportunity of
12 potential and desire. It also, frankly, speaks
13 to the kind of advising that these young people
14 are getting if, in their junior year, which is
15 when they reported these aspirations, they are
16 not on track to take the college and career-ready
17 course of study, but they say, "Yes, I want to go
18 on and get that post-secondary credential." With
19 that, I think my time is up, so I will hand it
20 over to Maria.

21 PRESIDENT JACOBSON: Thank you so
22 much, Ms. Hall. Ms. O'Hara?

1 MS. O'HARA: Thank you. Thank you to
2 the D.C. State Board for this opportunity. We're
3 thrilled to be able to share some information as
4 you start down this path of reviewing graduation
5 requirements in the next year or so. My
6 organization, Achieve, if you're not familiar,
7 we're an independent, non-partisan, non-profit
8 education reform organization, located here in
9 D.C., as well. We, since 1996, have been working
10 with states to raise academic standards,
11 graduation requirements, improve assessments, as
12 well as data and accountability systems.

13 We regularly engage with states on
14 graduation policies, as well as issue reports on
15 those graduation policies and requirements. With
16 that, I'd like to share a few high-level
17 take-aways about D.C.'s graduation requirements
18 and those policies and how they compare with
19 other states. Again, keep in mind, these are
20 high level, lots of weeds and nuance and wrinkles
21 that I would love to spend a lot more time on, so
22 happy to take those as questions.

1 D.C. is one of 24 states -- I'm
2 counting us as a state -- that has committed to
3 exposing all students to its full range of
4 college and career standards by expecting
5 students to take a complete course of study in
6 high school aligned to those expectations.
7 Specifically, we're talking about math and
8 English language arts for this number. D.C.'s
9 requirements are similar to many states' math and
10 English language arts requirements. D.C. is one
11 of 15 states to expect students to complete four
12 years or units credits of math, and specifies
13 Algebra II or Integrated Math III as a necessary
14 requirement, in order for students to receive a
15 diploma.

16 D.C., as well, is one of almost --
17 D.C. and almost all states require students to
18 complete four years of English courses before
19 graduation, in order to earn a diploma. Of
20 course, as Daria was indicating, having some of
21 the right policies in place is necessary to
22 ensure that students graduate academically

1 prepared. However, it goes without saying that
2 these aren't going to be enough, and that
3 implementation really does matter.

4 So to this end, D.C. needs to increase
5 the transparency of data around student outcomes
6 and actually improve those outcomes, so that
7 graduates are prepared to succeed in their next
8 steps after high school, whether that be
9 enrollment in a two or four-year institution,
10 technical training or apprenticeship program,
11 military workforce. Three key points to increase
12 the data transparency and improve these outcomes,
13 first one being that diplomas should be
14 meaningful. Students who graduate from high
15 school in D.C. should be prepared for their next
16 steps after high school. Graduation rates are
17 continuing to rise, both in D.C. and across the
18 country, and we want to make sure that more
19 students are actually graduating college and
20 career ready.

21 In D.C., and in nearly all states,
22 there exists a large gap between the number of

1 students who graduate from high school and the
2 number of students who are actually prepared to
3 succeed in post-secondary education, the military
4 careers, etc.

5 In other words, in too many states,
6 earning that high school diploma is not a signal
7 that they're actually ready for their next steps
8 after high school, and this is of great concern.
9 Some of the information that I provided as
10 handouts look at which college and career-ready
11 measures D.C. reports, as well as how students
12 are performing against some of those measures.
13 There's both a national and a state-specific
14 profile that I'm happy to talk more about. The
15 second point is that transparent public reporting
16 is a powerful lever. System leaders need to
17 monitor and publicly report on the effectiveness
18 of policies. This starts with understanding how
19 your students are doing. This means having the
20 right information at the right time for the right
21 people. It can also be a powerful low-stakes
22 accountability mechanism.

1 Monitoring graduation requirements'
2 implementation can enable policy makers to have
3 more informed discussions and answer key
4 questions, such as do required courses and course
5 sequences actually lead to success in and after
6 high school? Are there course sequences that are
7 disproportionately leaving students ill prepared,
8 or those that actually are preparing them for
9 great success after high school?

10 Are students that might be likely to
11 succeed in more rigorous courses not actually
12 getting access to those courses? Why don't they
13 have access to those courses, if there's reason
14 to believe that they really would be better
15 served by them? Finally, what are some key
16 demographic characteristics of those who enroll,
17 who succeed, and who don't succeed, and are there
18 particular patterns that we can learn from? If
19 you're not collecting that information, nor
20 publicly reporting the information that these
21 types of questions, you may not be able to
22 understand what's working, where there's bright

1 spots emerging, what can be scaled and
2 replicated, and where there are opportunities to
3 better support students and educators.

4 Finally, just a note that this -- we
5 really do see there being a moral imperative to
6 this work. The imperative is to ensure that all
7 students have access to the coursework that will
8 prepare them for the demands of college and
9 career.

10 One of the great promises of
11 establishing college and career-ready graduation
12 requirements, as D.C. has done in English and
13 math, specifically, is to address long-standing
14 inequities, in which low-income students and
15 students of color are systematically given a
16 less-challenging curriculum. Effective
17 implementation, to Daria's earlier point,
18 requires ensuring the rigor and consistency of
19 courses and that the standards are actually being
20 covered by those courses. So one thing to have
21 the standards, another to actually make sure that
22 they're being implemented in the classroom. Some

1 of the mechanisms we talk about are things like
2 course approval and reviews processes,
3 inventorying school curricular and instructional
4 materials in required courses, as well as
5 end-of-course assessments.

6 Finally, as states and D.C. create
7 these routes to graduation, the question remains
8 whether they actually lead someplace for the
9 student. Are students being set up for success?
10 Do they fully understand the implications of
11 taking one set of courses, as compared to
12 another? And how are we ensuring that they're
13 ready for their next steps after high school?
14 Thank you again. I'm happy to take questions,
15 and I'll wrap there.

16 PRESIDENT JACOBSON: Wonderful. Thank
17 you both for being here this evening. This
18 testimony's incredibly informative and will help
19 us as we move down this path, which is being led
20 by our at-large member, Ms. Mary Lord.

21 Ms. Lord, I'll allow you to open up
22 this conversation, and you may have the time that

1 you need.

2 MS. LORD: Well, thank you very much.
3 First of all, thank you for being here and giving
4 us the 30,000-foot view, and for really focusing
5 on the importance between the high-quality
6 college and career expectations, the graduation
7 requirements, and how those actually help to
8 close achievement gaps, raise access to
9 high-quality courses for all children.

10 Because at the end of the day, it's
11 not about what the policy says; it is how well it
12 is accessed by students and taught by teachers.
13 That alone was worth the price of admission for
14 me. As my colleagues know, I spent a bunch of
15 time thinking about revising graduation
16 requirements and talking with members of the
17 community, and we've had many efforts along this.
18 We also want to create civic readiness.

19 One of my questions for you is how do
20 we use this policy lever of establishing
21 graduation requirements to ensure the equity --
22 the equal access to great courses? Do we have to

1 rethink how we consider project-based learning?
2 Should we require term papers and final projects?
3 Most specifically, how do we get at this career
4 technical education piece, and what indicators
5 would we use or consider using to know that we've
6 actually moved the needle forward? Graduation
7 rates are kind of a post mortem, so are many of
8 the indicators of college and career readiness,
9 but I'd like to be able to know, if we're sending
10 students into expensive colleges and they're
11 flaming out in their first semester, what we need
12 to do to adjust that. With that, take it away.

13 MS. O'HARA: You want to start?

14 MS. HALL: Sure. I think that there
15 are a number of things to consider. When you
16 talked about the equal access and course
17 requirements as promoting equity, I genuinely
18 believe that having common and consistent course
19 requirements is one of the most things that any
20 kind of policy making board like this can do to
21 ensure equity for young people to create that
22 common experience and say this is the expectation

1 of college and career readiness; this is the
2 expectation for D.C. students.

3 I really applaud you for doing that.

4 Of course, though, then you raised really
5 important questions about the implementation.

6 How do we make sure that they're actually getting
7 the content, and not just the seat time? There
8 are a number of different ways that can happen.

9 It could be through project-based learning. It
10 could be through a more traditional classroom. I
11 would say the one thing that never varies,
12 regardless of what kind of delivery mechanism
13 you're talking about, is the importance of a
14 strong, well-supported teacher, who's leading
15 that instruction, whatever format the instruction
16 takes place in, so to ensure that teachers truly
17 have a grasp of the content, itself, have the
18 ongoing support that they need, the embedded
19 professional development, the ability to
20 collaborate with peers, the opportunity to
21 benchmark with peers.

22 I know that D.C. has been doing some

1 really exciting and interesting work on anchor
2 assignments to give educators an opportunity to
3 really check in and see is the work that I'm
4 requiring really up to standard, and how does it
5 benchmark with others?

6 I would really encourage you to
7 continue to think about the work of preparing and
8 supporting strong teachers, in particular,
9 ensuring that those strongest teachers are with
10 the students who most need them, the students who
11 are at most risk of -- I'm not talking about
12 flaming out in college, but flaming out in high
13 school -- so making sure that there's every
14 incentive for strong teachers to be teaching the
15 ninth-grade math course, not necessarily the
16 elite 12th-grade calculus course. We know that
17 there's a lot of incentives and structures in
18 place where it's oftentimes the strongest
19 teachers teaching the students who have already
20 progressed really far academically. I think
21 turning that around is one very important thing
22 to think about.

1 MS. LORD: I'm just going to jump in
2 there. It sounds like we're not talking just
3 about graduation requirements, but also seeing
4 how our teacher certification and licensing rules
5 either support or don't support what you were
6 just saying about prepared and supported
7 teachers.

8 MS. HALL: Absolutely, yes, and
9 teacher placement and support and all of that,
10 yes, making sure that high-quality instruction is
11 there. The other thing you had asked about, CTE.
12 We know that so many of the jobs that are high
13 growth, high demand, require post-secondary
14 training. There's not a big distinction between
15 college readiness and career readiness. I would
16 ask, as you think about how to make sure that
17 those CTE sequences are well developed, making
18 sure to really engage the business community in
19 those conversations. What is it that the jobs
20 that are in demand require? How do we make sure
21 that those skills are embedded within the courses
22 that young people are taking?

1 Also, just remember we hear a lot of
2 pushback when we talk about the imperative of
3 college and career readiness. People say there's
4 just not enough time in the schedule to do both.
5 Well, according to at least our national
6 analysis, the average high school graduate gets
7 about 26 credits. You can complete at least the
8 college and career-ready course sequence that we
9 defined in 18 credits, both, and that still
10 leaves time for elective and exploration of other
11 courses that young people are interested in. I
12 would encourage you to keep that in mind, too.

13 MS. O'HARA: Just two things to add to
14 that. On the college and career readiness, we
15 recently, within the last year, profiled a number
16 of schools in both Massachusetts and Ohio and
17 nested the school district/state role and showed
18 you a window into the world of really, really
19 successful programs that were delivering both the
20 career and the college readiness of students.
21 Very different models, both in Ohio and
22 Massachusetts, and even within the individual

1 districts and how they're structured, but some, I
2 think, really powerful, and a lot of it from the
3 lens of the student, which is always nice to be
4 able to step into their shoes.

5 I'm happy to share those resources
6 because what we don't want is for it to become a
7 choice between the college or the career. We
8 think that those are really -- there's a role for
9 both of them because eventually, everybody's
10 going to be at that career readiness, hopefully,
11 or engaged in a career.

12 The other thing I would mention, back
13 to the real-time data and understanding where
14 students are along the trajectory and not
15 waiting, as you said, to the post-mortem
16 graduation statistic, is that we have seen a
17 number of states add these eighth and ninth-grade
18 early warning measures, these credit accumulation
19 -- and they can be structured in ways that --
20 their credit accumulation of the core courses and
21 strong -- a lot of times district level, some
22 highlights from districts that are really using

1 that data and have partnerships with counselors
2 and are really making sure that they're taking
3 that in on a regular basis, so that they're
4 understanding where students are along the path
5 to graduation and, in eighth and ninth and tenth
6 grade, addressing, so that it's not a question of
7 in 11th grade, when everybody thinks that they're
8 shooting for the star, and the reality is that
9 the coursework and the transcript is not
10 indicating that they're going to be able to get
11 that before they get to high school.

12 PRESIDENT JACOBSON: Thank you so
13 much. Additional questions? Ms. Wilson Phelan,
14 from Ward 1.

15 MS. WILSON PHELAN: Thank you. I
16 wanted to hear a little bit more about your word
17 choice around cohesive because I just don't
18 understand. That didn't seem to fit with what
19 you were talking about. Let's start there, but I
20 have other questions.

21 MS. HALL: Sure. So what we meant by
22 cohesive was meeting either the college-ready

1 course sequence or the career-ready course
2 sequence. The students who fell into that no
3 cohesive curriculum had done neither. They were
4 graduates. They had taken enough courses to get
5 the diploma, but the diploma did not add up to
6 either the college-ready requirements -- and
7 again, we defined that based on the kinds of
8 courses that colleges are most likely to require
9 for admission -- or career readiness, which,
10 again, was loosely defined as just three CTE
11 courses within a career field.

12 MS. WILSON PHELAN: Okay. Then I was
13 curious about why you thought college and career
14 paired is ideal, honestly? Because taking three
15 high school courses in the same field, if you are
16 planning to go to college and explore what your
17 career pathway should be, I'm not sure I would
18 advise a student to do that.

19 MS. HALL: I think that giving
20 students and young people exposure to
21 high-quality CTE helps them to begin that career
22 exploration even earlier on. I want to

1 underscore the high-quality CTE, not the random
2 and haphazard and, frankly, low-level CTE we know
3 is too common nationwide. That's something that
4 the research really bears out. But if there is a
5 focus on these -- if we want to consider a career
6 in health sciences and integrating both your
7 regular science courses and additional science
8 courses that are related, that gives young people
9 exposure. That's something that we think is
10 particularly important. We also know that in the
11 national conversation, frankly, we talk a whole
12 lot about college and career readiness.

13 We know better how to define college
14 readiness, because there is that college
15 benchmark, that the conversation about career
16 readiness can get so watered down and so level
17 that we think it's important to actually start
18 talking about what high quality looks like, so we
19 can't say that anything that's not college ready
20 is career ready.

21 MS. WILSON PHELAN: I don't disagree
22 with that. I just thought suggesting that all

1 students should take three courses in the same
2 career field -- I've never heard that before.
3 When I think about what I would hope a student
4 would get out of high school, it would be
5 broader, rather than deeper. I think about our
6 own graduation requirements, where students have
7 very limited space to take electives, so
8 suggesting that they should take three in the
9 same field, I don't know if I would recommend
10 that. I don't know if I wouldn't. It's a new
11 thought. The other question I had, if you look
12 at the table that you showed with regard to what
13 equals career ready, our high school graduation
14 requirements today far surpass those
15 requirements, but to your point, many of our
16 students are graduating completely unprepared to
17 take the next steps.

18 So you could say we do have a cohesive
19 set of graduation requirements, but I don't know
20 if they're allowing the amount of depth that's
21 required for students to truly master the
22 material, in order to be prepared for the next

1 step, whether that's college or something else
2 and, furthermore, that the reality is the vast
3 majority of our public high school students come
4 in at least two grade levels behind when they
5 enter high school.

6 So I don't know if either of you have
7 looked at states that have tried to address the
8 reality -- it would probably be more like an
9 urban comparison -- but reality of where their
10 high school students truly are today, as they
11 think about modernizing their approach to
12 graduation, and whether you have any thoughts to
13 share about what other states might have tried?
14 For example, I know in Philadelphia, their
15 competency-based high schools actually allow a
16 catch-up component and the acknowledgment that
17 many of their students enter well behind where
18 they need to be to have something -- a future
19 that's valuable out of their high school diploma.
20 I just wondered if you had any other examples?

21 MS. HALL: I absolutely agree. If
22 young people are coming in far behind, you can't

1 just ignore that. I think that one of the things
2 that we see too often, and I would just really
3 guard and recommend against, is thinking about
4 remediating students, meaning slowing them down
5 -- to really slow down and catch up and build the
6 skills that they need, as opposed to leaving the
7 students where they are, but knowing that we need
8 instruction that accelerates them, so that they
9 can catch up to grade level expectations, and
10 then keep up on those grade level expectations.
11 In terms of what kinds of practices can help
12 support that, I think that the early warning
13 indicators really, really contribute to that,
14 knowing before students come into ninth grade who
15 are the students that we need to support? Can we
16 do a beginning of ninth grade academy,
17 particularly in mathematics, if that's where
18 students are struggling, to really do some of
19 that skill development, so that students can
20 hopefully hit the ground running, or at least a
21 little bit further ahead. That's something that
22 we know some districts in California, including

1 San Diego and others, have been experimenting
2 with.

3 MS. O'HARA: Yes, it struck me as I
4 was doing some prep for this; we always benchmark
5 D.C. as a state because we hope soon. But to
6 your point about the benchmarking against the big
7 urbans and the work that they're doing -- which I
8 don't have a lot of depth of expertise in.

9 I focus much more on state-specific
10 policy and implementation -- but certainly happy
11 to dig around some and see what we can surface.
12 I do know one of the dangers with the idea of the
13 credit recovery and some of the other additional,
14 more flexible measures out there, is ensuring
15 that rigor is still there, and you're not just
16 giving a pass, and then what for the student who
17 receives a diploma, but is still arguably ill
18 prepared for their next steps. I did want to
19 also flag -- just back on the career-ready piece
20 -- that we spent a lot of time looking outside of
21 just courses, but two years ago, worked with an
22 organization that is now called Advance CTE to

1 take a look at all state, including D.C. -- the
2 career-readiness measures that states were
3 publicly reporting, as well as including in their
4 accountability system.

5 That was back in May of 2014, and
6 we're working on an update to that, which should
7 be out in May 2016. That will take a new, fresh
8 look at what and how states are including -- I
9 think we've got about 20-25 different types of
10 career-ready measures, so everything from things
11 like dual enrollment to completion of a program
12 of study, CTE pathway, and just to recognize
13 credentials, completion of specific career and
14 technical ed courses, really kinds of
15 apprenticeships and work-based learning and
16 things that really span the gamut on how you
17 could arrive at career readiness that may be
18 worth taking a look at.

19 PRESIDENT JACOBSON: One last
20 question.

21 MS. WILSON PHELAN: I just wanted to
22 raise the issue -- and again, we're in the

1 beginning stages of exploration here -- of age.
2 I do find it unfair that we ask our students to
3 hurry up and catch up, when society's essentially
4 failed them up until that point in time.

5 So now the onus is on them to try to
6 overcome that and to catch up. As you likely
7 know, our federal law measures high school
8 graduation only in terms of four-year graduation
9 elements, but that doesn't mean we can't do
10 something unique here, in D.C., especially given
11 that those students who are graduating and moving
12 on to UDC spend the bulk of their first and
13 second year in expensive remedial courses anyway,
14 which is an extension of high school, for the
15 most part.

16 So why not just keep them in longer?
17 I know over-aged students, or the concept of
18 being over age, is considered a risk factor,
19 based on some of the data that's been analyzed by
20 Raise DC, but I'm just curious, from your own
21 assessment and knowledge and direct experience,
22 how we might think about age as one of the

1 variables here?

2 MS. HALL: I think a couple of things,
3 one very discrete. You referenced the federal
4 requirements. There's a new federal law that
5 does allow for both a calculation and
6 accountability for both a four-year and an
7 extended year graduation rate, so factoring in
8 five and six years.

9 So that's kind of relevant, I think,
10 to your question. I also would suggest that as
11 we talk about the importance of accelerating
12 students and getting them caught up to
13 grade-level expectations, that doesn't work, at
14 all, if it is just an expectation on the
15 students. It has to be an expectation on the
16 entire system.

17 It has to be an expectation that the
18 strongest teachers, with the most support and
19 most demonstrated expertise in accelerating
20 students, particularly those who are coming in
21 far behind, have the support that they need, the
22 incentives that they need, to go to where those

1 students are, and that we continue to make very
2 intentional teacher placement decisions. It's
3 making sure that those are smaller classes, not
4 bigger classes, which is something that we see
5 very, very often. It's the remedial course
6 that's huge, and it's the AP calculus course
7 that's tiny -- that those students are getting
8 additional time, whether it's before school,
9 during the school day, after school.

10 All of those things have to be in
11 place and reflect a systemic responsibility to
12 catching students up and accelerating them, not
13 just saying, "Hey, Student, go forth, and if that
14 doesn't work for you, sorry." That's how I would
15 think about it.

16 More so, frankly, than thinking about
17 using age as a variable, I would think about it
18 as what is the systemic response to ensuring that
19 all of the resources and all of our systems are
20 aligned to identifying those students who we know
21 are most at need and at risk of either dropping
22 out or not getting the high school experience

1 they need and changing those patterns with
2 decisions about staffing and decisions about
3 time, decisions about money.

4 PRESIDENT JACOBSON: I understand, Ms.
5 Hall, you may have a stop soon?

6 MS. HALL: I do. I can stay for a
7 little while longer, but yes.

8 PRESIDENT JACOBSON: We'd appreciate
9 it if you (Simultaneous speaking), but when you
10 need to go, you can go.

11 MS. HALL: I appreciate that. Thank
12 you.

13 PRESIDENT JACOBSON: You're welcome.
14 We'll turn to Ms. Wattenberg from Ward 3, and
15 then Ms. Whittington, our student representative.

16 MS. WATTENBERG: Thanks. First, I
17 don't want to go into this now, but I want to
18 share Board Member Phelan's skepticism on the
19 career tech. I also am curious, for another
20 time, to explore why this would make sense.
21 Because the career tech sequences are going to be
22 very specific.

1 Maybe somebody doesn't want to go into
2 healthcare, or they don't want to go into
3 computers. I'm also leery about that. I want to
4 pick up where you were about how to improve the
5 courses and connect that to some of the other
6 stuff that Ms. Phelan and others have said. We
7 do have an issue in this city. As you've
8 noticed, we have very high requirements. You
9 mentioned that we're 1 of 15 that meet the
10 college career-ready sequence in both English and
11 math -- 18. But I think we're one of even a
12 fewer number that actually requires Algebra II.
13 Am I correct in that? (Simultaneous speaking.)
14 That's part of the 18. Here's my question. As
15 noted, a huge proportion of our kids are entering
16 ninth grade multiple grades behind in reading and
17 math.

18 I don't want to have to go back
19 through that again. Then there's the speed-up
20 factor, which we've heard of. There's also this
21 push to move them quickly into more difficult
22 math classes. Part of that, we've actually just

1 addressed through a task force that we had and a
2 new regulation that won't require ninth graders
3 to take Algebra I.

4 They'll have a year to catch their
5 skills up. But still, in all of our courses,
6 there's such a push to get kids through these
7 high-level courses and to graduate. Somebody
8 mentioned credit recovery. We hear a lot from
9 teachers, in particular, and also kids, that the
10 learning isn't what you'd think it would be based
11 on the course title. There's this issue of how
12 do you balance getting kids into these courses
13 with the complicated course title and getting
14 that coursework to be the same, versus putting
15 them in a class where they're going to get what
16 they need? I totally appreciate what you're
17 saying, which is the goal is to accelerate, not
18 to remediate.

19 But again, to go back to some of the
20 stuff we've been working on, part of accelerating
21 is you've got to backfill. In all these
22 subjects, they are, to some extent, sequential.

1 You can't just move quickly. You also have to
2 backfill, which is more time. All the
3 accountability is on the name of the course and
4 on the pace.

5 So I'm very interested in what you
6 were saying about how you can look inside the
7 course, maybe through -- I forgot what word you
8 used, but you could compare assignments. Part of
9 what makes a course a course is that it has a
10 certain level of rigor to it, that it reaches the
11 standards. Can you talk a little bit more about
12 that and how people actually do that? Was that
13 an idea? Does it exist?

14 MS. HALL: In terms of anchor
15 assignments, so having consistent assignments
16 that are assigned to all students in a particular
17 subject and grade, if I'm not mistaken, that's
18 something that DCPS has been doing some of.

19 MS. WATTENBERG: It's part of what
20 DCPS is trying to do in its curriculum with its
21 cornerstone curriculum. I don't want to speak
22 for DCPS, but I think it's the curriculum, more

1 than it is knowing what the students are
2 returning, in terms of the assignments. I might
3 be wrong on that. But at the state level, in
4 terms of the graduation requirement, that's not
5 part of it.

6 MS. HALL: Okay. Then I think there
7 are ways to consider how do we build in signals
8 of whether students are truly being exposed to
9 and mastering the course content, not just taking
10 the course and getting the fancy name, as you
11 said.

12 That's one of the reasons for
13 assessment is to truly show whether students have
14 actually mastered the course content. An
15 assessment can be objective. It can be
16 consistent across a state, so that all young
17 people who are in biology are taking a consistent
18 assessment, and we can really get that
19 benchmarking. It can be high quality. I know
20 that's not always the case, but it can be.
21 That's one of the ways. It's how people think
22 about AP and IB. It's that kind of rigorous exam

1 at the end of the course that really is the
2 signal of did students not just sit in the
3 course, but actually master the content?

4 That's a signal that we know
5 post-secondary takes very seriously. I think
6 that's one way to consider it. You can think
7 about if those are end-of-year assessments, if
8 those are interim, along-the-way assessments.
9 There's a lot of different options for actually
10 administering them.

11 MS. O'HARA: I would just add to that
12 this idea of the student work being an important
13 and critical reflection of where -- the
14 expectation that are being demanded of students.
15 There's definitely a lot more chatter out there,
16 I would say, than there has been in the past
17 about figuring out a way to really get inside the
18 black box of what's happening in a big A
19 accountability, but rather to really understand
20 where is this happening really well, where rigor
21 is being maintained and a high bar is being
22 expected of students, and what are the specific

1 student work pieces that we should be seeing that
2 would be demonstrative of that high level of
3 rigor? I know that Tennessee, in particular,
4 springs to mind. I don't know that much about
5 what they've done, but I do know that their
6 commissioner was speaking about it at an annual
7 meeting that we hosted in December.

8 I know that there was a number of
9 other states that were really taken by this idea
10 of having that feedback loop. As well, my
11 organization has developed a student work
12 protocol that is -- it's trying to get at that
13 understanding of the student work piece. So I'm
14 happy to follow up with additional information,
15 but it's that -- I think you're absolutely right
16 to be on that.

17 MS. WATTENBERG: I guess I'm also
18 trying to get at the tension here, which is if
19 you really could look at the work and, therefore,
20 make it so just the name of the course doesn't
21 count, insofar as kids are entering these courses
22 super far behind, I think the course is going to

1 have a hard time showing the rigorous work.
2 Because if they're doing a good job as teachers,
3 they'll be trying to lead kids there, but that's
4 not what the work will be because they'll be
5 doing the backfilling. I guess part of it is how
6 do you resolve the tension between wanting kids
7 to get through this high sequence of courses,
8 beyond just the name, and recognizing that
9 they're entering, in many cases, so far behind?

10 I know part of the answer is that we
11 need to accelerate them, and I agree with that,
12 and I appreciate you're saying that the way to do
13 that -- and I really think this is right -- that
14 the way you have to do that is with more
15 resources. It is with the smaller classes and
16 with the teachers who are really good at working
17 with these kids, that just having the
18 requirements, itself, only takes us so far.

19 So if you want to comment more on
20 that, but I guess it's that tension that I'm
21 trying to figure out. We have these very high
22 requirements, and I think we're all very proud of

1 it, but I think we're also very aware that to
2 some extent, they're in name only, and how do we
3 resolve that?

4 PRESIDENT JACOBSON: Then after the
5 witness's answer, we'll move to Ms. Whittington.

6 MS. HALL: Again, I think that the
7 resources are far and away the most important
8 thing to consider. I also think, thinking about
9 how time is used within schools and really doing
10 a deep look at master schedules -- are students
11 truly taking -- are we taking advantage of all of
12 the time that students are in schools,
13 particularly for the students who need that
14 acceleration?

15 We don't have a moment to waste, so we
16 should make sure that they're not in courses that
17 they don't need, that are repetitive. Because we
18 may need that time to do the backfilling, as you
19 suggest, so that they can then be ready to take
20 and succeed in the rigorous courses.

21 We've had the opportunity to look at
22 a number of high school transcripts, specifically

1 in California. It is astonishing how much time
2 gets wasted on kids taking courses that they've
3 taken before. That really gets to advising and
4 counseling and, actually, just the course
5 placement within schools.

6 MS. WATTENBERG: Thank you.

7 PRESIDENT JACOBSON: Ms. Whittington,
8 and then Mr. Wheaton.

9 MS. WHITTINGTON: Okay, I have a
10 question for Ms. Daria. I know, as you said,
11 about accelerating students who come in ninth
12 grade who are already far behind. I know you
13 only talked about California. I know that in
14 D.C., at our schools, we have what is called
15 Summer Bridge for middle schoolers.

16 Middle schoolers who come to high
17 school, they have the opportunity to come to
18 school over the summer, and they sit there and
19 they work. As you said, they play catch up. I
20 don't know about all the small classes and things
21 because it's only ninth -- well, in my school, it
22 would be eighth and seventh graders coming in as

1 potential eighth and ninth graders that would do
2 work. We also have summer school.

3 Summer school is separate from Summer
4 Bridge. For kids who are already on track --
5 everyone takes an entry test for reading and
6 mathematics. If you pass your entry test, then
7 you will go to Summer Bridge, but if you haven't,
8 then you go to summer school, which is where you
9 play catch up. But for many kids, if you come in
10 ninth grade on a fourth-grade reading level, it's
11 only so much that teachers can do. I know that
12 we're here for students and teachers and faculty
13 to help the students get you where you need to
14 be, but the students also have to help
15 themselves. It can't just be everybody depends
16 on the student, or everybody depends on the
17 teacher.

18 It has to be even for both. I
19 understand you have to have -- the teachers can
20 only do so much, and it can only be small
21 classes, but we have to hold them accountable
22 because this is their education. Because if

1 these people leave, all they have is themselves
2 to learn by themselves. That is all.

3 MS. HALL: I couldn't agree more. I
4 absolutely agree, and I really appreciate that.
5 I think that holding students accountable for
6 their own success requires being really honest
7 with them about these are the courses that you
8 need to take, here's why you need to take them,
9 because this is what you're going to need when
10 you get out past high school, into college, into
11 the military, into the workforce, being very
12 honest with young people about what they need,
13 being really honest about where they are, not
14 sugar coating if they're far behind, but saying
15 you're behind, what do we, together -- teacher,
16 student -- going to do about that? So that gets
17 to the honesty of the system. It gets to how
18 students are advised, all of that kind of stuff.
19 But I totally agree with you.

20 MS. WHITTINGTON: Because I know that
21 some schools, they'll come in and for kids who
22 are not on the proper reading level, they'll come

1 in and they do a diagnostic test, where they do
2 vocabulary and make sure they know all the words
3 for themselves. I don't feel like that's
4 accurate because anybody could pass a test, ask
5 for you to spell a few words, even if you are not
6 on grade level, because I don't think the tests
7 are accurate to what they're trying to prove.

8 I think that instead of telling them
9 what they should take and what they need to do, I
10 think somebody needs to genuinely sit down with
11 the student and let them know that if they're far
12 behind and they're not on track for graduation --
13 which is the goal, even though career readiness
14 and college readiness is more important -- I
15 think we need to sit down and let these students
16 know if they're not seriously prepared for
17 college, or they're not seriously prepared for
18 the world outside of school, then they should be
19 aware of that. Because if they go here and
20 they're trying to get a job, where if they can't
21 read what their avocation is, then there's a
22 problem. Then they'll be like, "Oh, it's the

1 school system."

2 PRESIDENT JACOBSON: Thank you so
3 much, Ms. Whittington. Mr. Weedon, and then --
4 Mr. Weedon.

5 MR. WEEDON: Thank you. I think a lot
6 of my initial questions were covered in your
7 response to Ms. Wilson Phelan and Ms. Wattenberg,
8 but I just want to reiterate a couple of things.
9 The statement that really struck me came from Ms.
10 O'Hara, when you said, "Earning a diploma's not
11 always an indicator that students are ready for
12 what comes next."

13 I think that's really, really
14 prevalent here in the District. Just last year,
15 we had a celebration in District of Columbia
16 Public Schools of a graduation rate reaching 70
17 percent in a school. Yet, when we look at the
18 PARCC results for that school from last year, no
19 students were proficient in either English or
20 math in that school. When we look at the
21 employment rates of D.C. high school graduates,
22 they're atrocious. I've seen studies where they

1 approach 25-30 percent of those with a high
2 school degree can't get a job. As Ms. Wilson
3 Phelan pointed out, many of our students who go
4 on to college, many go to UDC. Often, that's a
5 remedial education.

6 So I think we need to be really,
7 really cognizant, as we start looking at
8 graduation requirements, that we also have to
9 look at the students and their readiness before
10 they enter high school, looking back as far as
11 fourth grade, are they reading on grade level,
12 but really focusing on the middle schools, both
13 in the academics, but also some of those
14 behavioral issues, attendance, family
15 participation, and looking at indicators around
16 there, as we start looking towards graduation and
17 ultimate student success, however we define that.

18 The question that you haven't really
19 addressed yet, or you touched upon -- and I
20 promised my daughter, who is taking PARCC this
21 week, that I would say something about the amount
22 of testing in our schools, so Malia, that's for

1 you. You said something about having rigorous
2 end-of-course assessments, and that could be
3 testing, that could be other measures. In an
4 environment where my 11 year old has complained
5 daily about the number of tests, not just this
6 week, but for the last few weeks, as we've been
7 approaching PARCC, how do we balance that effort
8 to have these strong assessments that can be
9 city-wide and ensure that we're having the same
10 standards in all our schools versus this need for
11 the hands-on education, the experiences that help
12 shape well-rounded students?

13 MS. O'HARA: I'll take a first crack
14 at that. Thank you for the question. It
15 certainly is something that we hear -- and unless
16 you never turn on a TV or open a newspaper, we're
17 seeing across the U.S. -- is this idea of really
18 a lot of pushback to over testing.

19 Some of the recent reports that have
20 come out, that look individually at states or
21 within districts, find that there is a lot of
22 unnecessary testing that's not well aligned to

1 neither the instruction that the students receive
2 in class, nor the standards that the state has
3 adopted for students to meet as evidence of them
4 being ready for their next step. We've been
5 involved in both state and district and more
6 local initiatives to do an inventory, of sorts,
7 of what's happening. It's meant to be a process
8 and a reflective and really digging deep to try
9 to better understand why some of the assessments
10 are happening. A lot of times, it could be
11 legacy.

12 It could be tied to something -- a
13 curricular suite that was many moons ago and is
14 still on some shelves. Folks hold things near
15 and dear, and it's hard to let go. I would say
16 that the goal of a highly rigorous and well
17 aligned end-of-course assessment or end-of-year
18 assessment is that it is seamlessly embedded
19 within instruction, and then there's not a
20 disruption that's occurring for a teacher to stop
21 teaching the standards and focus on test prep.

22 This is the goal of the system is that

1 you wouldn't know because it is in service of
2 better instruction is why there is a need to have
3 that check on the system. Certainly, moving
4 forward, that is -- hopefully, better information
5 on a more timely basis really reflects what's
6 happening in the classroom and where students are
7 and aren't meeting standards, and more diagnostic
8 in nature, so that people really have the
9 information they need, teachers, in particular,
10 so that they can make different instructional
11 choices or support choices, and intervene, where
12 necessary, so that it's not that chunk of time,
13 where you feel like you're not focusing on the
14 learning.

15 MS. HALL: Just to reiterate that
16 question of auditing assessments, we've seen
17 districts and states really take this on, with
18 the help of Achieve and others, to go in and just
19 ask, of every assessment that's given, why are we
20 giving this? Who uses the results? Is there
21 another assessment, or something else that
22 provides the same information? Is this aligned

1 to our standards or our curricular benchmarks or
2 anything?

3 If there's no good answers to those,
4 then why are we doing it? So just taking that
5 step of doing a deep dive and audit I think can
6 be really powerful. There's also a pot of money
7 in the new federal law to support states in doing
8 just that, so I would encourage you guys, if
9 that's a concern of yours, to pursue that money.

10 MR. WEEDON: Thank you.

11 PRESIDENT JACOBSON: Do board members
12 have brief follow-up questions? Ms. Lord, and
13 then Ms. Wattenberg.

14 MS. LORD: Just a quick follow up on
15 CTE because I think there may be some
16 misapprehension -- it's not vocational, and it's
17 not required right now. We had to adjust our
18 graduation requirements so that students were
19 taking AP could take AP courses and have them
20 count, rather than have to fulfill a CTE
21 requirement that was not a pathway-aligned
22 requirement. Do you have any advice, maybe from

1 states that you've looked at, for how you get
2 that rigorous vocational or career pathway depth,
3 without ending up with these, "We need to nail to
4 CTE credits. We'll institute some keyboarding
5 classes"?

6 MS. O'HARA: I would redirect you to
7 one of our partner organizations, Advance CTE,
8 who has that specific -- they used to be the
9 National Association of State Directors of Career
10 and Technical Education, now Advance CTE. They
11 focus specifically on their membership, which is
12 the state directors, but really digging into that
13 question of how to get high-quality CTE. It's
14 not the keyboard substitution or something that's
15 just one off and not intentional and building
16 skills and/or broadening ideas and experiences
17 for students. But they're doing so much thinking
18 around it. I know of some of the resources that
19 I find helpful, which I can certainly send along,
20 but they'd be a great organization.

21 MS. LORD: Isn't the evidence pretty
22 clear that if you have a robust career technical

1 vocational education in the context of rigorous
2 academic content education that, essentially, the
3 students flourish? They apply what they know.
4 They see the benefit of why they're learning
5 Algebra II, for example? Maybe that's the model
6 we should be aiming to foster in our schools. We
7 may have to adjust teacher licensing because
8 right now, those who do need a teacher
9 certification, and that's not always the case if
10 you are a specialist in a trade, for example.

11 MS. O'HARA: There are a few states
12 that have engaged in an analysis of that
13 intersection between the CTE and college-ready
14 space, particularly those that have Advance CTE
15 either endorsements or diplomas, the intersection
16 of -- or looking at how those students do
17 alongside having in their pocket the rigorous
18 course taking in math and English and science.
19 When we follow them into post-secondary and we
20 follow them into the workforce, it's true that
21 they absolutely are flourishing and doing so in
22 some of the models that are being put forth --

1 really creative and engaging ways that are much
2 different than 30 years ago, when some people are
3 still stuck on the career tech front.

4 MS. HALL: Right. I just think it's
5 important to note, it's not just 30 years ago --
6 people are thinking about CTE from 30 years ago.
7 CTE from 30 years ago is still very much alive
8 and well today, and the really rigorous, high
9 quality that you've been referring to, I think,
10 is very much the exception, rather than the rule.

11 PRESIDENT JACOBSON: Ms. Wattenberg?

12 MS. WATTENBERG: I'm going to throw
13 out two ideas that I've heard that I think maybe
14 try to deal with this issue of how do you
15 encourage everybody to reach their maximum,
16 understanding that at any given moment, how
17 people are going to get there and where they're
18 going to get might not be the same. Two things
19 that strike me. One is -- these used to be more
20 popular -- the idea of different kinds of
21 diplomas. So, to use Desiree's words, you make
22 very clear this diploma is -- if you want to

1 enter the best apprenticeship programs that we
2 have, this is the kind of diploma you want. If
3 you want to attend a community college, this is
4 the kind of diploma you want.

5 If you want to attend a selective
6 four-year college, this is the kind of diploma
7 you want -- so that each one is very clear about
8 what the expectations are, and the idea behind
9 each one is to really elicit the maximum learning
10 and provide the maximum support for each child.

11 I know long ago -- it's very easy for
12 those to become sort of a useless diploma and a
13 good diploma, but at least in theory, it seems
14 like you could have different kinds that would
15 speak to these different kinds of needs, and each
16 one would require serious, rigorous courses. I
17 just wonder if you have any sense of the extent
18 to which this is going on other states that we
19 should look at?

20 MS. HALL: I imagine you could have
21 had more on the diploma types. I will just throw
22 out kind of a warning that there's a lot of

1 history with these multiple diploma options, that
2 they're very, very differentiated by student
3 race, ethnicity, and income, and that it is
4 low-income students and students of color who are
5 disproportionately in the, "So you want to go to
6 community college, or so you want to get a
7 certificate?" track. It is disproportionately
8 White and affluent students who are in the, "So
9 you want to go to a four-year college?" track.

10 I have not seen a piece of data from
11 either students or parents that suggests that the
12 aspirations of young people are so different by
13 race or by class that those disparities and who's
14 actually taking the course -- getting various
15 diploma types is just a matter of what students
16 want. I think that it is very clear that it is
17 about how students are being tracked and advised
18 and counseled. So I would just really raise that
19 as a word of serious caution.

20 MS. WATTENBERG: Let me just say I'm
21 very sympathetic to what you're saying. I would
22 just encourage you to think about this and have a

1 further dialogue, which is we're not doing the
2 tracking now, and our kids are totally tracked.
3 As people have said, we don't have any tracking.
4 We don't have offer any guidance in terms of
5 courses, and we still have the same horrible
6 statistics. I'm just trying to figure out a way
7 to be honest about what we can do, and do it, as
8 we move forward on this. I am so admiring of the
9 work of Ed Trust. I used to do a lot of work
10 with them, and same with the Achieve. I'd just
11 love to be in contact with you guys as we move
12 forward on this (Simultaneous speaking) it's a
13 challenge. I didn't mean to cut you off.

14 MS. O'HARA: Yes, so definitely echo
15 Daria's cautions, as well as would add that in
16 the last few years, we've actually seen more
17 states move to the one diploma, as you said.
18 Many diplomas were -- or many diploma options, at
19 least on its face, were something that have
20 fallen away in a lot of states, although that
21 raises, for us, some questions about is there a
22 weakening of rigor?

1 Given that there's no movement -- grad
2 rates going up in most of the other measures of
3 college and career readiness across all states
4 are stagnant or not where you need them to be,
5 and we've got 40, 50, 60, 70 percentage points
6 gaps in readiness, as per, call it what you will,
7 a proxy of a student's readiness, but that versus
8 graduation rate, it's hard to explain away those
9 huge gaps. One of the other things we've seen is
10 kind of an aggregation of diploma types into one
11 diploma, but the addition of endorsements, which
12 is more -- it's that core that remains the same
13 (Simultaneous speaking).

14 MS. WATTENBERG: Yes, that's a much
15 better idea.

16 MS. O'HARA: -- but then that
17 recognizes, and in some ways, gets opportunity
18 for the differentiation and the continued --
19 depending on how your data system and everything
20 is set up, that allows for some ability to dig in
21 and look at the courses.

22 I've also seen, in some states that

1 have multiple options or endorsements, who want
2 to continue to maintain that expectation that
3 students meet this bar, but have some -- a safety
4 net or have another way for students to get
5 across the finish line, they've built in checks
6 in their accountability system, so that, for
7 instance, in one state, it's been the case that
8 if a certain percentage of students within a
9 district or school are meeting the lowest level,
10 so basically opting out of the default set of
11 expectations, which is a college and career-ready
12 diploma, if they're going -- too many are going
13 into a lower track, then there is -- it affects
14 the overall school's accountability score.

15 There's a few different things that some states
16 have done to try to put a check on the system. I
17 don't know how effective they are, but just would
18 definitely welcome additional conversations on
19 it.

20 PRESIDENT JACOBSON: Thank you so
21 much. With that, I just have a brief question.
22 Could either of you speak to districts that might

1 have implemented or required personal financial
2 literacy and whether that is a useful tool for
3 students to have as they exit high school and
4 enter the real world? Do either of you have any
5 experience with that?

6 MS. HALL: I don't.

7 MS. O'HARA: I can give you a list of
8 states that have it. It's pretty new, so on the
9 effectiveness --

10 PRESIDENT JACOBSON: Not a lot of data
11 on that.

12 MS. O'HARA: (Simultaneous speaking)
13 yes. But there's a lot of chatter, for sure,
14 around financial literacy, or at least in the
15 legislatures. I'm not sure how much those
16 actually make their way into regulation or
17 policy. We have information on which states have
18 done something, which could be a starting point.

19 PRESIDENT JACOBSON: I'd really love
20 to see that. I think one of the take-aways for
21 me on this dialogue is the importance of
22 electives and flexibility. I don't know that I'm

1 really interested in making more requirements on
2 the graduation requirements -- because we're very
3 restrictive right now in D.C. I think 20 1/2 of
4 our credit hours are prescribed.

5 But it's something that I think would
6 have been helpful for me, as I went off to
7 college, with no personal financial literacy
8 experience and a checkbook and a bunch of loans.
9 With that, I'm going to thank you so much, on
10 behalf of the Board, for spending so much time
11 with us this evening. We appreciate any follow
12 up that members have. If you have additional
13 materials that you'd like to provide us, we'd
14 certainly love to look at that, so thank you so
15 very much.

16 MS. HALL: Thanks for the opportunity.

17 MS. O'HARA: Appreciate it, thanks.

18 PRESIDENT JACOBSON: Our pleasure. As
19 we wrap up, do board members have brief
20 statements or events that they'd care to mention
21 before we close down? (No audible response.)
22 Then with that, I would entertain a motion to

1 adjourn.

2 MS. WILSON PHELAN: So moved.

3 PRESIDENT JACOBSON: Moved by Ms.

4 Wilson Phelan. Is there a second?

5 MR. WEEDON: Second.

6 PRESIDENT JACOBSON: Second by Mr.

7 Weedon. All in favor, say aye.

8 (Chorus of ayes.)

9 Any opposed?

10 (No audible response.)

11 We're adjourned.

12 (Whereupon, the above-entitled meeting
13 was concluded at 7:07 p.m.)

14

15

16

17

18

19

20

21

22

A	
ability 22:22 47:19 88:20	adopted 19:5 79:3
able 36:11 38:3 42:21 46:9 51:4 52:10	adoption 31:10
above-entitled 92:12	adorn 14:20
absolutely 11:1 31:17 49:8 56:21 69:15 74:4 83:21	adults 25:2
academic 19:2 38:10 83:2	Advance 58:22 82:7,10 83:14
academically 39:22 48:20	advanced 31:4
academics 77:13	advantage 71:11
academy 23:17 57:16	advice 81:22
accelerate 65:17 70:11	advise 53:18
accelerates 57:8	advised 74:18 86:17
accelerating 61:11,19 62:12 65:20 72:11	advises 21:19
acceleration 71:14	advising 37:13 72:3
access 17:12 42:12,13 43:7 45:8,22 46:16	advisory 25:12
accessed 45:12	advocacy 23:19 24:4 32:5
accountability 31:12 38:12 41:22 59:4 61:6 66:3 68:19 89:6,14	advocate 19:19
accountable 73:21 74:5	advocates 12:13 18:9
accrual 34:16	affairs 30:19
accumulation 51:18,20	affluent 86:8
accurate 75:4,7	African 15:7
Achieve 6:22 30:18 31:7 38:6 80:18 87:10	African-Americans 15:9
achievement 15:18 32:7 45:8	Afrocentric 15:5
acknowledgment 56:16	afternoon 3:3
active 25:13	age 60:1,18,22 62:17
activities 7:9	agencies 12:12 28:3
actual 34:19	agenda 4:12,15 5:5 6:11 31:5
add 50:13 51:17 53:5 68:11 87:15	aggregation 88:10
addition 88:11	ago 6:13 20:1 22:15 58:21 79:13 84:2,5,6 84:7 85:11
additional 52:13 54:7 58:13 62:8 69:14 89:18 91:12	agree 56:21 70:11 74:3 74:4,19
additions 4:13 5:7	agreeing 27:21
address 43:13 56:7	ahead 57:21
addressed 65:1 77:19	aiming 83:6
addresses 19:13	Akilah 13:19 14:17 15:1 16:2,18,21
addressing 52:6	alcohol 18:3
adjourn 2:22 92:1	Algebra 33:9 39:13 64:12 65:3 83:5
adjourned 92:11	align 12:20
adjust 46:12 81:17 83:7	aligned 20:22 39:6 62:20 78:22 79:17 80:22
administering 68:10	aligning 31:11
Administration 27:19	aligns 34:19
admiring 87:8	alive 84:7
admission 33:5 45:13 53:9	allow 44:21 56:15 61:5
adopt 21:20	allowing 21:6 55:20
	allows 88:20
	along-the-way 68:8
	alongside 83:17
	ambulance 8:9
	amendments 22:9 30:10
	amount 55:20 77:21
	analysis 50:6 83:12
	Analyst 1:21
	analyzed 32:17 60:19
	anchor 48:1 66:14
	and/or 82:16
	Anderson 3:18,19 29:13,14
	annual 8:13 9:21 69:6
	answer 42:3 70:10 71:5
	answers 81:3
	Anthony 18:6
	anti-bullying 9:16 23:20
	anti-violence 9:14
	anybody 75:4
	anyway 60:13
	AP 62:6 67:22 81:19,19
	applaud 8:18,19 22:14 25:5 47:3
	applause 11:18 13:20 16:5,17,21
	apply 83:3
	appreciate 63:8,11 65:16 70:12 74:4 91:11,17
	appreciating 27:19
	apprenticeship 40:10 85:1
	apprenticeships 59:15
	approach 56:11 77:1
	approaching 78:7
	appropriate 23:22
	approval 5:5 19:2 29:2 44:2
	approve 4:15 5:9 18:17 22:7 23:12
	approved 5:4,19 13:4 16:17 17:7 22:18
	April 1:7 3:4 5:6 6:3 21:18
	area 35:13
	areas 19:14 35:3
	arguably 58:17
	arranged 21:6
	arrive 59:17
	arrived 24:12
	art 15:13
	artists 15:17
	arts 39:8,10
	artwork 14:20 15:6 16:3
	asked 32:13 49:11
	aspirations 37:15 86:12
	aspire 26:12
	assessment 21:2,4,9 60:21 67:13,15,18 79:17,18 80:19,21
	assessments 28:14 31:12 38:11 44:5 68:7
	68:8 78:2,8 79:9 80:16
	assigned 66:16
	assignments 48:2 66:8 66:15,15 67:2
	Assistant 1:20
	associate 31:5
	Associate's 37:5
	Association 82:9
	astonishing 72:1
	at-large 4:22 22:7 30:14 44:20
	atrocious 76:22
	attend 85:3,5
	attendance 4:22 77:14
	attends 14:2
	audible 3:13,13,14,15 3:19,19,20,21 4:6,7 4:14 5:4,8,18 16:16 29:14,14,15,16 91:21 92:10
	audit 81:5
	auditing 80:16
	authority 7:9
	average 36:16 50:6
	avocation 75:21
	aware 71:1 75:19
	aye 5:3,17 16:15 29:4,8 29:19 92:7
	eyes 5:2,3,17 16:15 92:8
	B
	Baba 15:13
	baby 18:6
	Bachelor's 37:6
	back 7:21 10:20 23:15 51:12 58:19 59:5 64:18 65:19 77:10
	backfill 65:21 66:2
	backfilling 70:5 71:18
	backgrounds 34:8,9
	bags 10:18
	balance 65:12 78:7
	bands 17:18 21:6 23:21
	bar 68:21 89:3
	barrier 11:9
	based 53:7 60:19 65:10
	basically 9:16 89:10
	basis 36:22 52:3 80:5
	bears 54:4
	began 6:13
	beginning 57:16 60:1
	begun 19:22
	behalf 5:22 91:10
	Behavior 19:12
	behavioral 77:14
	believe 42:14 46:18

benchmark 47:21 48:5
 54:15 58:4
benchmarking 58:6
 67:19
benchmarks 81:1
benefit 83:4
best 9:9,19 12:22 13:13
 85:1
Bethune 23:17
better 17:14,15 25:15
 25:20 42:14 43:3
 54:13 79:9 80:2,4
 88:15
bettering 30:17
beyond 25:9 37:6 70:8
big 36:1 49:14 58:6
 68:18
bigger 62:4
biology 33:10 35:6
 67:17
bit 32:16 52:16 57:21
 66:11
black 68:18
board 1:3,9 3:6 4:10
 5:21 6:1,4,8 7:2,8
 12:9,18 13:10,18 16:1
 16:22 17:7 18:20 19:1
 19:6,22 20:16,17
 21:19 22:16,19 24:18
 25:6,21 26:11,19
 27:14 28:12 32:1
 36:19 37:2 38:2 46:20
 63:18 81:11 91:10,19
body 18:2
Bowser 27:19
box 68:18
brand-new 22:19
breath 8:7
BRIAN 1:14
Bridge 72:15 73:4,7
brief 12:5 16:18 27:18
 81:12 89:21 91:19
bright 42:22
brightness 10:20
bring 10:15 24:20
bringing 10:20 25:6
BRISCOE-KENDRICK
 1:20
broad 17:18 26:13
broadening 82:16
broader 17:19 55:5
broadly 33:14
brutal 21:17
build 57:5 67:7
building 82:15
built 89:5
bulk 60:12
bullies 6:16

bullying 19:9 20:8
 21:16
bunch 45:14 91:8
business 4:11 22:21
 33:16 49:18

C

C 1:20
calculation 61:5
calculus 48:16 62:6
calendar 7:4
California 57:22 72:1
 72:13
call 10:11 28:22 88:6
called 3:6,7 32:15 58:22
 72:14
calling 7:15
Camera 15:13
capital 6:10
care 91:20
career 32:22 33:1,20
 34:1,6 35:8,9,13,15
 35:17 37:9 39:4 40:20
 43:9 45:6 46:3,8 47:1
 49:15 50:3,14,20 51:7
 51:10,11 53:9,11,13
 53:17,21 54:5,12,15
 54:20 55:2,13 59:13
 59:17 63:19,21 75:13
 82:2,9,22 84:3 88:3
career-readiness 59:2
career-ready 33:13
 34:3,13 36:21 37:16
 41:10 43:11 50:8 53:1
 58:19 59:10 64:10
 89:11
careers 31:13 35:20
 41:4
CAS 21:4
case 67:20 83:9 89:7
cases 70:9
catch 57:5,9 60:3,6
 65:4 72:19 73:9
catch-up 56:16
catching 62:12
categories 18:1 21:8
 32:22 33:4 37:3
caught 61:12
caution 86:19
cautions 87:15
celebrated 14:13
celebration 76:15
ceremonial 2:14 13:15
 14:3,16
ceremonies 10:16
ceremony 8:14 9:21
certain 66:10 89:8
certainly 58:10 78:15

80:3 82:19 91:14
certificate 37:5 86:7
certification 49:4 83:9
CHALK 1:21
challenge 87:13
chambers 1:10 6:6
change 25:4,14,20
changed 19:4
changing 25:7 63:1
characteristics 42:16
charter 9:7 15:14
chatter 68:15 90:13
check 48:3 80:3 89:16
checkbook 91:8
checks 89:5
chemistry 33:10 35:6
child 85:10
childhood 15:11 23:2,6
children 11:2 26:22
 45:9
choice 51:7 52:17
choices 19:18 80:11,11
Chorus 5:3,17 16:15
 92:8
chosen 15:3
chunk 80:12
citizens 28:10
city 8:1 10:21 11:7 28:3
 64:7
city-wide 78:9
civic 45:18
class 65:15 79:2 86:13
classes 62:3,4 64:22
 70:15 72:20 73:21
 82:5
classroom 43:22 47:10
 80:6
clear 18:14 33:18 36:18
 82:22 84:22 85:7
 86:16
clock 31:19
close 6:14 32:7 45:8
 91:21
closely 12:9
coating 74:14
cognizant 77:7
cohesive 33:3 34:5,11
 37:7 52:17,22 53:3
 55:18
collaborate 47:20
colleague 14:1
colleagues 4:12 16:19
 30:6 45:14
collecting 42:19
college 8:12,21 9:11
 10:19 31:13 32:22
 33:1,19 34:1,3,6,12
 35:1,15,19 36:20 37:8

37:16 39:4 40:19
 41:10 43:8,11 45:6
 46:8 47:1 48:12 49:15
 50:3,8,14,20 51:7
 53:13,16 54:12,13,14
 54:19 56:1 64:10
 74:10 75:14,17 77:4
 85:3,6 86:6,9 88:3
 89:11 91:7
college-ready 33:6
 52:22 53:6 83:13
colleges 33:5 46:10
 53:8
color 32:9 43:15 86:4
Columbia 1:1 3:5 6:1
 13:21 14:22 15:8 16:1
 16:4 17:7 19:1 20:3,6
 20:10 21:14 26:22
 76:15
combat 20:8
combating 21:16
come 7:17 8:18 56:3
 57:14 72:11,16,17
 73:9 74:21,22 78:20
comes 11:3 76:12
coming 11:22 13:6
 56:22 61:20 72:22
comment 20:4 70:19
comments 2:12 7:19
 12:6,15 14:2 26:4
 27:17
commissioner 69:6
commitment 34:1
committed 7:2 13:10
 39:2
committee 25:12
common 25:3 35:8
 46:18,22 54:3
communications 1:22
 30:20
communities 23:1
community 8:4 10:9
 12:4,22 14:12 19:19
 24:20 25:5,14 45:17
 49:18 85:3 86:6
compare 38:18 66:8
compared 44:11
comparison 56:9
competency-based
 56:15
competition 14:18
complained 78:4
complete 35:1 37:4
 39:5,11,18 50:7
completed 34:3,5,11,12
 35:17
completely 55:16
completing 7:2

completion 26:7 32:12
 59:11,13
complicated 65:13
component 56:16
comprehensive 19:9
comprises 33:6
computer 15:21
computers 64:3
concept 60:17
concern 41:8 81:9
concluded 92:13
confirmation 11:15
conforming 30:10
congratulations 27:10
connect 64:5
consider 46:1,5,15 54:5
 67:7 68:6 71:8
considered 60:18
consistency 43:18
consistent 46:18 66:15
 67:16,17
constituted 22:20
contact 7:14 10:5 87:11
content 36:17 47:7,17
 67:9,14 68:3 83:2
CONTENTS 2:9
contest 13:22 14:19
 15:4
context 7:6 17:22 83:1
continent 15:7
continue 28:11 48:7
 62:1 89:2
continued 88:18
continuing 30:8 40:17
Contreras 1:14 4:3,4
 22:11 24:15,17 26:2
 29:20,21
contribute 10:21 57:13
contribution 16:4
conversation 44:22
 54:11,15
conversations 49:19
 89:18
convinced 6:18
cope 24:8,8,8
coping 9:14
core 51:20 88:12
cornerstone 66:21
correct 64:13
corrections 4:13,14 5:7
council 1:10 6:6
counseled 86:18
counseling 72:4
counselors 52:1
count 69:21 81:20
counting 39:2
country 21:12 34:2
 40:18

couple 34:20 61:2 76:8
course 24:10 32:12,21
 33:1,18 35:17,22 36:6
 36:7,12 37:3,17 39:5
 39:20 42:4,6 44:2
 46:16,18 47:4 48:15
 48:16 50:8 53:1,1
 62:5,6 65:11,13 66:3
 66:7,9,9 67:9,10,14
 68:1,3 69:20,22 72:4
 83:18 86:14
courses 33:4,15,18
 34:18 35:2,4,10,10,18
 36:3,14 39:18 42:4,11
 42:12,13 43:19,20
 44:4,11 45:9,22 49:21
 50:11 51:20 53:4,8,11
 53:15 54:7,8 55:1
 58:21 59:14 60:13
 64:5 65:5,7,12 69:21
 70:7 71:16,20 72:2
 74:7 81:19 85:16 87:5
 88:21
coursework 34:19 43:7
 52:9 65:14
covered 43:20 76:6
crack 78:13
create 33:3 44:6 45:18
 46:21
creating 24:3 28:7
creation 20:11
creative 16:3 84:1
credential 37:18
credentials 59:13
credit 34:16 51:18,20
 58:13 65:8 91:4
credits 33:8,15 35:7
 39:12 50:7,9 82:4
critical 68:13
CTE 33:15 35:10 49:11
 49:17 53:10,21 54:1,2
 58:22 59:12 81:15,20
 82:4,7,10,13 83:13,14
 84:6,7
curious 53:13 60:20
 63:19
current 19:4,7
currently 17:6
curricular 44:3 79:13
 81:1
curriculum 33:3,7,13
 34:4,5,11,13 36:21
 37:7 43:16 53:3 66:20
 66:21,22
cut 87:13

D

D.C. 1:9,10 8:1,3 11:2

12:22 13:14 19:11
 24:20 32:6 38:2,9
 39:1,10,16,17 40:4,15
 40:17,21 41:11 43:12
 44:6 47:2,22 58:5
 59:1 60:10 72:14
 76:21 91:3
D.C.'s 38:17 39:8
daily 78:5
dangers 58:12
Daria 30:18 32:4 39:20
 72:10
Daria's 43:17 87:15
data 19:11 31:12 32:11
 32:17 38:12 40:5,12
 51:13 52:1 60:19
 86:10 88:19 90:10
dates 8:17
daughter 77:20
day 9:22 45:10 62:9
DC 1:19 21:4 60:20
DCPS 66:18,20,22
deal 23:18 84:14
dealt 24:22
dear 79:15
December 17:8 19:6
 22:19 69:7
decisions 17:16 62:2
 63:2,2,3
decrease 23:5
dedication 14:14 18:11
deep 18:5 22:17 30:16
 71:10 79:8 81:5
deeper 55:5
default 89:10
define 54:13 77:17
defined 33:14 50:9 53:7
 53:10
definitely 68:15 87:14
 89:18
degree 37:5 77:2
delivering 50:19
delivery 47:12
demand 31:13 35:20
 49:13,20
demanded 68:14
demands 43:8
demographic 42:16
demonstrated 61:19
demonstrates 19:12
demonstrative 69:2
depending 88:19
depends 73:15,16
depicts 15:6
depth 55:20 58:8 82:2
Deputy 30:6
design 15:5
desire 37:12

Desiree's 84:21
despite 26:6 33:22 37:3
DESTINEE 1:16
determine 3:7 33:6
determined 4:10
developed 19:21 49:17
 69:11
development 31:4
 47:19 57:19
diagnostic 75:1 80:7
dialogue 7:6 13:12 87:1
 90:21
Diego 58:1
differences 23:11
different 47:8 50:21
 59:9 68:9 80:10 84:2
 84:20 85:14,15 86:12
 89:15
differentiated 86:2
differentiation 88:18
difficult 64:21
dig 58:11 88:20
digging 79:8 82:12
diploma 34:18 39:15,19
 41:6 53:5,5 56:19
 58:17 84:22 85:2,4,6
 85:12,13,21 86:1,15
 87:17,18 88:10,11
 89:12
diploma's 76:10
diplomas 40:13 83:15
 84:21 87:18
direct 25:17 60:21
directly 10:10 20:10
director 1:20 3:9,12,18
 4:1,3,5 8:2 18:20 29:2
 29:5,7,9,11,13,18,20
 29:22 30:2 31:3,6
directors 82:9,12
disadvantaged 34:10
disagree 54:21
discrete 61:3
discriminating 9:7
discrimination 21:17
discussion 2:20 7:5
 22:9
discussions 42:3
disease 18:3
disjointed 35:11
disparities 86:13
disproportionately
 42:7 86:5,7
disruption 79:20
distinct 13:18
distinction 49:14
distracted 26:7
district 1:1 3:5 6:1,19
 12:12 13:1,21 14:22

15:8 16:1,4 17:7
 18:22 20:2,6,9 21:14
 26:22 51:21 76:14,15
 79:5 89:9
district's 7:3 19:8
district/state 50:17
districts 51:1,22 57:22
 78:21 80:17 89:22
dive 81:5
divided 17:21
Division 18:8 20:22
doing 9:6 10:9 11:9
 23:8 27:11 41:19 47:3
 47:22 58:4,7 66:18
 70:2,5 71:9 81:4,5,7
 82:17 83:21 87:1
Donna 18:6
Doodle 13:21 14:18,19
draft 4:12
dropping 62:21
drugs 18:4
dual 59:11
dug 22:17

E

earlier 43:17 53:22
early 51:18 57:12
earn 39:19
earned 15:18
earning 41:6 76:10
Eastern 14:2,8 15:2,14
easy 85:11
echo 26:4,17 87:14
ed 31:4 59:14 87:9
editorial 30:22
education 1:3,9,19 2:16
 3:6 5:21 6:1,8,10,12
 7:1 12:1,8,21 13:18
 16:1 17:3,4,6 18:13
 18:17,21,22 19:1,5,6
 19:7,9,16,20,22 20:18
 21:1,4,9,20 23:8
 24:21 25:13 28:15
 29:3 30:11,17,18,20
 32:4 38:8 41:3 46:4
 73:22 77:5 78:11
 82:10 83:1,2
Education's 20:21
education-related 7:11
educators 12:11 43:3
 48:2
effective 24:7 43:16
 89:17
effectively 28:7
effectiveness 41:17
 90:9
effort 9:9 11:13 78:7
efforts 6:9 14:14 27:3

31:10 45:17
eight 17:21
eighth 8:13 51:17 52:5
 72:22 73:1
either 36:20 49:5 52:22
 53:6 56:6 62:21 76:19
 83:15 86:11 89:22
 90:4
elective 50:10
electives 55:7 90:22
elements 60:9
elicit 85:9
elite 48:16
else's 26:17
email 10:10
embarking 8:13
embedded 47:18 49:21
 79:18
emerging 43:1
emotional 18:1 19:15
 21:12 25:18
emphasize 20:5
employment 76:21
empower 17:15 20:6
empowered 21:14 30:9
enable 42:2
encourage 48:6 50:12
 81:8 84:15 86:22
encouraged 15:12
end-of-course 44:5
 78:2 79:17
end-of-year 68:7 79:17
endorsements 83:15
 88:11 89:1
ends 20:17
engage 12:10 38:13
 49:18
engaged 51:11 83:12
engagement 26:12
engaging 13:12 84:1
English 33:8 39:8,10,18
 43:12 64:10 76:19
 83:18
enormous 24:2
enroll 42:16
enrolling 36:3
enrollment 40:9 59:11
ensure 9:9 13:12 39:22
 43:6 45:21 46:21
 47:16 78:9
ensuring 28:8 43:18
 44:12 48:9 58:14
 62:18
enter 56:5,17 77:10
 85:1 90:4
entering 64:15 69:21
 70:9
entertain 4:15 5:9 16:7

91:22
enthusiastic 24:11
entire 18:8 61:16
entries 14:22
entry 73:5,6
environment 78:4
envisioned 23:15
equal 45:22 46:16
equals 55:13
equip 23:18
equity 45:21 46:17,21
especially 25:11 27:7
 60:10
essentially 60:3 83:2
establishing 43:11
 45:20
establishment 15:20
ethnicity 86:3
evening 5:19 7:20 12:7
 13:5 32:10 44:17
 91:11
event 10:13
events 91:20
eventually 51:9
everybody 27:9 52:7
 73:15,16 84:15
everybody's 51:9
evidence 79:3 82:21
evolved 23:13
exam 67:22
example 14:8 33:17
 56:14 83:5,10
examples 34:21 56:20
excellence 16:3
exception 84:10
excited 16:22 24:6
 26:20
exciting 9:22 48:1
excuse 8:6
executive 1:20 8:2
exist 66:13
exists 40:22
exit 90:3
expect 39:11
expectation 46:22 47:2
 61:14,15,17 68:14
 89:2
expectations 39:6 45:6
 57:9,10 61:13 85:8
 89:11
expected 68:22
expecting 39:4
expensive 46:10 60:13
experience 30:17 46:22
 60:21 62:22 90:5 91:8
experiences 6:16 21:17
 78:11 82:16
experimenting 58:1

expertise 58:8 61:19
experts 13:10
explain 88:8
exploration 50:10
 53:22 60:1
explore 15:10 53:16
 63:20
exposed 67:8
exposing 39:3
exposure 53:20 54:9
express 18:5
extended 61:7
extension 60:14
extent 65:22 71:2 85:17
Eye 15:7

F

face 87:19
facilitates 9:20
fact 35:16
factor 60:18 64:20
factoring 61:7
faculty 73:12
fail 36:6
failed 60:4
failures 35:22
fallen 87:20
familiar 38:6
families 28:8
family 77:14
famous 27:6
fancy 67:10
fantastic 6:22
far 14:10 36:7 48:20
 55:14 56:22 61:21
 69:22 70:9,18 71:7
 72:12 74:14 75:11
 77:10
favor 5:2,17 16:15 92:7
fear 24:8
federal 60:7 61:3,4 81:7
feedback 69:10
feel 10:4 11:16 75:3
 80:13
feeling 26:5
fell 53:2
Fellow 1:22
fewer 64:12
field 20:13,16 21:2
 30:22 33:16 53:11,15
 55:2,9
fight 23:1
figure 70:21 87:6
figuring 68:17
final 9:5 46:2
Finally 42:15 43:4 44:6
financial 90:1,14 91:7
find 25:3 33:21 60:2

78:21 82:19
finish 89:5
first 12:6 13:20 21:13
 22:13,18,20 24:1 33:4
 40:13 45:3 46:11
 60:12 63:16 78:13
fist 15:8
fit 52:18
five 31:16,19 61:8
flag 15:9 58:19
flaming 46:11 48:12,12
flexibility 17:19 21:7
 23:20 24:2 90:22
flexible 58:14
flier 8:15
floating 8:16
flourish 83:3
flourishing 83:21
focus 19:17 35:13 54:5
 58:9 79:21 82:11
focusing 45:4 77:12
 80:13
folks 27:13,22 79:14
follow 30:8 69:14 81:14
 83:19,20 91:11
follow-up 81:12
following 28:13
follows 32:18
force 65:1
foreign 33:12
forgot 66:7
format 47:15
former 10:16
formerly 21:4
forth 62:13 83:22
forward 12:7 13:8 27:21
 30:8 46:6 80:4 87:8
 87:12
foster 83:6
found 34:21,22 35:7,15
 35:22 36:11,18
foundation 35:13
founder 8:2
four 32:21 33:8 39:11
 39:18
four-year 40:9 60:8
 61:6 85:6 86:9
fourth 77:11
fourth-grade 73:10
frankly 33:14 34:15
 37:12 54:2,11 62:16
free 10:4 11:16
frequent 34:22
fresh 59:7
front 14:20 84:3
fulfill 81:20
fulfilling 26:11
full 39:3

fully 44:10
further 10:21 24:20
 57:21 87:1
furthermore 56:2
future 7:13 17:1 34:20
 56:18

G

gamut 59:16
gap 40:22
gaps 32:7 34:7 45:8
 88:6,9
genuinely 46:17 75:10
getting 31:21 36:4,14
 37:14 42:12 47:6
 61:12 62:7,22 65:12
 65:13 67:10 86:14
give 32:16 34:20 48:2
 90:7
given 43:15 60:10
 80:19 84:16 88:1
gives 24:2 54:8
giving 45:3 53:19 58:16
 80:20
go 8:21 9:11 11:8 37:4
 37:9,17 53:16 61:22
 62:13 63:10,10,17
 64:1,2,18 65:19 73:7
 73:8 75:19 77:3,4
 79:15 80:18 86:5,9
goal 34:17 65:17 75:13
 79:16,22
goals 34:20
goes 40:1
going 8:10,14 9:9,22
 11:14 16:22 17:2
 30:12,13 31:18 32:12
 34:1 40:2 49:1 51:10
 52:10 63:21 65:15
 69:22 74:9,16 84:12
 84:17,18 85:18 88:2
 89:12,12 91:9
good 3:3 5:19 7:20
 31:20 34:18 70:2,16
 81:3 85:13
Google 13:22 14:18,19
 15:16
google.com 14:21
government 1:1 30:19
GPA 36:17,22
grad 88:1
grade 8:13 9:13,20 10:5
 17:18 21:6 23:21 24:1
 24:2 36:15 52:6,7
 56:4 57:9,10,14,16
 64:16 66:17 72:12
 73:10 75:6 77:11,11
grade-level 61:13

graders 32:19 65:2
 72:22 73:1
grades 36:13 64:16
graduate 39:22 40:14
 41:1 50:6 65:7
graduates 8:1 10:17
 11:1,19 32:21 34:2
 36:19 37:3 40:7 53:4
 76:21
graduating 14:11 40:19
 55:16 60:11
graduation 2:18 7:1,3
 13:9,13 30:13 31:11
 32:2,15 34:17 38:4,11
 38:14,15,17 39:19
 40:16 42:1 43:11 44:7
 45:6,15,21 46:6 49:3
 51:16 52:5 55:6,13,19
 56:12 60:8,8 61:7
 67:4 75:12 76:16 77:8
 77:16 81:18 88:8 91:2
grant 15:20
grasp 47:17
grateful 12:14,17
great 7:21 10:19 11:14
 17:1 41:8 42:9 43:10
 45:22 82:20
greater 17:19 21:6
Green 31:20
ground 25:3 36:11
 57:20
group 20:4 32:19
grouped 32:21
growing 6:17
growth 49:13
Guam 15:1
guard 57:3
guess 69:17 70:5,20
guests 6:2
guidance 87:4
guns 23:18
guys 81:8 87:11

H

half 34:4
hall 20:4 30:18 31:13,15
 31:17 32:3,4 37:22
 46:14 49:8 52:21
 53:19 56:21 61:2 63:5
 63:6,11 66:14 67:6
 71:6 74:3 80:15 84:4
 85:20 90:6 91:16
hand 37:19
handouts 41:10
hands-on 78:11
Hanseul 1:19 12:2
haphazard 35:11 54:2
happen 47:8

happening 68:18,20
 79:7,10 80:6
happy 10:13 38:22
 41:14 44:14 51:5
 58:10 69:14
hard 12:17 18:16 70:1
 79:15 88:8
hardest 26:21
Hayworth 1:20 3:8,9,12
 3:18 4:1,3,5 18:18,20
 22:1 29:1,2,5,7,9,11
 29:13,18,20,22 30:2
headquarters 15:16
health 2:16 6:11,16
 12:8,11,12,21 13:3
 17:2,4,5 18:1,2,8,17
 18:21 19:3,5,7,10,10
 19:13,15,16,16,20
 20:20,22 21:1,3,5,9
 21:12,15,20 25:1 27:1
 28:4,15 29:3 30:11
 33:16 54:6
health-related 6:17
healthcare 64:2
healthy 19:18 28:10
hear 10:4 11:11 12:1
 50:1 52:16 65:8 78:15
heard 20:18 55:2 64:20
 84:13
hearing 5:8 6:21 13:9
heart 6:14
help 6:19 7:5 8:9 10:2
 13:2 36:4 44:18 45:7
 57:11 73:13,14 78:11
 80:18
helpful 82:19 91:6
helps 53:21
Hey 62:13
high 13:8 14:2,10 15:2
 15:15,19 32:12,17
 35:21 38:20 39:6 40:8
 40:14,16 41:1,6,8
 42:6,9 44:13 48:12
 49:12,13 50:6 52:11
 53:15 54:18 55:4,13
 56:3,5,10,15,19 60:7
 60:14 62:22 64:8
 67:19 68:21 69:2 70:7
 70:21 71:22 72:16
 74:10 76:21 77:1,10
 84:8 90:3
high-level 38:16 65:7
high-quality 45:5,9
 49:10 53:21 54:1
 82:13
highest 23:2 34:7
highlights 51:22
highly 79:16

history 33:11 86:1
hit 57:20
HIV/AIDS 23:3
hold 73:21 79:14
holding 74:5
holds 6:4
Holmes 7:15,16,20
 11:22
home 22:21
honest 74:6,12,13 87:7
honestly 53:14
honesty 74:17
honor 13:18
honoring 14:17
honors 16:2
hope 25:21 31:8 55:3
 58:5
hopeful 11:14
hopefully 10:20 11:11
 51:10 57:20 80:4
horrible 87:5
Horus 15:7
hosted 69:7
hours 91:4
HUCHINS 1:22
huge 37:1 62:6 64:15
 88:9
human 18:2
hurry 60:3

I

IB 67:22
idea 58:12 66:13 68:12
 69:9 78:17 84:20 85:8
 88:15
ideal 53:14
ideas 82:16 84:13
identifying 62:20
ignore 57:1
II 33:9 39:13 64:12 83:5
III 39:13
ill 42:7 58:17
imagine 85:20
impact 23:7 25:17
imperative 17:13 43:5,6
 50:2
implementation 21:7
 28:2,13 31:6,10 40:3
 42:2 43:17 47:5 58:10
implemented 43:22
 90:1
implementing 13:6
 28:6
implications 44:10
implore 10:2
importance 22:21 45:5
 47:13 61:11 90:21
important 8:10 23:11

25:16 26:9 33:20 47:5
 48:21 54:10,17 68:12
 71:7 75:14 84:5
importantly 17:15
improve 6:10 18:21
 28:4 38:11 40:6,12
 64:4
improvement 15:21
improving 13:3
in-demand 35:20
in-depth 17:20
incentive 9:13,20 10:5
 48:14
incentives 48:17 61:22
included 20:1
includes 6:11 23:19
including 12:11 20:2
 33:10,11 57:22 59:1,3
 59:8
income 86:3
increase 40:4,11
increased 17:11
incredible 30:7
incredibly 44:18
independent 38:7
indicating 39:20 52:10
indicator 76:11
indicators 46:4,8 57:13
 77:15
individual 50:22
individually 78:20
inequities 43:14
influences 20:9
info@totalsunshine....
 10:10
information 7:22 17:20
 20:15 24:4 32:16 38:3
 41:9,20 42:19,20
 69:14 80:4,9,22 90:17
informative 44:18
informed 42:3
initial 76:6
initiatives 79:6
input 12:15,22 25:22
inside 66:6 68:17
insofar 69:21
Inspektor 18:8
inspire 15:10
inspiring 16:3
instance 89:7
institute 82:4
institution 40:9
instruction 21:11 47:15
 47:15 49:10 57:8 79:1
 79:19 80:2
instructional 44:3
 80:10
Integrated 39:13

integrating 54:6
intentional 62:2 82:15
interested 50:11 66:5
 91:1
interesting 27:15 48:1
interim 30:19 68:8
intersection 83:13,15
intervene 80:11
interventions 24:3
introduced 17:9
inventory 79:6
inventorying 44:3
invented 8:18 14:20
 15:16
involved 20:11 79:5
involvement 20:2
iPhone 17:9
issue 12:19 26:20 38:14
 59:22 64:7 65:11
 84:14
issues 6:16,17 77:14
items 19:11

J

Jack 1:10,13 5:19 26:8
 27:10
Jacobson 1:10,13 3:3,9
 4:9,17,20 5:11,14,20
 11:21 12:4,6 13:16
 16:6,9,12 17:5 21:22
 22:3,6,15 24:14,19
 26:1,14 27:4,16 28:19
 28:21 29:3,4 30:4
 31:18 37:21 44:16
 52:12 59:19 63:4,8,13
 71:4 72:7 76:2 81:11
 84:11 89:20 90:10,19
 91:18 92:3,6
JAMIKKA 1:20
January 20:19
job 70:2 75:20 77:2
jobs 49:12,19
Joe 1:16 13:22
JOHN-PAUL 1:20
Johnson 13:19,20 14:1
 14:17 15:1,10,12,15
 16:2
Johnson's 15:6,18
join 11:12 16:19
joined 30:15
joining 31:14
Jolly 1:14 4:1,2,19,21
 28:17,20 29:18,19
Jones 3:20,21 29:15,16
July 20:18
jump 49:1
June 8:14 9:21
junior 37:14

K

K 23:22
K-12 31:3,4
Kang 1:19 12:2,3 13:17
 27:20
KAREN 1:13
keep 38:19 50:12 57:10
 60:16
keeping 11:15
key 19:3 40:11 42:3,15
keyboard 82:14
keyboarding 82:4
kids 9:16 64:15 65:6,9
 65:12 69:21 70:3,6,17
 72:2 73:4,9 74:21
 87:2
kind 26:12 35:12 37:13
 46:7,20 47:12 61:9
 67:22 74:18 85:2,4,6
 85:22 88:10
kindergarten 24:1
kinds 34:21 53:7 57:11
 59:14 84:20 85:14,15
know 10:21 17:22 23:17
 26:9 27:22 32:11
 35:20 36:13 45:14
 46:5,9 47:22 48:16
 49:12 54:2,10,13 55:9
 55:10,19 56:6,14
 57:22 58:12 60:7,17
 62:20 67:19 68:4 69:3
 69:4,5,8 70:10 72:10
 72:12,13,20 73:11
 74:20 75:2,11,16 80:1
 82:18 83:3 85:11
 89:17 90:22
knowing 57:7,14 67:1
knowledge 20:7 60:21
known 21:4
knows 8:21

L

lab 15:21
language 33:12,13 39:8
 39:10
laptop 8:22
laptops 8:12
large 1:15 40:22
LAURA 1:17
law 19:1 60:7 61:4 81:7
lead 42:5 44:8 70:3
leader 30:21
leaders 41:16
leadership 26:9 27:3
leading 47:14
learn 42:18 74:2
learning 17:14 19:4
 21:15 46:1 47:9 59:15

65:10 80:14 83:4 85:9
LEAs 13:5
leave 74:1
leaves 50:10
leaving 42:7 57:6
led 30:14 44:19
leery 64:3
legacy 79:11
legislative 30:22
legislatures 90:15
lengthy 19:21
lens 51:3
less-challenging 43:16
Let's 52:19
letting 28:6
level 38:20 51:21 54:16
57:9,10 66:10 67:3
69:2 73:10 74:22 75:6
77:11 89:9
levels 35:21 56:4
lever 41:16 45:20
licensing 49:4 83:7
life 9:14 15:6 27:2
Life' 15:5
lifetimes 17:16
light 31:20
limited 55:7
line 10:11 89:5
list 9:5 90:7
literacy 90:2,14 91:7
little 8:7 32:16 52:16
57:21 63:7 66:11
lives 25:18 28:4
loans 91:8
local 79:6
located 32:6 38:8
location 11:13
long 85:11
long-standing 43:13
longer 60:16 63:7
look 27:1 30:7 36:13
41:10 55:11 59:1,8,18
66:6 69:19 71:10,21
76:17,20 77:9 78:20
85:19 88:21 91:14
looked 33:4 36:16 56:7
82:1
looking 11:13 12:7 13:8
35:8 58:20 77:7,10,15
77:16 83:16
looks 26:13 54:18
loop 69:10
loosely 53:10
Lord 1:15 3:12,13 4:21
8:9 22:5,7,10,12
24:15 29:7,8 30:14
44:20,21 45:2 49:1
81:12,14 82:21

lot 10:22 11:7 23:14
24:22 25:2 26:21 28:1
28:2 38:21 48:17 50:1
51:2,21 54:12 58:8,20
65:8 68:9,15 76:5
78:18,21 79:10 85:22
87:9,20 90:10,13
lots 38:20
love 11:19 38:21 87:11
90:19 91:14
low-income 32:8 43:14
86:4
low-level 54:2
low-stakes 41:21
lower 89:13
lowest 34:9 89:9

M

maintain 89:2
maintained 68:21
maintaining 13:3
major 22:20
majority 56:3
makers 42:2
making 28:17 46:20
48:13 49:10,17 52:2
62:3 91:1
Malia 77:22
man 23:16
manages 31:7
March 15:17 20:19
Maria 37:20
Marie 31:5
Mary 1:15 23:16 44:20
Massachusetts 50:16
50:22
master 55:21 68:3
71:10
mastered 36:21 67:14
mastering 67:9
mastery 36:17
material 55:22
materials 44:4 91:13
math 33:9 35:18 39:7,9
39:12,13 43:13 48:15
64:11,17,22 76:20
83:18
mathematics 35:21
57:17 73:6
matter 40:3 86:15
matters 7:12
maximum 84:15 85:9
85:10
Mayor's 30:7
McLeod 23:16
Me' 15:4
mean 60:9 87:13
Meandering 32:15

meaning 57:4
meaningful 40:14
means 41:19
meant 52:21 79:7
measures 41:11,12
51:18 58:14 59:2,10
60:7 78:3 88:2
mechanism 41:22
47:12
mechanisms 44:1
media 17:12
meet 13:13 15:16 64:9
79:3 89:3
meeting 1:5 3:5 4:11
6:4 7:10 13:19 20:4
27:7 52:22 69:7 80:7
89:9 92:12
meetings 6:5 7:13
27:12
member 4:22 7:12 22:7
26:11 30:14 44:20
63:18
members 5:22 6:7 12:4
12:18 18:16 22:17
32:1 45:16 81:11
91:12,19
membership 82:11
mental 6:16 18:1 19:9
19:14 21:12
mention 51:12 91:20
mentioned 64:9 65:8
Merilyn 7:15
met 1:9
middle 72:15,16 77:12
military 40:11 41:3
74:11
mind 38:19 50:12 69:4
minimum 36:15
minor 30:9
minute 16:18
minutes 5:5,7,9,18 7:18
31:16,19
MIRANDA 1:22
misapprehension
81:16
missed 37:1,11
mission 8:22 11:6
mistaken 66:17
model 83:5
models 50:21 83:22
modernizing 56:11
moment 30:12 71:15
84:16
momentous 10:12
money 63:3 81:6,9
monitor 41:17
Monitoring 42:1
month 6:6

months 12:9 13:6
moons 79:13
moral 43:5
mortem 46:7
motion 4:15 5:1,4,9,15
16:7 22:1,7 28:17
91:22
move 17:2 27:21 28:16
28:18 30:12 44:19
64:21 66:1 71:5 87:8
87:11,17
moved 4:16,17 5:1,10
5:11,16 16:8,9,13
22:2,3,8 46:6 92:2,3
movement 88:1
moving 28:22 60:11
80:3
multiple 64:16 86:1
89:1

N

nail 82:3
name 5:19 66:3 67:10
69:20 70:8 71:2
nation's 6:10 23:2
national 12:21 21:1
32:5,10 41:13 50:5
54:11 82:9
nationally 32:19
nationwide 36:20 54:3
nature 80:8
nays 5:2,16 16:14
near 79:14
nearly 34:4 40:21
necessarily 35:3,5
48:15
necessary 20:7 35:19
39:13,21 80:12
need 8:21 9:3,10 10:2
19:12 25:4 28:9 36:5
41:16 45:1 46:11
47:18 48:10 56:18
57:6,7,15 61:21,22
62:21 63:1,10 65:16
70:11 71:13,17,18
73:13 74:8,8,9,12
75:9,15 77:6 78:10
80:2,9 82:3 83:8 88:4
needle 46:6
needs 13:1,13 19:13
27:8 40:4 75:10 85:15
negative 14:11 20:9
neither 34:5 37:8 53:3
79:1
nested 50:17
net 89:4
never 47:11 55:2 78:16
new 6:11,18 12:20 13:4

13:7 18:6 20:22 21:3
26:11 27:1 55:10 59:7
61:4 65:2 81:7 90:8
newly 22:19
news 14:9
newspaper 78:16
nice 51:3
ninth 32:19 52:5 57:14
57:16 64:16 65:2
72:11,21 73:1,10
ninth-grade 48:15
51:17
non-partisan 38:7
non-profit 8:3 32:5 38:7
Northwest 6:7
note 4:21 43:4 84:5
noted 64:15
noticed 64:8
nuance 38:20
number 35:9,16 39:8
40:22 41:2 46:15 47:8
50:15 51:17 64:12
69:8 71:22 78:5
numbers 37:1
nutrition 19:10,14
24:10
NW 1:10

O

O'Hara 31:5,14 37:22
38:1 46:13 50:13 58:3
68:11 76:10 78:13
82:6 83:11 87:14
88:16 90:7,12 91:17
obesity 23:2,6
objective 67:15
obstacle 36:1
occurring 79:20
offer 12:5 87:4
office 20:12,21 23:5
30:7
oftentimes 36:10 48:18
Oh 75:22
Ohio 50:16,21
Okay 28:21 53:12 67:6
72:9
old 1:10 6:6 78:4
once 7:21 16:21 27:18
ones 22:18 23:12
ongoing 7:6 13:12
47:18
onus 60:5
open 44:21 78:16
operates 30:21
operations 31:1
opportunities 26:6 43:2
opportunity 11:20
24:19 25:11 32:3,7

37:2,11 38:2 47:20
48:2 71:21 72:17
88:17 91:16
opposed 5:3,18 16:16
57:6 92:9
opting 89:10
options 68:9 86:1 87:18
89:1
order 3:6 39:14,19
55:22
organization 32:6,14
38:6,8 58:22 69:11
82:20
organization's 30:22
31:3
organizations 6:22
30:16 82:7
organized 21:7
OSSE 1:19 7:2 12:9,17
13:5,10 18:9,18 30:6
outcomes 30:17 40:5,6
40:12
outside 58:20 75:18
outstanding 18:9
over-aged 60:17
over-arching 17:22
overall 89:14
overcome 60:6
ownership 21:15

P

P-R-O-C-E-E-D-I-N-G-S
3:1
p.m 1:10 3:2,4 92:13
pace 66:4
page 14:21
pain 6:20
paired 53:14
panel 7:5 13:8
papers 46:2
paramedic 11:7
PARCC 76:18 77:20
78:7
parents 12:12 86:11
part 8:22 9:12 60:15
64:14,22 65:20 66:8
66:19 67:5 70:5,10
participated 27:12
participation 6:9 7:9
27:13 77:15
particular 24:18 27:20
35:13 42:18 48:8 65:9
66:16 69:3 80:9
particularly 54:10
57:17 61:20 71:13
83:14
partner 82:7
partnership 12:19

partnerships 52:1
pass 58:16 75:4
passing 28:5
passion 26:18
path 11:8 38:4 44:19
52:4
pathway 53:17 59:12
82:2
pathway-aligned 81:21
patterns 42:18 63:1
peer 20:8 24:9
peers 32:9 47:20,21
people 8:11,19 9:2
10:13,22 11:5,8 22:13
23:13 24:7 27:11 33:2
36:2 37:13 41:21
46:21 49:22 50:3,11
53:20 54:8 56:22
66:12 67:17,21 74:1
74:12 80:8 84:2,6,17
86:12 87:3
percent 34:2,4 36:19
37:9 76:17 77:1
percentage 88:5 89:8
performing 41:12
period 20:5
Perkins 15:14
persistent 26:6
personal 6:15 18:2
21:11 90:1 91:7
personally 12:16 18:12
26:10
perspective 17:9 32:11
Phelan 1:17 3:14,15
16:11,13 24:16 26:2,3
29:9,10 52:13,15
53:12 54:21 59:21
64:6 76:7 77:3 92:2,4
Phelan's 63:18
Philadelphia 56:14
physical 21:3,9
physics 33:10 35:6
pick 64:4
picture 10:15,16 16:20
piece 22:20 33:20 46:4
58:19 69:13 86:10
pieces 69:1
place 25:17 39:21 47:16
48:18 62:11
placement 49:9 62:2
72:5
planning 53:16
play 72:19 73:9
plays 19:3
please 5:2,17 7:14,17
10:4 16:15 29:1
pleasure 91:18
pocket 83:17

point 23:9 31:9 41:15
43:17 55:15 58:6 60:4
90:18
pointed 77:3
points 40:11 88:5
policies 25:15 38:14,15
38:18 39:21 41:18
policy 1:21 23:8 24:21
25:8 31:3,5,6,10 42:2
45:11,20 46:20 58:10
90:17
popular 84:20
portion 4:11
post 46:7
post-mortem 51:15
post-secondary 37:10
37:18 41:3 49:13 68:5
83:19
pot 81:6
potential 37:12 73:1
power 15:8
powerful 41:16,21 51:2
81:6
practices 12:22 57:11
pregnancy 23:3
prelude 24:10
prep 32:22,22 33:1 35:1
58:4 79:21
prepare 37:8 43:8
prepared 40:1,7,15
41:2 42:7 49:6 55:22
58:18 75:16,17
preparing 42:8 48:7
prescribed 91:4
presence 3:8
present 1:12,18 3:10,11
3:17,22 4:2,4
president 1:11,13,13
3:3,11 4:7,9,16,17,18
4:20 5:11,13,14,15,20
11:21 12:4,6 13:16
16:6,9,12 17:5 21:22
22:2,3,4,6,12 24:14
24:18 26:1,14,15,16
26:17 27:4,16 28:19
28:21 29:4,6 30:2,4
30:19 31:18 37:21
44:16 52:12 59:19
63:4,8,13 71:4 72:7
76:2 81:11 84:11
89:20 90:10,19 91:18
92:3,6
presiding 1:11
pressure 20:8 21:16
24:9
pretty 33:14 82:21 90:8
prevalence 17:11
prevalent 76:14

prevent 6:19
prevention 18:3
previously 31:2
price 45:13
Principal 14:7
prioritizing 34:16
priority 20:14
probably 8:15 23:14
 56:8
problem 75:22
proceed 4:10
process 6:12 12:16
 18:11 19:22 24:12
 26:5 79:7
processes 44:2
productive 28:10
professional 15:17
 47:19
proficient 76:19
profile 41:14
profiled 50:15
program 9:13,14,20
 10:6 15:22 40:10
 59:11
programs 50:19 85:1
progressed 48:20
Project 18:10 22:16
 25:12
project-based 46:1
 47:9
projects 46:2
prominent 15:9
promised 77:20
promises 43:10
promoting 46:17
proper 74:22
properly 5:1,15 16:13
 22:8
proportion 64:15
proposed 18:18 19:16
 19:20 20:5,11,20 21:5
 21:10,21
protect 17:14
protocol 69:12
proud 10:22 70:22
prove 75:7
provide 7:5 17:18,21
 19:8 20:15 21:10
 32:10 85:10 91:13
provided 12:15 15:19
 35:12 41:9
provides 80:22
proxy 36:17,18 88:7
public 1:5 2:12 3:5 6:3
 6:3 7:7,8,10,11,12,13
 7:19 9:6 11:2 15:13
 20:2,4 27:1 33:5
 41:15 56:3 76:16

publicly 41:17 42:20
 59:3
Puerto 15:1
pulled 23:18
pursue 15:12 81:9
push 64:21 65:6
pushback 50:2 78:18
pushed 26:20
put 17:8 31:19 83:22
 89:16
putting 65:14
puzzle 33:21

Q

quality 54:18 67:19
 84:9
question 35:14 44:7
 52:6 55:11 59:20
 61:10 64:14 72:10
 77:18 78:14 80:16
 82:13 89:21
questions 31:22 38:22
 42:4,21 44:14 45:19
 47:5 52:13,20 76:6
 81:12 87:21
quick 81:14
quickly 64:21 66:1
quite 8:6 26:5 34:22
quorum 3:8 4:8,9

R

race 86:3,13
raise 38:10 45:8 59:22
 60:20 86:18
raised 47:4
raises 87:21
random 54:1
range 26:13 39:3
rate 61:7 76:16 88:8
rates 23:2,6 40:16 46:7
 76:21 88:2
re-organized 17:17
reach 84:15
reaches 66:10
reaching 76:16
read 14:3,15 18:19
 75:21
readiness 34:1 35:8,15
 35:19 45:18 46:8 47:1
 49:15,15 50:3,14,20
 51:10 53:9 54:12,14
 54:16 59:17 75:13,14
 77:9 88:3,6,7
reading 64:16 73:5,10
 74:22 77:11
ready 10:18 33:19,20
 34:6,6 35:17 40:20
 41:7 44:13 54:19,20

55:13 71:19 76:11
 79:4
real 90:4
real-time 51:13
reality 52:8 56:2,8,9
really 22:17 24:6,6
 27:13 32:10 36:1 40:3
 42:14 43:5 45:4 47:3
 47:4 48:1,3,4,6,20
 49:18 50:18,18 51:2,8
 51:22 52:2 54:4 57:2
 57:5,13,13,18 59:14
 59:16 67:18 68:1,17
 68:19,20 69:9,19
 70:13,16 71:9 72:3
 74:4,6,13 76:9,13,13
 77:6,7,12,18 78:17
 79:8 80:5,8,17 81:6
 82:12 84:1,8 85:9
 86:18 90:19 91:1
reason 42:13
reasons 67:12
receive 39:14 79:1
received 14:21
receives 58:17
recognition 11:18
recognize 24:9 25:22
 26:8 59:12
recognizes 16:2 88:17
recognizing 70:8
recommend 55:9 57:3
record 4:21 14:3,16
recovery 58:13 65:8
recruit 22:22
red 31:21
redirect 82:6
referenced 61:3
referring 84:9
reflect 12:21 13:1 62:11
reflection 68:13
reflections 15:11
reflective 79:8
reflects 80:5
reform 38:8
regard 55:12
regarding 20:19
regardless 47:12
regular 19:2 52:3 54:7
regularly 6:4 38:13
regulation 65:2 90:16
reiterate 76:8 80:15
related 21:16 54:8
relatively 26:11
released 32:14
relevant 61:9
remainder 20:14
remains 44:7 88:12
remedial 60:13 62:5

77:5
remediate 65:18
remediating 57:4
remember 50:1
remembers 22:13
remind 10:12
repetitive 71:17
replicated 43:2
report 31:9 32:14 41:17
reported 37:15
reporting 21:8 41:15
 42:20 59:3
reports 38:14 41:11
 78:19
represent 37:1
representative 1:14,14
 1:15,15,16,16,17 5:21
 32:19 63:15
representatives 30:16
requested 20:13
require 33:5 39:17 46:2
 49:13,20 53:8 65:2
 85:16
required 42:4 44:4
 55:21 81:17 90:1
requirement 39:14 67:4
 81:21,22
requirements 2:18 7:1
 7:4 13:9,11,13 30:13
 31:11 32:2 38:5,11,15
 38:17 39:9,10 43:12
 45:7,16,21 46:17,19
 49:3 53:6 55:6,14,15
 55:19 61:4 64:8 70:18
 70:22 77:8 81:18 91:1
 91:2
requirements' 42:1
requires 19:1 43:18
 64:12 74:6
requiring 48:4
research 54:4
researching 31:9
resolution 2:14 13:15
 14:4,16,17 16:7,17
 18:16,19,21 21:21
 22:1,8,10
resolve 70:6 71:3
resolved 15:22 21:18
resources 51:5 62:19
 70:15 71:7 82:18
response 3:13,14,15,16
 3:19,20,20,21 4:6,7
 4:14 5:4,8,18 16:16
 29:14,15,15,16 62:18
 76:7 91:21 92:10
responsibility 62:11
restrictive 91:3
results 76:18 80:20

rethink 46:1
returning 67:2
review 7:3 19:2 30:13
reviewing 13:11 38:4
reviews 44:2
revising 45:15
revision 6:12 12:11,16
rewards 8:14 9:21
 10:16
rhetoric 33:22
rich 35:12
Rico 15:1
right 9:18,18 24:3,3,4,4
 35:3 39:21 41:20,20
 41:20 69:15 70:13
 81:17 83:8 84:4 91:3
rigor 43:18 58:15 66:10
 68:20 69:3 87:22
rigorous 19:21 35:18
 42:11 67:22 70:1
 71:20 78:1 79:16 82:2
 83:1,17 84:8 85:16
rise 40:17
risk 19:12 48:11 60:18
 62:21
robust 21:11 82:22
role 19:3 25:7,13 32:9
 50:17 51:8
roll 3:7 28:22
Roots 15:13
rough 36:18
routes 44:7
rule 84:10
rules 49:4
running 8:6 57:20
RUTH 1:15

S

safety 18:2 19:15 24:10
 25:4 89:3
salutatorian 9:8
salutatorians 9:4
San 58:1
save 8:17
saying 27:7 37:1 40:1
 49:6 62:13 65:17 66:6
 70:12 74:14 86:21
says 45:11
SBOE 1:20,20,21,22
sboe@dc.gov 7:14
scaled 43:1
schedule 50:4
scheduled 6:5
schedules 71:10
scholarship 15:19
school 8:13 9:13,20
 10:5 13:7,9 14:2,6,10
 15:3,14,15,19 20:15

20:17 32:12,18 39:6
 40:8,15,16 41:1,6,8
 42:6,9 44:3,13 48:13
 50:6,17 52:11 53:15
 55:4,13 56:3,5,10,19
 60:7,14 62:8,9,9,22
 71:22 72:17,18,21
 73:2,3,8 74:10 75:18
 76:1,17,18,20,21 77:2
 77:10 89:9 90:3
school's 89:14
schoolers 72:15,16
schools 9:6,7,15 11:3
 13:2,5 20:13 22:22
 27:1 34:15 50:16
 56:15 71:9,12 72:5,14
 74:21 76:16 77:12,22
 78:10 83:6
science 33:9,17 35:7,18
 35:21 54:7,7 83:18
sciences 54:6
score 89:14
scores 28:14
seamlessly 79:18
SEAN 1:21
seat 47:7
second 4:18,19,20 5:12
 5:13,14 16:10,11,12
 22:5,6 24:1 28:20
 41:15 60:13 92:4,5,6
seconded 5:1,16 16:14
 22:9
see 8:16 10:8 14:9,11
 14:12 17:1 26:12 43:5
 48:3 57:2 58:11 62:4
 83:4 90:20
seeing 18:11 26:7 49:3
 69:1 78:17
seen 11:7 23:5 51:16
 76:22 80:16 86:10
 87:16 88:9,22
selective 85:5
self-advocacy 20:6
semester 46:11
seminars 9:14,15
send 82:19
sending 8:16 46:9
Senior 15:2,15
sense 63:20 85:17
sentiment 26:4
separate 32:8 73:3
sequence 35:1 50:8
 53:1,2 64:10 70:7
sequences 42:5,6
 49:17 63:21
sequential 65:22
serious 85:16 86:19
seriously 68:5 75:16,17

served 31:2 42:15
service 80:1
services 28:9
serving 8:4
session 5:6
set 7:20 22:14 44:9,11
 55:19 88:20 89:10
seventh 72:22
sexual 19:10,15
shape 78:12
share 7:21 38:3,16 51:5
 56:13 63:18
shelf 28:6
shelves 79:14
shoes 51:4
shooting 52:8
show 67:13
showed 50:17 55:12
showing 70:1
shows 23:7
side 28:12
signal 41:6 68:2,4
signals 67:7
significant 20:1 23:10
similar 39:9
simply 36:2,12
Simultaneous 63:9
 64:13 87:12 88:13
 90:12
sit 28:6 68:2 72:18
 75:10,15
six 18:1 61:8
skepticism 63:18
Skerritt 14:7
skill 9:15 57:19
skills 17:13 18:2 19:17
 20:7 21:15 49:21 57:6
 65:5 82:16
sky 23:9
slow 57:5
slowing 57:4
slows 36:9
small 72:20 73:20
smaller 62:3 70:15
smiling 10:14
social 17:12 21:16
 25:18 33:11
society 15:11
society's 60:3
socioeconomic 34:8,9
sole 15:3
somebody 64:1 65:7
 75:10
someplace 44:8
soon 58:5 63:5
sorry 62:14
sort 37:10 85:12
sorts 79:6

sought 15:10
sound 10:3
sounds 49:2
space 55:7 83:14
span 59:16
speak 7:13 66:21 85:15
 89:22
speaking 63:9 64:13
 69:6 87:12 88:13
 90:12
speaks 37:12
specialist 83:10
specially 18:7
specific 59:13 63:22
 68:22 82:8
specifically 32:13 39:7
 43:13 46:3 71:22
 82:11
specifies 39:12
speed-up 64:19
spell 75:5
spend 38:21 60:12
spending 91:10
spent 45:14 58:20
spoken 6:15
spots 43:1
springs 69:4
SR16-4 18:22 29:3
staff 1:20 7:14 12:17,18
 30:5,9
staffing 63:2
stages 60:1
stagnant 88:4
stakeholders 12:10
 26:13
standard 48:4
standards 2:16 6:12,13
 6:18 12:8,11,16,20,21
 13:1,4,7 17:3,4,6,17
 17:20 18:14,18,22
 19:3,5,7,13,17,20
 20:5,12,14,20 21:1,2
 21:3,5,10,21 22:14
 23:11 25:1,16 28:5,15
 29:3 30:11 31:11
 38:10 39:4 43:19,21
 66:11 78:10 79:2,21
 80:7 81:1
star 52:8
start 38:4 46:13 52:19
 54:17 77:7,16
started 22:15
starting 90:18
starts 41:18
state 1:3,9,19 3:6 4:10
 5:21 6:1,4,8 7:2,8
 13:18 16:1,22 18:20
 19:1,6,22 20:12,16,17

20:21 21:19,19 23:4
 28:12 31:6,9 38:2
 39:2 58:5 59:1 67:3
 67:16 79:2,5 82:9,12
 89:7
state-specific 41:13
 58:9
statement 27:18 76:9
statements 91:20
states 14:22 31:8 38:10
 38:13,19 39:1,11,17
 40:21 41:5 44:6 51:17
 56:7,13 59:2,8 69:9
 78:20 80:17 81:7 82:1
 83:11 85:18 87:17,20
 88:3,22 89:15 90:8,17
states' 39:9
statistic 51:16
statistics 87:6
status 34:8,9
stay 63:6
step 25:6 51:4 56:1
 79:4 81:5
steps 25:20,21 40:8,16
 41:7 44:13 55:17
 58:18
stop 31:20 63:5 79:20
strands 17:21
strategic 30:21
strategies 24:7
Street 1:10 6:7
stress 24:8
strike 84:19
strong 47:14 48:8,14
 51:21 78:8
strongest 48:9,18
 61:18
struck 58:3 76:9
structured 51:1,19
structures 48:17
struggling 36:4 57:18
stuck 84:3
student 1:14,16 15:2
 24:20 25:5,12 33:19
 33:19 40:5 44:9 51:3
 53:18 55:3 58:16
 62:13 63:15 68:12
 69:1,11,13 73:16
 74:16 75:11 77:17
 86:2
student's 88:7
students 6:19 8:5 9:1,6
 12:12 13:2,2,14 14:8
 14:10,11,13 17:13,19
 17:22 19:8,14,17,18
 20:3,7,10 21:13 25:10
 26:22 28:4,8 32:8,8
 34:7,10,22 35:9,16

36:13 37:7 39:3,5,11
 39:14,17,22 40:14,19
 41:1,2,11,19 42:7,10
 43:3,7,14,15 44:9
 45:12 46:10 47:2
 48:10,10,19 50:20
 51:14 52:4 53:2,20
 55:1,6,16,21 56:3,10
 56:17 57:4,7,14,15,18
 57:19 60:2,11,17
 61:12,15,20 62:1,7,12
 62:20 66:16 67:1,8,13
 68:2,14,22 71:10,12
 71:13 72:11 73:12,13
 73:14 74:5,18 75:15
 76:11,19 77:3,9 78:12
 79:1,3 80:6 81:18
 82:17 83:3,16 86:4,4
 86:8,11,15,17 89:3,4
 89:8 90:3
students' 6:20 25:18
 34:19 36:9
studies 33:11 76:22
study 32:18,22 35:17
 37:17 39:5 59:12
stuff 64:6 65:20 74:18
subject 35:3 66:17
subjected 23:14
subjects 65:22
submissions 14:20
substantive 25:7
substitution 82:14
succeed 9:11 40:7 41:3
 42:11,17,17 71:20
success 14:14 42:5,9
 44:9 74:6 77:17
successful 50:19
suffering 6:20
sufficient 31:16
sugar 74:14
suggest 28:16 61:10
 71:19
suggesting 54:22 55:8
suggests 86:11
suite 79:13
summer 72:15,18 73:2
 73:3,3,7,8
Sunshine 7:17,22 8:3
 8:12,22 9:12 10:11,18
 11:17
super 8:10 69:22
superintendent 1:19
 12:1,3 13:17 18:13
 20:13,21 21:20 27:20
superintendent's 23:5
support 6:9 8:1,20 9:1
 9:1,6,19 11:5,12,18
 13:2,6 31:7 43:3

47:18 49:5,5,9 57:12
 57:15 61:18,21 80:11
 81:7 85:10
supported 49:6
supporting 48:8
sure 8:8,11,11 9:2
 27:22 28:3 40:18
 43:21 46:14 47:6
 48:13 49:10,16,18,20
 52:2,21 53:17 62:3
 71:16 75:2 90:13,15
surface 58:11
surpass 55:14
survey 19:12 31:8
sustained 35:12
Symbol 15:6
sympathetic 86:21
system 41:16 59:4
 61:16 74:17 76:1
 79:22 80:3 88:19 89:6
 89:16
systematically 43:15
systemic 62:11,18
systems 31:12 38:12
 62:19

T

table 55:12
take 10:19 16:18,20
 25:20 34:14 36:8
 37:16 38:22 39:5
 44:14 46:12 55:1,7,8
 55:17 59:1,7 65:3
 71:19 74:8,8 75:9
 78:13 80:17 81:19
take-aways 38:17 90:20
taken 11:6 35:2,5,7,9
 36:20 53:4 69:9 72:3
takes 25:21 47:16 68:5
 70:18 73:5
talk 25:2 27:14 32:13
 41:14 44:1 50:2 54:11
 61:11 66:11
talked 46:16 72:13
talking 39:7 45:16
 47:13 48:11 49:2
 52:19 54:18
task 8:6 65:1
taught 45:12
teach 19:18
teacher 47:14 49:4,9
 62:2 73:17 74:15
 79:20 83:7,8
teachers 15:13 17:18
 20:3,10 22:22 23:21
 28:7 45:12 47:16 48:8
 48:9,14,19 49:7 61:18
 65:9 70:2,16 73:11,12

73:19 80:9
teaching 48:14,19
 79:21
team 10:1
tech 8:20 9:10 10:18
 63:19,21 84:3
technical 30:10 40:10
 46:4 59:14 82:10,22
technology 15:21 17:12
teen 23:3
teenagers 23:3 25:2
televising 11:17
telling 36:1 75:8
Tennessee 69:3
tension 69:18 70:6,20
tenth 52:5
tenth-grade 15:2
term 46:2
terms 25:1 26:5 28:13
 57:11 60:8 66:14 67:2
 67:4 87:4
Terrific 7:16
test 20:13,16 73:5,6
 75:1,4 79:21
testimony 7:10 20:18
testimony's 44:18
testing 21:2 77:22 78:3
 78:18,22
tests 28:14 75:6 78:5
thank 11:19,21,22 12:3
 13:14,16 14:5,6,15
 16:21 18:12 21:22
 22:12 24:12,14,17,18
 25:10,19,22 26:1,14
 27:2,4,16 30:4,5,5,6
 31:14 37:21 38:1,1
 44:14,16 45:2,3 52:12
 52:15 63:11 72:6 76:2
 76:5 78:14 81:10
 89:20 91:9,14
thanks 18:5 27:10,11
 32:3 63:16 91:16,17
theirs 25:20
theme 15:4
themes 15:11
theory 85:13
they'd 82:20 91:20
thing 11:18 43:20 47:11
 48:21 49:11 51:12
 71:8
things 9:16 10:19 17:1
 17:8 25:4 34:21 44:1
 46:15,19 50:13 57:1
 59:10,16 61:2 62:10
 72:20 76:8 79:14
 84:18 88:9 89:15
think 14:9 23:6 25:15
 26:21 37:19 46:14

48:7,20,22 49:16 51:2
 51:8 53:19 54:9,17
 55:3,5 56:11 57:1,12
 59:9 60:22 61:2,9
 62:15,17 64:11 65:10
 66:22 67:6,21 68:5,6
 69:15,22 70:13,22
 71:1,6,8 74:5 75:6,8
 75:10,15 76:5,13 77:6
 81:5,15 84:4,9,13
 86:16,22 90:20 91:3,5
thinking 45:15 57:3
 62:16 71:8 82:17 84:6
thinks 52:7
third 6:5
thorough 26:6
thought 53:13 54:22
 55:11
thoughts 26:18 56:12
three 7:17 33:8,9,10,15
 40:11 53:10,14 55:1,8
thrilled 38:3
throw 84:12 85:21
Thursday 9:21
tied 79:12
TIERRA 1:14
time 3:4 21:13 24:5
 37:19 38:21 41:20
 44:22 45:15 47:7 50:4
 50:10 58:20 60:4 62:8
 63:3,20 66:2 70:1
 71:9,12,18 72:1 80:12
 91:10
timely 80:5
times 11:8 25:2 51:21
 79:10
tiny 62:7
tirelessly 10:1
title 65:11,13
tobacco 18:3
today 9:5 17:17 18:17
 55:14 56:10 84:8
told 36:7
tonight 7:5,7 8:9 13:17
 14:7 18:7 25:21 30:15
 31:14
Tonight's 6:11
tool 90:2
toolkits 28:7
tools 8:20 9:2,10 10:18
top 8:1 10:17,22 11:19
topics 24:22
Total 7:16,22 8:3,12,22
 9:12 10:17 11:17
totally 11:6 65:16 74:19
 87:2
touch 11:16
touched 77:19

town 20:4
track 9:17,18,19 37:16
 73:4 75:12 86:7,9
 89:13
tracked 86:17 87:2
tracking 87:2,3
trade 83:10
traditional 47:10
training 37:10 40:10
 49:14
trajectories 36:10
trajectory 51:14
transcript 52:9
transcripts 32:18 71:22
transparency 40:5,12
transparent 41:15
trauma 23:14
treats 34:16
tremendous 27:13
tremendously 27:15
tried 56:7,13
trouble 14:12
true 83:20
truly 47:16 55:21 56:10
 67:8,13 71:11
Trust 7:1 30:18,20 32:5
 87:9
Trust's 31:4
try 9:9,17 60:5 79:8
 84:14 89:16
trying 66:20 69:12,18
 70:3,21 75:7,20 87:6
turn 9:17 13:22 63:14
 78:16
turning 48:21
TV 78:16
two 6:13,21 16:20 20:1
 30:16 33:12 40:9
 50:13 56:4 58:21
 84:13,18
types 42:21 59:9 85:21
 86:15 88:10

U

U.S 33:11 78:17
UDC 60:12 77:4
ultimate 77:17
unanimous 30:3
unanimously 16:17
uncomfortable 25:1
underscore 54:1
understand 42:22
 44:10 52:18 63:4
 68:19 73:19 79:9
understanding 41:18
 51:13 52:4 69:13
 84:16
unfair 60:2

unique 60:10
units 39:12
unnecessary 78:22
unprepared 55:16
update 17:13 59:6
updated 11:16
urban 56:9
urbans 58:7
use 17:6 19:17 45:20
 46:5 84:21
useful 90:2
useless 85:12
uses 80:20

V

valedictorian 9:8
Valedictorians 9:4
valuable 56:19
variable 62:17
variables 61:1
varies 47:11
various 86:14
vast 56:2
venue 24:19
versus 65:14 78:10
 88:7
vice 1:13 3:11 4:16,17
 5:13,14 22:2,3 26:15
 26:16 29:6 30:19
view 45:4
viewing 6:2
village 11:4
violence 19:15 23:19
vocabulary 75:2
vocational 81:16 82:2
 83:1
voice 10:3 25:7
vote 6:11 12:7 17:2
 18:7 28:16,18,22,22
 30:3
voting 23:12

W

waiting 51:15
want 6:2 9:1 18:5,12
 23:9 26:3,8,17 27:2,9
 27:22 33:2,17 37:9,17
 40:18 45:18 46:13
 51:6 53:22 54:5 58:18
 63:17,17 64:1,2,3,18
 66:21 70:19 76:8
 84:22 85:2,3,4,5,7
 86:5,6,9,16 89:1
wanted 8:8 12:5 22:14
 23:17 37:4 52:16
 59:21
wanting 70:6
Ward 1:14,15,16,17
 5:20 14:1 15:3 27:5
 52:14 63:14
warning 51:18 57:12
 85:22
Washington 1:10
waste 71:15
wasted 72:2
watered 54:16
Wattenberg 1:15 3:16
 3:17 27:5,6,17 29:11
 29:12 63:14,16 66:19
 69:17 72:6 76:7 81:13
 84:11,12 86:20 88:14
way 68:6,17 70:12,14
 87:6 89:4 90:16
ways 47:8 51:19 67:7
 67:21 84:1 88:17
we'll 7:7 11:17 12:1
 31:22 63:14 71:5 82:4
we're 9:6,7,8 10:2 11:13
 11:14 17:1 23:7,12
 30:11,12 31:18,21
 32:5 34:18 38:2,7
 39:7 46:9 49:2 59:6
 59:22 64:9,11 70:22
 71:1 73:12 78:9,16
 87:1 91:2 92:11
we've 8:16 10:9 45:17
 46:5 59:9 64:20,22
 65:20 71:21 78:6 79:4
 80:16 87:16 88:5,9
weakening 87:22
website 10:7
Wednesday 1:7 6:3,5
Weedon 1:16 3:21,22
 5:10,12 13:22 14:4,5
 16:8,10 29:16,17 76:3
 76:4,5 81:10 92:5,7
weeds 38:20
week 11:15 77:21 78:6
weeks 78:6
welcome 6:2,8 13:19
 63:13 89:18
welcomes 7:8
well-rounded 78:12
well-supported 47:14
wellbeing 25:5,19
wellness 13:4 18:9
 20:22
went 91:6
Wheaton 72:8
White 86:8
Whittington 1:16 4:5,6
 29:22 30:1 63:15 71:5
 72:7,9 74:20 76:3
wide 8:2
Williams 1:13 3:10,11
 4:16,18 5:13,15 22:2

22:4 26:15,16 29:5,6
willing 11:12
Wilson 1:17 3:14,15
 16:11,13 24:16 26:2,3
 29:9,10 52:13,15
 53:12 54:21 59:21
 76:7 77:2 92:2,4
window 50:18
winner 13:21 14:17
 15:3
withdraw 36:6
withdrawals 35:22
witness's 71:5
witnesses 7:8,11
woman's 15:8
Women's 18:10 22:16
 25:11
wonder 85:17
wondered 56:20
wonderful 10:8 44:16
word 15:7 52:16 66:7
 86:19
words 41:5 75:2,5
 84:21
work 9:22 10:8 12:17
 13:5 14:6 18:16 22:15
 23:7 24:11 27:21 28:2
 28:3,11 30:7 31:1
 32:6 43:6 48:1,3,7
 58:7 61:13 62:14
 68:12 69:1,11,13,19
 70:1,4 72:19 73:2
 87:9,9
work-based 59:15
worked 12:9 25:14
 58:21
workforce 40:11 74:11
 83:20
working 5:6 8:9 18:13
 20:3 38:9 42:22 59:6
 65:20 70:16
works 31:19
world 33:11 50:18
 75:18 90:4
worry 36:8
worth 45:13 59:18
wouldn't 55:10 80:1
wrap 31:22 44:15 91:19
wrap-around 28:9
wrinkles 38:20
wrong 9:17 11:8 67:3
www.totalsunshine....
 10:6

X

Y

Yair 18:7

year 7:4 13:7,11 20:15
 20:17 36:9 37:14 38:5
 50:15 60:13 61:7 65:4
 76:14,18 78:4
years 6:13 8:5 20:1
 22:15 39:12,18 58:21
 61:8 84:2,5,6,7 87:16
yeas 5:16 16:14
yellow 31:20
young 8:11,19 9:2
 10:13 11:5,8 18:10
 22:16 23:13,16 24:7
 25:11 33:2 36:2 37:13
 46:21 49:22 50:11
 53:20 54:8 56:22
 67:16 74:12 86:12
Youth 19:11

Z

Zalika 15:14

0

1

1 1:17 52:14 64:9
1/2 91:3
100,000 14:21
11 78:4
11th 52:7
12th-grade 48:16
13 2:14
15 20:18 39:11 64:9
16 8:5 20:19
16-1 14:17
17 2:16
18 50:9 64:11,14
1996 38:9

2

2 5:20 24:1
2.5 36:16,22
20 1:7 3:4 6:3 20:19
 21:18 91:3
20-25 59:9
2007 17:8,10 19:6 22:18
2007/2008 23:15
2009 32:20
2012 19:11
2013 10:17 32:20
2014 59:5
2015 20:18
2016 1:7 3:4 5:6 6:3
 9:21 15:17 20:19,19
 21:19 59:7
2016-17 13:7
202-575-0462 10:11
202-741-0888 7:15
23 9:21

23rd 8:14
24 39:1
25-30 77:1
26 50:7

3

3 1:15 27:5 63:14
30 84:2,5,6,7
30,000 15:18
30,000-foot 45:4
32 2:18

4

4 13:21 14:18,19
40 88:5
441 1:10 6:7
45 2:20
47 34:4
4th 1:10 6:7

5

5:30 1:10
5:33 3:2,4
50 14:22 88:5
50-state 31:8
50,000 15:20
501(c)(3) 8:4
51 31:8

6

6 1:16 5:6 14:1 15:3
60 88:5
61 36:19
66 9:5

7

7 2:12
7:07 92:13
70 76:16 88:5
75 37:9

8

8 1:14 34:2

C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: Public Meeting

Before: DC SBOE

Date: 04-20-16

Place: Washington, DC

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.

Neal R Gross

Court Reporter

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS

1323 RHODE ISLAND AVE., N.W.

WASHINGTON, D.C. 20005-3701