

GOVERNMENT OF THE DISTRICT OF COLUMBIA

+ + + + +

STATE BOARD OF EDUCATION

+ + + + +

WEDNESDAY

SEPTEMBER 21, 2016

+ + + + +

The Regular Meeting of the District of Columbia State Board of Education convened at 441 4th St, N.W., Washington, D.C., 20001, at 5:30 p.m., Jack Jacobson, President, presiding.

BOARD MEMBERS PRESENT:

JACK JACOBSON, President
KAREN WILLIAMS, Vice-President
KAMILI ANDERSON, Member
TIERRA JOLLY, Member
MARK JONES, Member
MARY LORD, Member
LAURA WILSON PHELAN, Member
RUTH WATTENBERG, Member
JOE WEEDON, MEMBER
JOHN PAUL HAYWORTH, Executive Director

ALSO PRESENT:

MERILYN HOLMES
SHANA YOUNG
DANIELLE BRANSON
KRISTEN AMUNDSON

PETER ZAMORA

C-O-N-T-E-N-T-S

I. Call to Order
by President Jacobson. 3

II. Announcement of a Quorum
by Executive Director Hayworth 4

III. Approval of the Agenda 5

IV. Approval of the Minutes. 6

V. Comments from the President of DC
State Board of Education 7

VI. Public Comments

 1. Merilyn Holmes, Executive Director
 Total Sunshine, Inc.10

VII. Fiscal Year 2017 Budget and Fiscal
Year 2018 Need for Appropriations.15

VIII. PARCC SY2015-2016 Results

 1. Danielle Branson, Director of
 Assessments, OSSE.19

IX. ESSA: State Leadership and
Implementation Challenges

 1. Kristen Amundson, Executive
 Director, NASB78

 2. Peter Zamora, Director of Federal
 Affairs, CCSSO85

X. Adjournment. 142

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

2 (5:38 p.m.)

3 PRESIDENT JACOBSON: So good
4 afternoon. The time is 5:38 p.m. on Wednesday,
5 September 21, 2016, and this public meeting of
6 the District of Columbia State Board of Education
7 is now called to order.

8 The roll will now be called to
9 determine the presence of a quorum. Mr.
10 Hayworth, please call the roll.

11 EXECUTIVE DIRECTOR HAYWORTH: Mr.
12 Jacobson.

13 PRESIDENT JACOBSON: Present.

14 EXECUTIVE DIRECTOR HAYWORTH: Ms.
15 Williams. Ms. Williams.

16 VICE-PRESIDENT WILLIAMS: Here.

17 EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.

18 MEMBER LORD: Present.

19 EXECUTIVE DIRECTOR HAYWORTH: Ms.
20 Wilson Phelan.

21 MEMBER WILSON PHELAN: Present.

22 EXECUTIVE DIRECTOR HAYWORTH: Ms.

1 Wattenberg.

2 MEMBER WATTENBERG: Present.

3 EXECUTIVE DIRECTOR HAYWORTH: Ms.

4 Anderson.

5 MEMBER ANDERSON: Present.

6 EXECUTIVE DIRECTOR HAYWORTH: Mr.

7 Jones.

8 MEMBER JONES: Present.

9 EXECUTIVE DIRECTOR HAYWORTH: Mr.

10 Weedon.

11 MEMBER WEEDON: Present.

12 EXECUTIVE DIRECTOR HAYWORTH: Ms.

13 Jolly.

14 PRESIDENT JACOBSON: Ms. Jolly is in
15 route.

16 EXECUTIVE DIRECTOR HAYWORTH: Mr.

17 President, you have a quorum.

18 PRESIDENT JACOBSON: A quorum has been
19 determined and the State Board will now proceed
20 with the business portion of the meeting.

21 Members, we have a draft agenda before us.

22 Are there corrections or additions to

1 the agenda?

2 MEMBER WATTENBERG: Yes. I move to --

3 PRESIDENT JACOBSON: Wattenberg is
4 recognized from Ward 3.

5 MEMBER WATTENBERG: Yes. I move, I
6 would like to add to the agenda an item where we
7 can establish committees.

8 PRESIDENT JACOBSON: We'll do that
9 after our panels if that's fine with you.

10 MEMBER WATTENBERG: That's fine.

11 PRESIDENT JACOBSON: Are there any
12 objections to Ms. Wattenberg's request? Hearing
13 none the agenda is amended as such. Are there
14 further corrections or additions?

15 Seeing none, I would entertain a
16 motion to approve the agenda as amended.

17 MEMBER WEEDON: So moved.

18 PRESIDENT JACOBSON: Moved by Mr.
19 Weedon. Is there a second?

20 VICE-PRESIDENT WILLIAMS: Second.

21 PRESIDENT JACOBSON: Second by Ms.,
22 Vice President Williams. The motion being

1 properly being seconded I ask for the yeas and
2 nays. All in favor say I.

3 (Chorus of ayes)

4 PRESIDENT JACOBSON: Any opposed? The
5 motion is approved. Next on our agenda is
6 approval of minutes from our July 27, 2016,
7 working session. Are there corrections or
8 additions to the minutes?

9 Hearing none, I would entertain a
10 motion to approve the minutes.

11 VICE-PRESIDENT WILLIAMS: So moved.

12 PRESIDENT JACOBSON: Moved by Vice
13 President Williams. Is there a second?

14 MEMBER WILSON PHELAN: Second.

15 PRESIDENT JACOBSON: Second by Ms.
16 Wilson Phelan. The motion being properly moved
17 and seconded I'll ask for yeas and nays. All in
18 favor please say aye.

19 (Chorus of ayes)

20 Any opposed. The motion is approved.
21 I should have done these together. We have the
22 minutes from our September 7th working session as

1 well. Any corrections or additions to that,
2 those minutes from September 7th?

3 Hearing none I would entertain a
4 motion to approve the minutes.

5 MEMBER WILSON PHELAN: So moved.

6 PRESIDENT JACOBSON: Moved by Ms.
7 Wilson Phelan. A second?

8 MEMBER ANDERSON: Second.

9 PRESIDENT JACOBSON: Second by Ms.
10 Lord. No, I'm sorry Ms. Anderson. The motion
11 being properly moved and seconded all in favor
12 please say aye.

13 (Chorus of ayes)

14 Any opposed? Motion is approved.

15 Good evening. My name is Jack Jacobson and I am
16 President and Ward 2 representative of the State
17 Board of Education.

18 On behalf of the Members of the
19 District of Columbia State Board of Education, I
20 want to welcome our guests and our viewing public
21 to our Wednesday, September 21, 2016, public
22 meeting. The State Board holds its regularly

1 scheduled meetings on the third Wednesday of
2 every month in the old council chambers here at
3 441 Fourth Street NW.

4 The Members of the State Board of
5 Education welcome your participation and your
6 support in our efforts to improve education in
7 the nation's capital. The State Board of
8 Education's work to create a new school
9 accountability system continues on pace with our
10 partners at OSSE.

11 Tonight we are joined by national
12 experts who will help inform the State Board and
13 the residents of the District on the
14 implementation of the Every Student Succeeds Act.
15 The State Board and Office of State
16 Superintendent of Education have been working
17 closely since passage of ESSA in December of 2015
18 on the development of an accountability system
19 that incorporates input from parents, students,
20 teachers and policy leaders.

21 We've held meetings across the
22 District and are planning to hold additional

1 meetings throughout the fall. If you are
2 interested in learning more about ESSA and its
3 potential for District students please visit our
4 website at SBOE.dc.gov/ESSA, E-S-S-A.

5 There you will find an online survey
6 in English, Spanish and Amharic to offer your
7 thoughts on what makes a school successful at
8 fostering student learning. I also wanted to
9 thank Superintendent Kang and her team for their
10 commitment to the community involvement in this
11 process.

12 They have been excellent partners and
13 we look forward to continuing our work together.
14 The State Board is also incredibly interested in
15 student participation in our work. And as such
16 we're going to be continuing our Student Advisory
17 Committee which is made up of students from the
18 top five largest DC public charter schools,
19 traditional DC public schools and five at large
20 seats.

21 If you are a student in the District
22 of Columbia and would like to participate on the

1 Student Advisory Committee please email us at
2 SBOE.dc.gov for more information. And on our
3 website it's under student voices, I believe.

4 Usually at this time the State
5 Superintendent of Education, Hanseul Kang would
6 give her opening remarks. But Ms. Kang is
7 currently enjoying a well deserved vacation. We
8 wish her a fantastic and safe trip.

9 We'll continue our meeting with public
10 witnesses. The State Board welcomes public
11 participation in activities under our authority.

12 At every public meeting we begin with
13 testimony from public witnesses on education
14 related matters. If you are a member of the
15 public and would like to speak at a future public
16 meeting please contact our staff at SBOE@dc.gov
17 or by calling 202-741-0888.

18 Our public witnesses today I've seen
19 Ms. Merilyn Holmes, Executive Director of Total
20 Sunshine Inc. You can come down to the desk.

21 And is Carole Stewart, a Ward 7
22 resident here?

1 EXECUTIVE DIRECTOR HAYWORTH: Mr.
2 President, Ms. Stewart indicated about ten
3 minutes ago that she would be submitting written
4 testimony.

5 PRESIDENT JACOBSON: Wonderful. I'm
6 going to ask our staff to make sure that gets
7 circulated to the full board once it's received.
8 Ms. Holmes, you have three minutes.

9 MS. HOLMES: All right. Well good
10 evening. I'm so happy to be here once again.
11 I'm Merilyn Holmes. I'm the president and
12 founder and executive director, the driving force
13 behind Total Sunshine, Inc.

14 We're a nonprofit in the city and we
15 have been working to help our young people that
16 are on the right track stay there and we have
17 been helping the ones, or so we hope, we've been
18 helping the ones that are not on the right track
19 to get onto the right track. This past June was
20 such a wonderful, we had a great event.

21 We honored the valedictorians and
22 salutatorians of the city, the top graduates.

1 I'm sure everyone is familiar with that. I
2 always come in and talk about our annual rewards
3 ceremony.

4 This year was our eighth annual and
5 it's so important to make sure that we provide
6 our young people who have done the hard work
7 their entire school career essentially. And so
8 we try to make sure we support them and reward
9 them with technical tools for college.

10 This year was yet another year that we
11 were able to do that. Here's actually a picture
12 of one of our top grads graduating classes.
13 Every year there's generally about 70 students
14 that we have to support and it's quite something
15 else to get them supported.

16 This year I did a whole lot of
17 outreach and I'll tell you I was disappointed but
18 I ended up giving the largest financial
19 contribution myself to make sure the young people
20 were supported. I'm all in with this.

21 This is 16 years for me as the Medic
22 to Society. I started this thing as a paramedic

1 just realizing that we needed more help in the
2 city from young people and with young people.
3 And so it's totally fine for me to do that.

4 But I do hope that there are other
5 people out there that would help us to support
6 the young people that have done the right thing
7 for their entire school career. Now this
8 ceremony that we have every year is a part of our
9 school grade incentive program, my goodness.

10 We do great things with that program.
11 We've done so many anti-violence, life coping
12 skills seminars in schools. We have of course,
13 the main signature event is the annual ceremony.
14 And then we televise it all.

15 I'm sure you all can see I've got my
16 people over there. We're going to put this on
17 our show. It comes on DC TV. We've won some
18 great awards on DC TV for being the best youth-
19 focused, best community-focused and we're looking
20 to continue.

21 Let's see, what else did I want to
22 say. Well our school grade incentive program

1 we're actually, we're launching a new avenue of
2 support for young people. Of course we are
3 living in really troubling times.

4 I'm sure if you turn on the news
5 you'll see exactly what I'm talking about. It's
6 just crazy out here. And so I tell you we need
7 as many people on the front lines to work with
8 these young people as possible.

9 And so I'm all, I'm for it. A Medic
10 to Society is on duty. I'm going to go ahead and
11 work with my board. We've already kind of
12 hammered out some of the details.

13 But we're looking to do some new
14 engagements with our school grade incentive
15 program with young people in the city. Ward 8 is
16 going to be our focus to start. Hopefully we can
17 get enough support to take these endeavors that
18 we're working on city-wide.

19 I'm looking to have more one to one
20 communications with some of the young people,
21 hopefully kind of teaching them how to act
22 without them knowing that they're being taught.

1 Sometimes the best way to teach a
2 young person is to not let them know they're
3 being taught. And so I'm really excited about
4 some of these new things we're having to come
5 down the line.

6 And so you have to excuse me, I'm out
7 of breath. I'm sure you guys saw me just running
8 here. But it's so important for me every time to
9 make sure that I come out here and let you know
10 that Total Sunshine, I'm on the job. And young
11 people out there, don't be discouraged.

12 There's someone out there that cares.
13 I'm sure I'm not the only one. And I'll tell you
14 if someone wants to know more information about
15 our school grade incentive program they can go to
16 Total Sunshine.org or, well that's actually the
17 best place to find us or they can call us on the
18 Sunshine line.

19 It's 202-575-0462 and we're looking
20 forward to a fantastic school grade rewards
21 ceremony ninth annual, next June 22, 2107. Once
22 again we'll be looking to support the

1 valedictorians and the salutatorians.

2 I've said that so many times. But
3 we're going to be supporting them once again.
4 It's going to be roughly 70 students, all public
5 school students, all charter schools students,
6 the top two from each single school, every single
7 ward, yes, we're going to be there.

8 We're going to support them at our
9 event. And I love it. Thanks so much for this
10 opportunity to express these things about our
11 support for young people. Total Sunshine
12 Incorporated is on the job as I am as well.
13 Thank you.

14 PRESIDENT JACOBSON: Thank you, Ms.
15 Holmes, and thank you for your dedication to DC
16 students.

17 MS. HOLMES: Yes, it's all good.

18 PRESIDENT JACOBSON: Tonight the State
19 Board of Education will consider two resolutions
20 related to its budget. Until recently the three
21 offices of the State Board have not utilized a
22 budget that reflects actual activities performed

1 by the staff and members.

2 Today we are taking a step to make the
3 budget of the State Board more transparent and
4 allow for greater oversight. Members, we have
5 before us two resolutions.

6 I would like to consider the
7 resolution entitled, SR16-5, DC State Board of
8 Education Fiscal Year 2017 Budget Resolution
9 first.

10 MEMBER WILSON PHELAN: I'd like to
11 make a motion to table this resolution and the
12 next one.

13 MEMBER LORD: Second.

14 PRESIDENT JACOBSON: There has been a
15 motion by Ms. Wilson Phelan and a second by Ms.
16 Lord to table discussion on this issue.

17 MEMBER WILSON PHELAN: Discussion?

18 PRESIDENT JACOBSON: Discussion. Ms.
19 Wilson Phelan.

20 MEMBER WILSON PHELAN: Yes. I just
21 want to explain the logic behind my thinking
22 here. While I appreciate that we have had two

1 working sessions discussing this and I definitely
2 appreciate the transparency initiative and the
3 preparatory work our staff has done to get us to
4 this point, I know there are some unresolved
5 issues that will be affecting our budget.

6 And I know that later on Ms.
7 Wattenberg will actually be suggesting a
8 committee to delve more deeply into these issues
9 so that we can be very, very clear and aligned as
10 a Board about how our budget will be allocated.
11 So I would suggest we table this until we have
12 more clarity but that it be resolved within the
13 next three weeks.

14 PRESIDENT JACOBSON: Additional
15 discussion? Ms. Lord.

16 MEMBER LORD: I support Ms. Wilson
17 Phelan on this. There are some unresolved issues
18 and I would much rather have them resolved and
19 everybody on board then to have to dive into the
20 particulars in the form of a resolution.

21 PRESIDENT JACOBSON: All right. Any
22 further discussion? If not I would ask our

1 executive director to call the roll on the motion
2 to table both resolutions.

3 EXECUTIVE DIRECTOR HAYWORTH: Mr.
4 Jacobson.

5 PRESIDENT JACOBSON: Nay.

6 EXECUTIVE DIRECTOR HAYWORTH: Ms.
7 Williams.

8 PRESIDENT JACOBSON: Nay.

9 EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.
10 MEMBER LORD: Yea.

11 EXECUTIVE DIRECTOR HAYWORTH: Ms.
12 Wilson Phelan.

13 MEMBER WILSON PHELAN: Yes.

14 EXECUTIVE DIRECTOR HAYWORTH: Ms.
15 Wattenberg.

16 MEMBER WATTENBERG: Yes.

17 EXECUTIVE DIRECTOR HAYWORTH: Ms.

18 Anderson.

19 MEMBER ANDERSON: Yes.

20 EXECUTIVE DIRECTOR HAYWORTH: Mr.

21 Jones.

22 MEMBER JONES: Yea.

1 EXECUTIVE DIRECTOR HAYWORTH: Mr.
2 Weedon.

3 MEMBER WEEDON: Yes.

4 EXECUTIVE DIRECTOR HAYWORTH: Ms.
5 Jolly. Ms. Jolly. Mr. President, the motion
6 passes.

7 PRESIDENT JACOBSON: Thanks so much.
8 Therefore these resolutions will be tabled to our
9 next public meeting. We will now then move to
10 our discussion of PARCC results from school year
11 15/16.

12 The District recently received the
13 results from the second year of the PARCC exams.
14 PARCC is an consortium of states that work
15 together to develop high quality, common
16 assessments in Math and English that helps us
17 ensure that students are on track for college and
18 careers.

19 In late August OSSE released results
20 from the 2015/16 school year. These scores
21 showed modest growth overall from the first year
22 of the exam, but when you examine the details had

1 significant room for improvement.

2 Tonight we are joined by Shana Young,
3 OSSE Chief of Staff and Danielle Branson,
4 Director of Assessments to discuss these results.
5 Ms. Branson, I understand you're fairly new?

6 MS. BRANSON: Yes.

7 PRESIDENT JACOBSON: Great.

8 MS. BRANSON: Five weeks.

9 PRESIDENT JACOBSON: We appreciate you
10 spending your time with us tonight.

11 MS. BRANSON: Happy to be here.

12 PRESIDENT JACOBSON: Thank you for
13 joining us tonight for this discussion. The
14 State Board is committed, as you are, to making
15 sure that the growth we are seeing continues.
16 Who would like to begin?

17 MS. BRANSON: I will.

18 PRESIDENT JACOBSON: Ms. Branson.

19 MS. BRANSON: Good evening.

20 PRESIDENT JACOBSON: You have, we're
21 not going to put a time limit on your
22 presentation. But if you could keep it under ten

1 minutes that would be great.

2 MS. BRANSON: Sure. Good evening,
3 everyone. My name again is Danielle Branson.
4 I'm the new director of assessment for the Office
5 of the State Superintendent of Education.

6 And I'm here today to present to you
7 the statewide results for the partnership for the
8 assessment of readiness of college and careers
9 assessments for 2016. And we do have a slide
10 deck for everyone to look along with.

11 I want to start by reaffirming that
12 PARCC is a high quality assessment that is
13 important for DC because it truly measures the
14 real world skills like critical thinking, problem
15 solving, modeling, writing to text that our
16 students need to succeed in college and careers.

17 It provides us with actionable
18 information we need to both support and challenge
19 our students. It's important to note that in the
20 spring 2016 administration 99 percent of our
21 students took the assessments online which is up
22 from 92 percent in spring of 2015.

1 In this presentation I'll be sharing
2 the results for the PARCC assessments at the
3 state level which includes our results for DCPS
4 and our public charter schools.

5 So when I say that the PARCC
6 assessments ask our students to use critical
7 thinking and the skills that they'll need in the
8 real world this is a real example of how we can
9 see how this is operationalized in our
10 assessments.

11 You can see on the slide two sample
12 assessment items from DC CAS and from PARCC for
13 sixth grade math and ELA. And if you look at the
14 left side of the screen for the math items you
15 can see that the underlying standard is quite
16 similar.

17 But if we look at the DC CAS question
18 in blue at the bottom of the screen you can see
19 that students simply need to solve the equation
20 and select their answer. In the PARCC item,
21 however, students are asked to look at two
22 different ways they can solve the problem, one

1 through a diagram and one through written
2 expression and describe how they relate to each
3 other and how they are connected.

4 And you can see here that this allows
5 our students to show a deeper understanding of
6 fractions, divisions and how to solve complex
7 problems. If we look at the ELA side again DC
8 CAS at the bottom and PARCC at the top, you can
9 see in DC CAS the student is asked to explain how
10 the poet's words show how the speaker feels about
11 rain and use supporting details.

12 While in the PARCC item in sixth grade
13 students are asked to read two texts. They are
14 asked to synthesize and reflect on the text and
15 write an essay that compares the two and
16 contrasts.

17 And it is important to note it looks
18 at using supporting details and evidence to
19 support their claim. This is the type of rigor
20 and depth of understanding the standards call for
21 and it's the type of engagement with text we see
22 students using every single day in their

1 classrooms.

2 So I think that foundation is really
3 important as we talk about the results. So let's
4 dive into the results for 2016. A couple key
5 takeaways. Scores are up for 2015. We saw gains
6 across almost all of our grades and subjects.

7 It is particularly exciting to see
8 that there have been strong results in early
9 grades math for the second year in a row. And we
10 see this as an encouragement for what's to come
11 in the future.

12 We have also seen that specific groups
13 of students have improved across grades and
14 content. We've also been able to release a wide
15 variety of resources and supports to ensure that
16 parents, educators, the community and students
17 have the tools they need to interpret and then
18 take actions on these results.

19 So to give some framing, the PARCC
20 assessment has five performance levels ranging
21 from Level 1, did not meet expectations to a
22 Level 5, exceeded expectations. On the left side

1 of the screen you can see that Levels 4 and 5 are
2 the indicator of what we call on track.

3 So either on track for the next grade
4 level or on track to leave high school, college
5 and career ready. So in the next couple slides
6 when we talk about being on track that's what
7 we're referring to, Levels 4 and above.

8 And with respect to these performance
9 levels we have some early research showing that
10 PARCC is really living up to its promise when it
11 comes to predicting readiness. There's a study
12 that Mathematica released that stated that the
13 results we see are predictive of how students
14 will do in their first year of college,
15 particularly in entry level, credit bearing
16 course work.

17 More to come. But that's particularly
18 exciting. So when we look up at our overall
19 results you can see this is broken down by
20 performance level.

21 From 2015 to 2016 we did see a two
22 percentage point increase in our on track Levels

1 4 and 5 in ELA and three percentage point
2 increase in mathematics. And you can also see in
3 ELA something we are interested in is the fact
4 that the Level 1 students, our lowest performance
5 level and we're seeing that number decrease.

6 And that is equally as important as
7 we're thinking about the change in progress over
8 time. So moving into our ELA results by test.
9 You can see here that we saw increases across
10 almost every grade level here with the exception
11 of the ELA 2 assessment.

12 Again, we were encouraged to see that
13 the Level 1 students at our lowest level did
14 decrease from 2015 to 2016 here. I'll just give
15 you a second for you to take a look at the
16 increases from 2015 at the bottom to 2016.

17 When we look at by grade here's where
18 you can really see the difference ranging from a
19 one point increase in grade three to a four point
20 increase in grade eight with a decrease again at
21 the ELA 2 level. Looking at mathematics, again,
22 you can see that we saw gains across most of our

1 subject areas, our courses.

2 There were some areas of decrease. Of
3 course in grade eight. We can see some
4 consistent in grade six. Something to note is
5 that you're seeing more boxes here in mathematics
6 and that is due to the fact that we have some
7 students in grade seven and eight who are
8 enrolled in Algebra 1.

9 We also have some students who took
10 the Geometry test while they were in middle
11 school last year so they took the Algebra 2
12 assessment this year as a required test. So just
13 some framing there for your reference.

14 Again looking at the early grades here
15 we saw particularly strong grades in early
16 mathematics for the second year in a row. Last
17 year we were excited to see higher achievement
18 levels in these grade.

19 And we were particularly excited to
20 see that these grades are seeing greater gains.
21 This is something we are interested in looking at
22 in the future.

1 When we look at the middle grades when
2 we look for students who are enrolled in seventh
3 grade, the three point gain. Those enrolled in
4 eighth grade we did see a slight decline.

5 But looking in our students enrolled
6 in ninth through twelfth grade a four point
7 increase. The solid bar at the bottom, you're
8 seeing some solid and shaded differences here.

9 The solid bar at the bottom reflects
10 those students in seventh or eighth grade who
11 took that test that they were enrolled in that
12 grade level. Where the shaded bar reflects those
13 seventh and eighth graders who took an assessment
14 in an advanced level that was not necessarily
15 their enrolled grade and we talked about that in
16 the other slide as well.

17 One thing we looked at was our
18 specific groups of students. And we were excited
19 to see that there was gains across the vast
20 majority of our specific groups of students
21 including our black students, Hispanic students,
22 our special education students, English language

1 learners, economically disadvantaged students and
2 at risk students in ELA.

3 The only area where we did see a
4 decrease was for our white students. When it
5 comes to looking at our mathematics results for
6 specific groups we saw increases across the
7 board.

8 When it comes to looking at
9 participation, which is a federal requirement, DC
10 met or exceeded our 95 percent participation rate
11 target for both ELA and math at the overall
12 levels. And when you look at specific grades, we
13 met or exceeded our targets in those grades.

14 The exception here was high school
15 where we did not. But our participation rates
16 did improve from the previous year. We know we
17 have more work to do here.

18 But we also know that given the switch
19 from a grade based or course based high school
20 assessment it's meant that we need to revisit and
21 refine our business rules for calculating
22 participation rate. So it's something we're

1 aware of.

2 So we're excited by the progress we're
3 seeing but we know we have a lot more work to do
4 to support our students in schools. We're not
5 yet in the place where all of our kids are
6 college and career ready.

7 But every single one of our students
8 can get there and deserves to be on that path.
9 So providing some resources and supports is
10 critical.

11 So we want to just share with you just
12 a couple resources and supports that are
13 currently available. It's an important step to
14 ensure that educators, students, parents and the
15 community are able to interpret and take action
16 on the data as we mentioned earlier.

17 So we made some improvements to our
18 public facing website which is
19 results.osse.dc.gov. And there are links to that
20 from OSSE's home page if you're interested.

21 The interactive website shows the data
22 in easy to read visual displays and we have two

1 samples that we're showing on the screen here.
2 On the left you can see the overall year to year
3 look at results. It's available at the state,
4 LEA and school level.

5 On the right, this is particularly
6 interesting, we not only provide the overall
7 results but how students did on certain portions
8 of the test and we think again is this
9 particularly useful for educators.

10 So for a fifth grade teacher at a
11 school you can pull up your information and say
12 okay, how did my students do on literary text,
13 written expression, vocabulary? How does that
14 compare to the state, the LEA?

15 Where are our areas of strength?
16 Where are our areas of challenge? So an
17 opportunity to look across in that way can be
18 really helpful instructionally.

19 When it comes to supports for
20 families, families are receiving score reports
21 with their individual child's results. They were
22 sent to schools home earlier in September.

1 This information includes the child's
2 overall score but also talks about how their
3 child did on different portions of the test as we
4 just discussed. It also includes information on
5 how the child's performance compares to other
6 children's in DC, the school, across the District
7 as well as their previous performance in other
8 years.

9 And again, this information helps
10 children and parents know the types of questions
11 to ask their teachers to help improve. We do
12 have some additional materials that are live on
13 our website now including the downloadable
14 detailed school, LEA, sector and state data
15 spreadsheets, the subject specific spreadsheets,
16 the score report guide and FAQ for families in
17 English and other translated languages as well as
18 access to the 2015 test items, released items.

19 And about a full length test form for
20 every course and content area was released last
21 year. There's also access to practice tests and
22 a number of additional resources that we're

1 encouraging people to explore.

2 So in summary, we're seeing progress.
3 We know there's additional work to be done. But
4 this gives a high level overview of the state
5 level PARCC assessment results for 2016. Thank
6 you.

7 PRESIDENT JACOBSON: Thank you so
8 much. Ms. Young, will you be speaking as well?

9 MS. YOUNG: No.

10 PRESIDENT JACOBSON: You are here for
11 questions I'm guessing.

12 MS. YOUNG: I'm here available to
13 speak. I have no further presentation. Thank
14 you.

15 PRESIDENT JACOBSON: Terrific. Board
16 Members, we'll do five minutes per round. Mr.
17 Weedon.

18 MEMBER WEEDON: Thank you for coming
19 tonight and going through this in such detail.
20 I'd have one request. As a parent we receive the
21 individual reports.

22 And I think it does a great job of

1 capturing where my daughter is versus her class,
2 her school and the city. I'd also like to know
3 where she's at nationally.

4 Part of the beauty of PARCC is it
5 gives us a benchmark that covers not just our
6 city but how our kids are doing against their
7 peers across the nation. And I'd love to see
8 that added.

9 I also see somewhat of a disconnect in
10 the data. Can we go back to Slide 13? And my
11 colleague from Ward 3 has brought this up a
12 couple of times. But if you look here seventh
13 grade math last year's students 17 percent of the
14 students were proficient, okay, college and
15 career ready.

16 This year that same cohort is now in
17 eighth grade. So there was actually growth there
18 within those students. And I think we need to
19 find a better way to talk about student growth
20 because that's the true measure of learning.

21 When I think of my daughter's middle
22 school, Eliot Hine Middle School, she's a sixth

1 grader there, 9.2 percent were proficient in ELA
2 last year, 1.2 percent in math. Those numbers
3 are atrocious.

4 But I can tell you that there are
5 students in her class that are reading at a
6 kindergarten level. So the teachers are being
7 penalized because and the school's reputation is
8 being penalized because those students aren't
9 proficient.

10 We can't expect them to make that much
11 growth in a year and the results are not
12 indicative of the learning that's going on in
13 that class, in those classrooms in that school.
14 We're seeing students grow multiple years.

15 So we need to find a way to better
16 measure growth. And I'd like to get your
17 thoughts on how can we better do that on an
18 individual student or cohort basis, not year to
19 year of what the school's proficiency level is.

20 MS. BRANSON: So a couple of
21 reactions. First, on the national comparison
22 level the PARCC as a consortium does produce a

1 consortium level report and that's something
2 that's being worked on for 2016. I'm happy to
3 share that when that's available. So that does
4 provide some additional rich information to that
5 point.

6 When it comes to, you know, cutting
7 the data in different ways of course this is
8 looking at, you know, seventh grade as enrolled
9 or by the actual assessment, right. So you're
10 looking at the cohort look.

11 And I hear you in that and I think
12 that's something that we've been, you know, at
13 OSSE our goal is to provide data that's available
14 for individuals to take a look at in multiple
15 different ways.

16 And I think that's something that is
17 encouraging and a lot of schools are doing is
18 taking a look at growth individually at the
19 school level. I don't if Shana may --

20 MS. YOUNG: Yes. I would point also
21 some of this is available and it's interesting in
22 terms of what we can present and what schools can

1 access for other types of graphic representation
2 to explain the same thing that you're talking
3 about now.

4 And we provide both publicly in
5 spreadsheet form and on the school form a
6 breakdown of every level of every, at each school
7 for subject in year over year. And that's where
8 we would start, I believe, to answer the kind of
9 question you're looking now.

10 How is the growth being shown year
11 over year not just in the Levels 4 and 5 but in
12 reduction and movement of students over the year
13 from the lower levels up the ladder towards
14 proficiency and on track status. And so one of
15 the things, we've heard this from you and from
16 other folks, as well is to think about other
17 types of graphic representations we can make
18 available and more easily accessible to the
19 public to show that trend in any given school or
20 grade over time.

21 We show that in some part here. But
22 I understand it's a different type of emphasis

1 that you're talking about.

2 MEMBER WEEDON: Right. But the
3 overall, when we think we're in a competitive
4 environment, we're in an environment of choice
5 and one of the first things that parents at least
6 in Ward 6 look at is how many students are
7 proficient in the school.

8 And I would argue that's not
9 necessarily the correct indicator. My, for me
10 and for my family the choice was are students
11 learning here. And we need to be able to tell a
12 better story there because this undermines the
13 ability of schools to recruit students to keep
14 them engaged.

15 And the result becomes a shuffle.
16 There are students un-enrolling from my
17 daughter's school yesterday and moving to a
18 "better" school. Well when I talk to the parents
19 at back to school night, I'm not quite sure why
20 they were at back to school night, but they were,
21 they're talking about well it's got better test
22 scores.

1 Well is that indicative of what your
2 kid is going to learn this year? I would argue,
3 no, in that specific case. But we need to find a
4 better way to do this.

5 The last thing I've got about four
6 seconds here, I just wanted to point out that I
7 applaud the growth. But we also need to be
8 realistic here. Three out of four kids in the
9 city aren't reading.

10 You look at Eastern High School again
11 the public high school in Ward 6, 17.5 percent
12 proficient or college and career ready in
13 English, 1.1 in math. Yet 75, 80 percent of
14 those students are graduating.

15 Are we doing these students a
16 disservice? I'd really love to hear and
17 hopefully we can come back to what do we think
18 works to drive test scores and how do we double
19 down and invest in those strategies?

20 We've heard that time and time again
21 from the Deputy Mayor throughout the Chancellor
22 search what we're going to double down and what

1 works. But nobody has yet to say what works.

2 PRESIDENT JACOBSON: Thank you, Mr.
3 Weedon. Let the record reflect that Ms. Jolly
4 from Ward 8 has joined us. Do additional Board
5 Members have questions? Ms. Wattenberg from Ward
6 3.

7 MEMBER WATTENBERG: First of all
8 congratulations on joining OSSE. We're all
9 delighted to have you.

10 MS. BRANSON: Thank you.

11 MEMBER WATTENBERG: So let me start by
12 following up just a little bit on what Mr. Weedon
13 said and then raise some other things. I totally
14 share what he has said in terms of the importance
15 of following cohort so that our parents and our
16 schools and everybody in the community,
17 taxpayers, Council, everybody understands where
18 the growth is and that that's not the same as
19 what we're being shown.

20 And second, I'm very sympathetic to
21 your point that there's lots of ways to show the
22 data and you've chosen one way to show it and

1 that people can go inside and look at an
2 incredible database and pull together all kinds
3 of other ways to do it.

4 Let me just say, I have tried and I'm
5 not great at this but I'm probably better than a
6 lot of people and I got really nowhere. So what
7 I want to say and I realize this is what you're
8 working towards so I am encouraging you to work
9 in this direction.

10 But let me just be very specific. I
11 think thinking about next year what I would
12 really hope that we could see is a series of
13 reports so that when the leaders of the city get
14 up in front of the press conference there's not
15 one way of looking at the data that then gets
16 picked up by all newspapers, by the Council, by
17 everybody as though that's the answer.

18 As you've just said, it's an answer
19 and depending on what you're looking at it may or
20 may not be a good way to look at it. So what I
21 would see is that there's multiple reports that
22 report out the data in some different ways so

1 that we could have, it would be very educative I
2 think for our newspapers.

3 It would be very educative for people
4 in the schools, for parents and so on. So that
5 is what I want to say on that.

6 Second, I want to talk a little bit
7 about the bollixing up that has happened at
8 Wilson and Walls. And I think most people are
9 now aware that there was a big score plummet at
10 Wilson and Walls.

11 And there's a back story to, nobody,
12 I want to say interestingly nobody thinks that
13 the reason there was a score plummet is because
14 suddenly achievement dropped 15, 25 points. So
15 everybody is trying to figure out kind of who to
16 blame, what happened.

17 But nobody is saying achievement
18 dropped. And I think it's important to note that
19 if we had this kind of score drop somewhere else
20 and we have in the past people get fired, schools
21 get reconstituted.

22 So it's really important that we have

1 a way of looking at this data and a way of
2 vetting it so that misleading data doesn't get
3 out there. Now I want to say a couple of things
4 about what happened at Wilson and Walls and the
5 reason I'm saying it is not to look backwards but
6 to be very specific about the kinds of issues
7 that we really have to make sure don't happen
8 next time.

9 And you alluded to at least one of
10 them in your comments which I'm really delighted
11 to hear. But let me raise them. So part of the
12 OSSE rules were very clear that students should
13 be taking the PARCC test that corresponds to the
14 course that they're enrolled in.

15 For reasons that I do not understand
16 and I still do not understand, DCPS did not
17 follow that rule in certain cases. And so what
18 you had at Wilson and Walls was a number of kids
19 being told to take tests in courses that they
20 were not enrolled in.

21 Most prominently, the one that's
22 gotten a lot of attention, but it's not just this

1 one is eleventh and twelfth graders who took
2 Geometry in eighth grade were asked to take
3 Geometry tests as eleventh and twelfth graders.
4 Now that makes absolutely no sense.

5 Getting those scores tells you nothing
6 about achievement at Wilson. It really doesn't
7 tell you anything relevant about the achievement
8 of those kids. So why were we testing them?

9 Everybody, starting with OSSE
10 understood that there was nothing to be gained by
11 testing kids in those classes. OSSE's rules
12 would not have required that.

13 But DCPS did it. A number of people,
14 it was raised with DCPS. It didn't get fixed.
15 People were asked to take these tests that were
16 clearly the wrong tests.

17 One result of that was the whole
18 testing operation lost credibility. So many
19 students who in previous years, you know, high
20 school students in none of our high schools, they
21 don't like taking these tests.

22 There's no stakes attached to it. But

1 people buckle down and they take them and that
2 has been the case, to some extent. And in this
3 year the credibility of the whole operation was
4 so undermined that many kids just decided not to
5 take them or in more cases what really happened
6 is people going in working on it for a few
7 minutes and leaving.

8 And the blame has been put on these
9 students and that's what the headlines in the
10 Washington Post were is that these students just
11 decided to tank their exams. But I think it's
12 important to understand that it started from this
13 lack of cooperation, lack of solving the problem
14 at the adult level. Jack, can I go just one more
15 minute?

16 PRESIDENT JACOBSON: Yes, I just want
17 to make sure --

18 MEMBER WATTENBERG: Just to do the
19 fixes.

20 PRESIDENT JACOBSON: -- they have time
21 to respond to your question. You're already over
22 time.

1 MEMBER WATTENBERG: That's fine. So
2 let me put out the fixes and then I'll leave this
3 comment which is what I really hope is one, that
4 you can provide some assurance to all of us that
5 next year the rules will be clear to all the
6 LEAs, including DCPS so that we don't have this
7 again, number one.

8 Number two, that if something like
9 this were to happen that there is a place where
10 school officials can go, teachers can go,
11 students can go, I can go and get this aired and
12 solved instead of everybody raising it and
13 everybody just watching everybody else blame each
14 other because that's what happened.

15 OSSE and DCPS blamed each other and
16 that didn't solve the problem. And there needs
17 to be a place to go for that. So I'll leave it
18 at that. I also want to raise a separate set of
19 issues which has to do with some technology
20 issues. But I'll leave it at that for now.

21 MS. BRANSON: Thank you. So just to
22 affirm the, you know, testing requirements

1 there's a federal requirement of course that
2 students test annually in grades three through
3 eight and once in high school.

4 And I think the history is important
5 here. Many states test more than once in high
6 school. DC transitioned from the DC CAS testing
7 a comprehensive assessment in tenth grade moving
8 to a course based assessment.

9 And I think that's important when we
10 think about our business rules. So OSSE did
11 release business rules, as you mentioned, that
12 indicated the testing requirements for high
13 school and your required assessments in
14 mathematics in particular.

15 For grades three and eight and the
16 vast majority of high school students the
17 enrollment decisions are very clear. And
18 however, there are some situations where, as we
19 mentioned with our middle school students who are
20 taking advanced math courses the decisions with
21 them are relatively nuanced.

22 So in the coming year, to your point,

1 something we are working on is ensuring that
2 these scenarios and FAQs related to the business
3 rules are incredibly clear. That is important to
4 us.

5 It is on a rare, kind of more edge
6 case situation. But it's still very important.
7 So in moving in the interest of moving forward
8 that is something that is important and something
9 that we care about and it is a priority to move
10 forward with clarifying.

11 The business rules that were made
12 available. But making sure everyone truly
13 understands what they look like.

14 PRESIDENT JACOBSON: Thanks so much.
15 We'll do another round. Additional Board Member
16 questions? Ms. Wilson Phelan from Ward 1.

17 MEMBER WILSON PHELAN: Thank you both
18 for being here tonight and for the time that
19 you've already put into making sure this data is
20 transparent and available to all. I for one
21 really appreciate the ability to download the
22 entire spreadsheet and sort it in the ways that I

1 would like to sort it to better understand, at
2 least from a test perspective, what's going on in
3 Ward 1 schools.

4 And I found that very accessible and
5 usable this year in a way that I could actually
6 do relatively quickly. So I appreciate that and
7 applaud all of the movement and work that OSSE in
8 general is doing to present data in ways that
9 make things more transparent. So thank you for
10 that.

11 I just want to echo some of the
12 comments from my colleagues in Ward 6 and 3. I
13 would love to see that growth data. And I would
14 put a tiny additional nuance on it, and I know
15 your databases are improving.

16 And so I don't know how possible this
17 is. But if it is, to give people a really
18 realistic picture of growth in schools I think
19 you have to add the mobility factor onto it.

20 So what I'm really interested in is
21 which schools are doing the best with different
22 types of populations, right. So if I'm a parent

1 I would be really interested in understanding how
2 various schools are helping maybe ELL students to
3 perform better.

4 Maybe they have strong programs there.
5 It might lead to a series of questions that would
6 better help me select a school for my child and
7 also to assess whether I think it's the right
8 fit.

9 And so one of the things that would be
10 really interesting to me in addition to following
11 cohorts which I strongly, strongly support is how
12 much of that cohort is still intact, right. So
13 if I quickly go through some of my school's data
14 I can see some of them have a 20 to 30 percent
15 improvement in test score results between grades
16 three and four.

17 But I don't know who from grade three
18 is still the same kid in grade four. And given
19 the level of mobility in the city that's
20 extraordinarily relevant if we're going to draw
21 any conclusions from that.

22 And then I'm sure you all are really

1 familiar with Raise DC's data analysis and the
2 work that they've done at the high school level.
3 But I think as a consumer, a taxpayer, elected
4 official and a parent and a former teacher, that
5 level of data I hope is what we strive for where
6 they actually were able to track school level
7 information about which schools were producing
8 the most growth for students, tracking students
9 year by year.

10 So I would just shout out the work
11 that they're doing and also appreciate that those
12 things take time to develop and really value all
13 the work you've already done. And so I don't
14 have a question. It's more of a shout out.

15 And I do just want to say, I do want
16 to shout out Ward 1 which overall had tremendous
17 growth. And I know that's because of the
18 incredible work of the teachers and the
19 principals and the groups that are supporting
20 their work. So go Ward 1 schools.

21 PRESIDENT JACOBSON: Thank you, Ms.
22 Wilson Phelan. Additional questions from Board

1 Members on the first round? Ms. Lord, our at
2 large member.

3 MEMBER LORD: Thank you, Mr. President.
4 Excellent questions. Mr. Weedon of course asked
5 mine. So, but I've got plenty of others.

6 First of all, I would, I think we're
7 getting better at the reporting of the data in
8 more user friendly ways. But I have to say
9 there's a lot of colors and graphs and charts.
10 It's not particularly user friendly.

11 So I'm committed to working with you
12 to get maybe a parent panel or some users
13 together to sort of see how it's working. Second
14 of all, how come we don't report science scores?
15 Our students have to take federally mandated
16 science assessments in middle, high school and
17 elementary school. And it just seems like it's
18 never a priority.

19 MS. BRANSON: So it's a good question.
20 So as you know 2015, 2016 was the first
21 operational year for science which means it's a
22 slightly longer time line than future years.

1 So moving toward a more sustainable
2 time line. In first year of administration there
3 is the need to do performance level setting.
4 Again, as we saw with PARCC the extended time
5 line. So moving toward a more sustainable time
6 line.

7 So it is not that it's not a priority.
8 It's just that it's in it's first year of
9 conception and administration which means it's on
10 a more extended time line but moving towards a
11 more sustainable time line in the future.

12 So when we have that information on
13 scoring and performance levels that's something
14 we'll be sharing.

15 MEMBER LORD: And it is OSSE's
16 expectation that will be part of our performance
17 framework as it was in the past?

18 MS. BRANSON: So I know that currently
19 science is one of the options included in the
20 measure survey for ESSA that's available for
21 feedback. But accountability discussions are
22 still in progress.

1 MEMBER LORD: I'd also like to follow
2 up on Ms. Wattenberg from Ward 3's question. If
3 there is this drop off in attendance at the high
4 school level, if there was this miss match of
5 courses that students were taking versus courses
6 they were asked to test in whether it's Geometry,
7 Algebra 1 or Integrated Math, doesn't that cast
8 doubt on the reliability of all the scores for
9 high school?

10 You know we have some fantastically
11 high performing schools. Banneker I think had 98
12 percent proficiency rates. Some of our schools
13 east of the river had, you know, single digits or
14 even zero proficient.

15 And that's, I mean I'm trying to
16 figure out how we're going to tackle the
17 achievement gap when it really does go from zero
18 to 100. But also then to just question the
19 instruments.

20 If, you know, we can't really rely on
21 or if there was doubt cast on Wilson's School
22 Without Walls and Ellington, I kind of sort of

1 think the whole thing is in question.

2 MS. BRANSON: So to be clear I stand
3 behind and OSSE stands behind the data. And as a
4 measure of reliability and validity as an
5 assessment PARCC has demonstrated in its research
6 that it is both valid and reliable.

7 When it comes to actually looking at
8 the high school business rules because we've
9 mentioned the importance of communicating to
10 ensure enrollment decisions are made that are
11 appropriate. But it's also something where the
12 vast majority of students when we think about
13 competence have a very traditional pathway.

14 So we're looking at more edge cases
15 where it would be a decision that needed to be
16 made. So in summary, I think that is something
17 when it comes to communicating the high school
18 business rules and being very clear on that,
19 that's a priority.

20 But we do, we are very confident in
21 the data that we have available.

22 MEMBER LORD: But the fact remains

1 that we have enormous gaps in achievement as
2 measured on the PARCC exam and there are still
3 kind of just proxies for poverty levels or
4 English language abilities. And I'm seeing this,
5 I won't call it an opt out movement.

6 But there was certainly less than an
7 enthusiastic attendance at several of our
8 schools. And it just seems to me that this, it's
9 an opportunity to have a conversation about it
10 but, you know, are we harming the ability of our
11 struggling students to show what they know
12 because we don't have a measure of what's going
13 on at the top?

14 I mean I think there are some
15 consequences here that we're just, you know,
16 we're just not discussing.

17 MS. BRANSON: To your point about
18 looking at what works I think that was mentioned
19 twice about looking at bright spots. And I know
20 that in DCPS and PCSB's presentation they
21 highlighted some bright spots.

22 But that's something we're also

1 interested in looking at because we have seen
2 where it works across different subgroups and
3 it's not consistent. But ensuring that there's
4 an opportunity to look at what's working and use
5 that to push for improvement over time is
6 something that's important.

7 MEMBER LORD: Now we all talk about
8 using data to drive decisions. What decisions
9 are schools and districts going to be able to
10 infer from these results?

11 And the sort of question to add on to
12 that we had been using, at least some districts
13 had been using the scores on the state assessment
14 to evaluate teachers. We've had a second
15 administration of PARCC.

16 It's very different than the first one
17 which was a roll out. Are we prepared at this
18 point to say these are now two data points that
19 we can use to show growth, evaluate teachers and
20 that the third year will be sort of for real
21 because I know we've held schools and teachers
22 harmless for these last two years?

1 MS. YOUNG: So I think, I would say
2 that the first two years of PARCC are also for
3 real as we hope to use multiple years of trends.
4 I think I would like to answer the first part of
5 your question first which is what we hope that
6 schools and LEA's and teachers might do with this
7 data.

8 And I think there's multiple things
9 that we hope and that we know that schools and
10 districts use this data to do beyond examining
11 instruction both in the individual classroom
12 level and across grades and subjects and across,
13 and as we've said across trends across schools.

14 We know that schools also use this
15 information to allocate resources to see where do
16 our students need more attention? What type of
17 professional development and supports should we
18 be providing students across all grades and
19 subjects? So that's one important piece of your
20 question.

21 I think for the teacher evaluation
22 piece OSSE itself does not mandate teacher

1 evaluation. That's largely a District decision.

2 MS. BRANSON: And to the point about
3 instructional use I think what is particularly
4 excited about the PARCC assessments is the fact
5 that so much is transparent and publicly
6 available. So all of the PARCC blueprints, the
7 evidence statements, performance level
8 descriptors, practice tests, release items are
9 all available for educators, students, parents,
10 anyone who wanted to look at them.

11 So that is another way to dive into
12 the actual content and make that connection
13 between score and actually what is assessed on
14 the assessment.

15 PRESIDENT JACOBSON: Thank you so
16 much. Do additional Board Members have questions
17 for round one? I have two really brief
18 questions. One is a soft ball but I'm going to
19 save that for last.

20 The first is I noticed a striking
21 assessment completion rate at the high school
22 level between DC public schools and our very

1 diverse public charter schools where I think the
2 public charter schools out performed DCPS by
3 about 16 points if I remember that data correctly
4 in terms of completion rates.

5 MS. YOUNG: Excuse me, do you mean
6 participation rates?

7 PRESIDENT JACOBSON: Participation
8 rates, yes. And what is, where is that disparity
9 coming from? Where is that difference being
10 actualized?

11 And how are you instructing or
12 advising LEA's including our largest LEA, DC
13 public schools on what to do? And then where's
14 the accountability when participation rates are
15 incredibly low at the high school level?

16 MS. YOUNG: Yes. We did notice
17 differences in participation rates across
18 sectors. And I will say I don't think we have a
19 singular root cause that we can point to at this
20 point.

21 And that's one point of concern for us
22 as a state as we report on participation rates

1 and have to report that also to the US Department
2 of Education. So part of that process of
3 accountability is actually working with the
4 districts in working with them to look into the
5 rates at particular schools or across the
6 District to understand whether or not there might
7 be procedural issues in play or other types of
8 encouragement or clarification that might be
9 important at the state or school or District
10 level.

11 And so part of our job is to actually
12 work with them to identify those root causes
13 together and to ensure that there are plans in
14 place to increase participation. And of course
15 the reasons that we find participation is
16 important is because we want to make sure that we
17 can report on the growth and levels of on track
18 for all of our students and to make sure that
19 students are not being left behind because the
20 students who are not being reported on are the
21 ones that get left behind in the kinds of
22 supports that we can provide them.

1 PRESIDENT JACOBSON: Thank you. I'll
2 be very interested to see how that conversation
3 proceeds because we need to get that right. And
4 DCPS, if they're not doing it right internally
5 they need to ask for help and they need to work
6 with you all and other experts in the charter
7 sector who are getting it right so that they can
8 do it right.

9 My soft ball is there was, I was at
10 the press conference where the results were
11 released with the Mayor, the Deputy Mayor, the
12 Superintendent and I was really disappointed that
13 we missed an opportunity. The entire
14 conversation focused around three schools that
15 had drops in rates, three primarily upper middle
16 class schools, three primarily white schools that
17 had drops.

18 And we didn't do a lot of discussion
19 around the lower economically advantaged or
20 disadvantaged schools, our minority schools, our
21 ELL learners. Can you talk about the growth that
22 we've seen there?

1 And if you want to raise a couple of
2 schools that are doing it right and some of the
3 tactics they're using. You have about a minute
4 and a half.

5 MS. BRANSON: So in terms of, so
6 again, so five weeks in so bear with me. But so
7 what we have, we've shown is just across the
8 subgroups we were seeing improvements.

9 But I think to your point it is really
10 important to take a look at those bright spots,
11 as we mentioned, across different special groups
12 of students to see what's working and share that
13 information. And our role as support of the LEAs
14 thinking through how to facilitate and support
15 that conversation will be critical.

16 At this point I can't highlight
17 particular schools. But I think that is
18 something that can be done and DCPS and PCSB are
19 looking into that information and it's something
20 that we're interested in helping to facilitate.

21 MS. YOUNG: Yes. I would just add
22 that ironically because this is a very similar

1 presentation to the one used at that, at the
2 release I don't have slides and particular data
3 to share specifically about some of the schools
4 that are doing amazing things in terms of both
5 levels of on track and growth of students at all
6 levels.

7 I do think it is a point well taken
8 and a point that we don't want to miss that
9 really this is about making sure that all
10 students have an opportunity to learn, that we
11 are faced with higher standards for all of our
12 students in their futures and that this
13 assessment holds them to higher standards and we
14 know that everyone can reach those standards with
15 quality of teaching and supports that we are all
16 attempting to give across the city.

17 And so we look forward to bringing
18 more information with more detail about the great
19 work that is happening and that Ms. Wilson Phelan
20 also mentioned happening in her ward and is
21 happening in wards across the city and that we
22 shouldn't neglect an opportunity to celebrate

1 that and also to look again at "what's working"
2 and make sure that all students have those
3 opportunities. So thank you for raising it.

4 PRESIDENT JACOBSON: Yes. And I
5 think Board Members would probably appreciate
6 knowing the schools that did the best in their
7 wards and the schools that need to continue to
8 work so that we can reach out to those principals
9 and those school communities as well both to
10 celebrate and to get to work.

11 With that, we'll move to a second
12 round. If we could do a shorter maybe three
13 minute. We'll got Mr. Weedon, Ms. Wilson Phelan
14 and then Ms. Wattenberg and Ms. Lord.

15 MEMBER WEEDON: I just want to follow
16 up on a couple things. And first let me just
17 echo my colleague from Ward 1's comments about
18 her school.

19 Ward 6 schools saw growth across the
20 board, phenomenal things both DCPS and DC public
21 charters and just honored to be a part of that
22 community and seeing the growth and development

1 of our schools. I think there was a comment
2 before that we used the data to evaluate teachers
3 and that's a District decision.

4 I'd like to emphasize that's an LEA
5 decision not a District decision. That's done at
6 the individual local education agency level. And
7 I also wanted to talk a little bit and get your
8 thoughts about how you believe that schools are
9 and should be using data.

10 What I've seen this year first three
11 weeks of school my daughter moved from elementary
12 to middle school. She's doing a lot of testing,
13 a lot of diagnostic testing. There's a lot of
14 testing.

15 Why can't we truly take these results
16 we get from PARCC, make sure that data travels
17 with the students so that we reduce the need for
18 testing and diagnostic testing? And I think
19 another tangent on that question is should we be
20 using these tests as end of course tests to
21 ensure learning before we promote students?

22 I alluded to the fact that there are

1 a number of students who are well behind grade
2 level at the different levels, especially the
3 middle school. Again, I'll use my family as the
4 example here because I know the data.

5 We have students reading at a
6 kindergarten level in sixth grade. That is 100
7 percent unacceptable. Now we need to work with
8 those students and make sure they can achieve it
9 at level and we need to find the resources and
10 intervene.

11 But are we appropriately using the
12 data and moving students to where they should be
13 to get the results that we want to see? How can
14 we better use the data?

15 MS. BRANSON: So one thing I want to,
16 there was a couple of pieces of your question I
17 would like to respond to. One is on the concept
18 of ensuring that the assessments are streamlined.

19 And as you know you'll hear probably
20 in the ESSA conversation later there's an
21 opportunity to reflect on the assessments across,
22 you know, at the state level across down to the

1 LEA level to ensure that they're streamlined.
2 And I think when we come to this conversation
3 what's critical to look at is the purpose and
4 intended, the intended purpose of every
5 assessment.

6 A diagnostic will do something that
7 is slightly different than a statewide
8 assessment. So a diagnostic potentially adapted
9 has the opportunity to go really, really deep
10 into a particular area that a statewide
11 assessment doesn't have the power.

12 But when you think about using were
13 able to use these assessments layered to provide
14 good information but we want to make sure it's
15 still streamlined. So note that is something
16 that when we're thinking about our transition to
17 implementing ESSA streamlining and looking at
18 assessments and their purpose is a really
19 critical component.

20 So that's one important piece. When
21 it comes to using the data and how schools are
22 using data something that we are working on as a

1 priority is providing some additional assessment
2 literacy education and engagement around how do
3 you interpret and understand the results and how
4 do you use that partnering with our elementary,
5 secondary and specialized education team at OSSE.

6 So note that is something that we
7 think is really important and we're prioritizing
8 this year.

9 MEMBER WEEDON: Thank you. I
10 appreciate the response.

11 PRESIDENT JACOBSON: Ms. Wilson Phelan
12 and then Ms. Wattenberg.

13 MEMBER WILSON PHELAN: Just a super
14 quick question that might just reveal my
15 statistical ignorance. But I see you cut the N
16 off at 25.

17 So if anything, if there are 24
18 students in a class you don't report it. Given
19 the size of a traditional elementary school in
20 the city there is so, there are so many non
21 reporteds.

22 And so especially when we want to

1 dissect the information related to race and class
2 to actually understand where schools are closing
3 gaps between race and socioeconomic class among
4 students it's very difficult to see that at least
5 in terms of the public. I understand the whole
6 anonymity and protecting student privacy.

7 But 25 seems like a super high bar to
8 protect privacy just to my ignorant mind. And so
9 I'd love to just hear, so for example if you had
10 24 kids in a class one year that class comes off
11 line and you can't see what happened with that
12 class.

13 It, you could cut the data in
14 different ways, I think, to still protect student
15 privacy. What's the thinking around 25 kids?

16 MS. BRANSON: So to your point the N
17 of 25 is for the data privacy purpose. And at
18 the individual school level they have all of
19 their information and are able to cut across and
20 able to look in that way.

21 From a public perspective the N of 25
22 is for that data privacy purpose. Do you want to

1 add anything?

2 MS. YOUNG: No. I would just add that
3 the, that it's a point well taken and it's a
4 constant balance that we're looking at with our,
5 both at the state level for accountability
6 purposes for reporting purposes and with our LEA
7 partners, excuse me for using district before
8 it's just a, reliance on a term from a previous
9 life, with our LEA partners.

10 So I do think that is something that
11 we are taking into consideration and if it is
12 appropriate or possible to make changes in the
13 future.

14 MS. BRANSON: And I will say it did
15 come up. We had a really wonderful conversation
16 with the LEA leaders walking through their public
17 results website information. That did come up
18 and it was something that we took very seriously.

19 MEMBER WILSON PHELAN: That's great.
20 And just one tiny other comment about this. If
21 you all are doing the analysis because you
22 obviously have access to all of the student level

1 data and you can at least present conclusions
2 about trends that you're seeing, I'm particularly
3 interested in whether we do see schools that have
4 more diverse student bodies performing better or
5 not.

6 But you cannot get that information
7 based on the data that's published because there,
8 it is rare to find a school that has an N of 25
9 of classes and races. In fact, I don't think
10 there's any school that has that because it would
11 happen, you might actually see it in some of the
12 charters.

13 But even then you can't really tell.
14 You might have one charter for whom that's the
15 case. And so it would be amazing if we could
16 actually see. That's like a policy thing that
17 would matter to the Board as we're thinking about
18 things like school attendance and weighing in on
19 things that really matter to the public.

20 PRESIDENT JACOBSON: Great. Thank
21 you. Ms. Wattenberg and then Ms. Lord.

22 MEMBER WATTENBERG: Okay. Let me run

1 through some things very quickly and some not so
2 quickly. One, I want to really, really endorse
3 what Laura said about the importance of following
4 the kids and this whole idea of the longitudinal
5 improvements.

6 I think it's so, so important. And
7 while I'm saying that let me just say I regard
8 this very much as OSSE and the State Board will
9 be working together to revise the way in which DC
10 holds schools accountable and reports this data.

11 So I really regard this as sort of our
12 first public interaction about the kinds of
13 things that need to change. And it's a terrific
14 conversation and I look forward to many of them.
15 And as you can see for a lot of us, this issue of
16 the longitudinal growth is huge.

17 Second, I talk about the scoring
18 problem, I'm sorry the correspondence problem at
19 Wilson Walls. I also want to raise a, the
20 problem of logistics and technology at both
21 schools.

22 And I do not know that they are the

1 only schools like this or not. But I guess what
2 I want to say is some of the problems are
3 terrible and they have not been dealt with. We
4 were promised a year ago they would be dealt with
5 and they were not.

6 Let me just give you a sense of it at
7 least for Wilson which is there's not adequate
8 band width in the school, the result of which is
9 that there is only one place in the school where
10 the testing can be done. It has to be done with
11 carted in computers which I know a lot of people
12 have to do.

13 It's in the wing that has the library
14 as well as some other things. And only a certain
15 number of kids can go, the result of which is
16 one, the wing with the library in a high school
17 around finals time gets shut down for four to six
18 weeks.

19 Two, kids get pulled out of their
20 classes to go take the tests because for reasons
21 that I can't completely understand there's not
22 enough room to send whole classes. So kids end

1 up missing their classes.

2 Three, teachers get pulled from their
3 classes to proctor. And four, this because of
4 the band width issues and these logistical issues
5 it takes place over many weeks. And so you have
6 a total disruption of the school for a number of
7 weeks.

8 I know this is solvable and it's not
9 getting solved. And I just, I need you guys to
10 say you're going to get engaged in making sure
11 that all of the LEAs, including this one, are in
12 a position to allow the schools and the kids
13 there to test in a way that doesn't disrupt the
14 rest of the school.

15 And I just want to say while I was
16 sitting in a previous meeting I got an email from
17 somebody, from a constituent from somebody at
18 Wilson knows of several instances where classes
19 were canceled because teachers had to go proctor
20 for PARCC because too many kids were in testing
21 to be able to show, have a regular class, et
22 cetera.

1 So point made. But I really think you
2 need to, there needs to be a much better system
3 for eliciting from the ground where there are
4 issues because clearly they're not getting to you
5 or they're not getting somewhere and they really
6 need to.

7 Three, Mr. Weedon raised the issue of
8 the enormous number of tests that are going on in
9 all the schools. And one thing I really, really
10 hope that we will all do cooperatively is take
11 advantage of the provision in the ESSA law that
12 allows us to inventory the testing that is going
13 on across the city.

14 I think coming to grips with that will
15 go an enormous way in building up the credibility
16 of the testing program and it will allow us, as
17 Mr. Weedon has said, to sort of find some ways to
18 solve some of this. And lastly, you were talking
19 about teacher evaluation being only at the school
20 level.

21 And Joe was saying it's at the LEA
22 level. But last time there were provisions at

1 the state level and the SEA level. And so are
2 you suggesting that you are not going to, your
3 inclination is not to include anything on teacher
4 evaluation in your rules?

5 MS. YOUNG: No, I guess just to
6 clarify because I did give a very brief answer I
7 think the way that assessments are used there is
8 flexibility for LEAs in terms of how those are
9 and we have not yet finalized what future state
10 plans will include. In terms of use --

11 MEMBER WATTENBERG: So that's up for
12 discussion?

13 MS. YOUNG: Yes. But in the past we
14 have required that assessments be used as part of
15 evaluation in some way. But there's been
16 flexibility at the LEA level.

17 MS. BRANSON: So to the other two
18 points you raised about test administration and
19 making sure that runs really smoothly getting
20 feedback is really important on that to ensure
21 that we can support LEAs in the best way possible
22 to ensure that they have a smooth transition.

1 This is something that all states are
2 doing in transitioning to new assessments with
3 new windows. So one thing that we did do was
4 release a survey on test administration and how
5 it went with a number of different categories
6 including technology that all of the LEA test
7 coordinators were requested to fill out.

8 And we did close that survey
9 relatively recently and we do have the data. So
10 I'll be taking a look at that. And we have
11 opportunities for our monthly next generation
12 assessment LEA leaders meeting to engage with LEA
13 test coordinators on those, exactly those issues.

14 So it's an opportunity. So we would
15 encourage LEA leaders to raise those issues and
16 communicate because we are able to communicate
17 with them weekly through a bulletin but also
18 monthly for an in person back and forth.

19 So test administration is important
20 there. Some lessons learned. There were
21 technology readiness guidelines produced to help
22 schools assess where they are in their readiness

1 and make plans ahead of time so situations like
2 that don't occur.

3 So that's an opportunity to share
4 about information. But there's also an
5 opportunity to share across LEAs of what's
6 working.

7 Every situation in every school
8 building is going to have a different and unique
9 context when it comes to band width, technology,
10 classroom availability and scheduling. But there
11 are some good opportunities for lessons learned.

12 It's something we talk across states.
13 We can talk across LEAs and we can talk across
14 schools. So it's opportunities to build on that
15 looking forward into new test administration
16 windows.

17 So I hear you and I think that's
18 important. In terms of the streamlining of the
19 inventory for assessments, our ESSA conversations
20 are underway. So there's an avenue to have those
21 conversations. So there's more to come there.

22 MEMBER WATTENBERG: Thank you both

1 very much.

2 PRESIDENT JACOBSON: Thank you, Ms.
3 Wattenberg. Ms. Lord, our at large member.

4 MEMBER LORD: Thank you for bearing
5 with me. Okay. So I'm going to pick up on that
6 whole idea that there is too much testing. I
7 also have been contacted by constituents, by
8 teachers.

9 They're losing enormous instructional
10 time at the beginning of the school year for
11 diagnostics. And there's the test administration
12 itself. Has OSSE actually surveyed the LEAs to
13 see how much time is spent on practice tests,
14 interim pacing tests?

15 I know these are LEA decisions. But
16 if there's no good science or evidence that
17 practice tests actually lead to a better result
18 on the end test I think that's a conversation. I
19 think that's an opportunity for a conversation,
20 to use your words.

21 MS. YOUNG: Yes. I don't believe that
22 we have had formal, that we've had a formal

1 avenue for requesting information from our LEAs
2 on assessment use.

3 However, I would say that as my
4 colleague mentioned assessments are, come in
5 varying forms and formalities and uses. And I
6 know that those instructional decisions we leave
7 to the LEA to fit what is best for their
8 instructional programs and that I would, I think
9 I would also hesitate to say that majority of the
10 assessments that are teachers and instructional
11 LEAs are choosing are less practice tests and
12 more tests that might be either sort of formative
13 or diagnostic assessments that are helping
14 teachers serve those students better.

15 That's what they would hope. And so
16 we do encourage our LEA leaders obviously to make
17 the choices they think are best for their
18 situations and their students and that can be
19 quite varied.

20 MEMBER LORD: It just seems like an
21 opportunity to cut through the chaff and say
22 actually these are very smart ways to go or by

1 opposite there's no reason to be spending the
2 first six weeks of school on diagnostics
3 particularly if the previous PARCC results show
4 that they're very proficient.

5 And then to my second point I'm a
6 little perturbed at the idea that our kids, that
7 only 25, 29 percent of our students are on track
8 for college and career success. What does
9 proficiency mean and does that mean that anybody
10 below the line is going to either wash out in
11 college, careers or go in the military because I
12 don't think that's the case?

13 And if we continue to put out this
14 line that, you know, if you don't get above a
15 four or a five you're, you know, hopeless that
16 sends a completely perverse signal.

17 MS. BRANSON: Sure. And I don't think
18 that's the message that we would want to put out
19 at all. And I think it's again being really
20 clear about what these performance levels mean.

21 And I think the performance level
22 descriptors give a lot of rich information about

1 that. When it comes to the college and career
2 ready determination level, which is what I think
3 you're referring to the research and work that
4 went into that indicated that a student who
5 received a four or above they believe that they
6 were likely to receive a C or better in a credit
7 bearing entry level course.

8 That's what that says. When it comes
9 to performance levels and seeing growth from
10 maybe where you are in tenth grade or eighth
11 grade what does that indicate if you're not at
12 Level 4 and 5?

13 It helps you figure out what types of
14 supports you might be looking for in your next
15 grade or in your post high school experience be
16 it college or career. What types of supports do
17 you need?

18 Where are there areas of strength?
19 Where are there areas of challenge? Do I need to
20 find a program where it helps me a little more in
21 my writing because that's an area where I'm not
22 yet there yet?

1 So it's an opportunity to use the
2 information to have a really realistic look at
3 the types of strengths and challenges areas we
4 have.

5 MEMBER LORD: That's all well and
6 good. But if I'm an employer and I see someone
7 has got a one or a two I'm not necessarily going
8 to think that diploma is worth it and perhaps the
9 Board has to think about making this a
10 requirement for graduation.

11 PRESIDENT JACOBSON: Do Board Members
12 have additional questions? If not I'm going to
13 conclude this panel with two really brief
14 questions of my own to follow up on Ms. Wilson
15 Phelan's question on subgroups.

16 My understanding is that some states
17 have public reporting and accountability group
18 sizes as low as five. Is OSSE considering
19 reducing the number from 25 to a lower number as
20 a part of our ESSA discussion?

21 MS. YOUNG: I would say that those
22 conversations are in progress and that those

1 things are being considered. I'm not aware of
2 five. I think, well I will check the
3 regulations.

4 I believe that the US Department of
5 Education has set some parameters for us to work
6 within. And so, but it is something we are
7 considering about what might make the most sense
8 for our context given that, you know, the level
9 and size of the schools we serve and what is both
10 balancing sort of privacy and data quality with
11 the ability to find out the most important
12 things. We want to make them transparent to the
13 public.

14 PRESIDENT JACOBSON: Great. And my
15 understanding again is that the current DC
16 accountability workbook requires OSSE to report
17 groups of ten or more students publicly. What is
18 the plan for complying with that requirement?

19 MS. YOUNG: I'll have to check a
20 little bit about what that it. I think that
21 largely we made the decision based on both
22 accountability and reporting this year together.

1 So I can check and get, respond with more detail
2 and clarity on that.

3 PRESIDENT JACOBSON: If you could get
4 that information to our executive director he
5 will make sure that it gets to Board Members
6 including Ms. Wilson Phelan and myself.

7 MS. YOUNG: Great. Thank you.

8 PRESIDENT JACOBSON: With that, thank
9 you so very much for your time this evening.
10 These are complicated issues and the Board is
11 committed to working with you to reduce our
12 opportunity gaps and provide ability for every
13 student to succeed.

14 So thank you so much for your time and
15 welcome to OSSE.

16 MS. BRANSON: Thank you.

17 PRESIDENT JACOBSON: Now a year ago no
18 one thought that Congress would be able to work
19 together and reauthorize the Elementary and
20 Secondary Education Act. But with the passage,
21 but they did with the passage of ESSA, the Every
22 Student Succeeds Act.

1 ESSA offers states significantly
2 leeway in establishing new accountability
3 frameworks for their schools. Tonight we'll hear
4 from two national experts on what other states
5 are doing with this new leeway.

6 Kristen Amundson is the executive
7 director of the National Association of State
8 Boards of Education or NASB you'll hear a lot
9 tonight and a good friend of the DC State Board.
10 I saw Kris earlier.

11 There she is. She's getting ready.
12 And Peter Zamora is director of federal affairs
13 for the Council of Chief State School Officers,
14 which I believe Superintendent Kang is a member
15 of, if memory serves.

16 Welcome back to both of you. We are
17 glad to have you here tonight. Please take your
18 time, Kris. I believe you have a joint
19 presentation so if, hopefully we'll get that
20 within the ten minute time frame or so to leave a
21 little bit more time for discussion.

22 And once Jameka has it ready. And

1 we'll want to make sure the microphones are on so
2 that our viewers at home can hear as well.

3 MS. AMUNDSON: I'm about six weeks out
4 from knee surgery and would just like to say that
5 when I go through TSA screening the lights dim
6 all over the east coast. But it's terrific to be
7 here with all of you.

8 And I know many of you are going to be
9 with us in Kansas City in October and the goal is
10 no cane by then. We'll see. Peter and I are
11 delighted to be here with you and to talk with
12 you about the implementation of ESSA and some of
13 what we're learning and some of what we feel
14 still has to be learned or has to be sort of
15 sorted out.

16 So in no particular, for no particular
17 reason we decided I would go first, he would go
18 second. My sort of two areas of conversation are
19 around big decision points that states have to
20 make, state board and state chiefs have to make
21 and second, some examples of state leadership.

22 Peter is going to talk about the time

1 line and some pending regulations. I would say,
2 Mr. Chairman, when you were talking about last
3 December, you know, there was this sense of
4 euphoria in education.

5 We had won this battle to reauthorize
6 the No Child Left Behind legislation and frankly
7 nobody thought it was going to happen. But
8 fairly quickly after that, I think, we began to
9 recognize the wisdom of what George Washington
10 says to Alexander Hamilton in Act 2 of the
11 musical when he says winning was easy, young man,
12 governing is harder.

13 And that's where we are today. We are
14 talking to states across the country and
15 beginning to see some examples of what works and
16 what doesn't. First of all I think what works is
17 what's represented by the fact that Peter and I
18 are here together which is that when state chiefs
19 and state boards work together things work better
20 then when they go off on their own.

21 So I'll just say from a big top line
22 level, you have a number of key decisions. One

1 is before you get down to N Size and fifth
2 indicator and all of those things, make sure
3 you're clear again and can articulate to your
4 public what is your theory of action.

5 As you now again have the opportunity
6 to redesign how you will hold schools inside the
7 District of Columbia accountable, what's your
8 theory of action? What do you plan to have
9 happen as a result of what you're doing?

10 And I think that's just a good
11 question every now and then to sort of take that
12 back up one level. Other decision points that
13 you're going to have to be making. As you set
14 goals for your achievement levels for students
15 what is your goal?

16 Is your goal going to be 100 percent
17 proficiency because of course we all know one way
18 to achieve 100 percent proficiency is what I call
19 the Lake Wobegon effect which is if you set the
20 bar down here then of course it's easy to get
21 every child over it.

22 If 100 percent isn't your goal, which

1 children are you going to leave behind? On the
2 other hand is your goal closing gaps? And if
3 that's the case what is your role as a state in
4 setting meaningful goals for schools and LEAs?

5 How are you going to translate those
6 goals into improvement targets for LEAs and how
7 will all of this affect the ratings? Another big
8 decision point that you're going to have to face
9 will be what I call the fifth indicator problem.

10 And it's a problem. It's an
11 opportunity. It's whatever. But the law
12 requires that at least one, it says not less than
13 one additional indicator of school quality or
14 student success.

15 And the ones that I have listed below
16 are some of the indicators that other states are
17 using. So some of them are using school climate
18 and safety. How do you measure that?

19 Do you give, you know, do you give
20 questionnaires and then do you really want to
21 deal with the press stories about how the DC
22 Board of Education is giving a multiple choice

1 test on school climate? Engagement, how do you
2 measure that.

3 Attendance, access to or completion of
4 advanced course work, social and emotional
5 learning, all of those are things that states are
6 measuring. Hawaii is now measuring, I think it's
7 Hawaii that measures the number of students who
8 are registered to vote.

9 And another state, maybe Oregon is
10 looking at volunteer hours. So there is a wide
11 range of fifth indicator. I don't think anybody,
12 I don't think I've seen the perfect one yet.
13 Peter, I don't know about you.

14 So that's a big issue that you're
15 going to be faced with. And then finally, what
16 does stakeholder engagement look like? The law
17 says that state and local plans have to be
18 developed with timely and meaningful consultation
19 with the State Board of Education and then it
20 lists some other stakeholders.

21 And I will just tell you that what
22 that means and we're having a webinar tomorrow at

1 NASB, what that means across states varies widely
2 from don't worry your pretty little head about
3 we'll just tell you about it when it comes back
4 to some places where there's real collaboration.

5 And CCSSO has a wonderful handbook on
6 what community engagement and stakeholder
7 engagement looks like. And my favorite quote
8 from all of it is there's a big difference
9 between engaging people and having a meeting.

10 So two examples of, I think, great
11 state leadership. One is the State of Washington
12 which has taken stakeholder engagement very
13 seriously. They have, I think, 12 working
14 groups.

15 And it is my understanding and I was
16 just out there with them, I believe every
17 mentioned stakeholder is a part of every one of
18 the working groups except for one where the Board
19 intentionally said we should not be part of that.

20 So I think if you're really looking at
21 what stakeholder engagement looks like Washington
22 State is, has set the bar. Each of those groups

1 has a series of tasks that they're working on and
2 we're going to have Ben Rarick on the webinar
3 tomorrow to talk about it.

4 A second, I think, terrific and
5 interesting example of an accountability system
6 comes from the State of Kentucky where they have
7 determined that they want to graduate students
8 who are college and career ready. Now they have
9 defined, and if you look on their bottom line,
10 what they mean by college ready and what they
11 mean by career ready.

12 You might or might not agree with
13 those definitions. But I will say that the ACT
14 is their state summative exam. So that's one
15 reason why they can do that.

16 I think the interesting thing here is
17 that a school or an LEA gets one point if student
18 graduates college ready, one point if a student
19 graduates career ready. But if they can
20 demonstrate a proficiency in both areas the LEA
21 gets extra points on the state accountability
22 system.

1 And that translates into, I think,
2 some other things that are beneficial. And
3 finally, here is yours. Here are some of the
4 things that the District of Columbia is doing in
5 terms of laying out your time lines and the ways
6 that you are involving stakeholders.

7 And I just think that it's important
8 for you all to keep that in front of you
9 remembering that your goal is to get to March
10 6th, which is your goal for submitting your state
11 plan. And time lines are the thing Peter is
12 going to talk about.

13 So I'm sorry I've taken a couple more
14 minutes. So I hope we don't, I hope you will
15 give Peter back some of my time.

16 PRESIDENT JACOBSON: We'll indulge
17 both of you, of course.

18 MR. ZAMORA: Thank you. And I can
19 move relatively quickly along. I'm going to
20 address a few, you know, potential pitfalls and
21 sort of challenges that states are addressing as
22 they move into the ESSA implementation window.

1 And I think DC is very much on track.
2 But when we look at the overall time line, you
3 know, the flexibility waivers have expired back
4 in August. Now the state is planning and
5 engaging stakeholders.

6 This is sort of a transition school
7 year as we head into full implementation in '17,
8 '18 and that's when the new state plans take
9 effect. So the time line challenge is such that
10 this is a very complex endeavor.

11 And I think that there are some
12 substantial high profile issues that are likely
13 going to generate a lot of public debate, you
14 know, certainly accountability systems, you know,
15 strategies to turn around underperforming
16 schools, teacher evaluation systems. Those are
17 going to get a full sort of public airing.

18 But there are also, you know, dozens
19 if not hundreds, if not thousands of much sort of
20 smaller and but also very complex issues that are
21 going to have to be addressed in the context of
22 the state plan. And I think it's very important

1 that these not fall under the radar.

2 So, you know, just a few that I
3 grabbed out here sort of random a little bit.
4 But, you know, data collection and reporting for
5 example. They are new subgroups that are
6 required in the state and local report cards for
7 homeless, foster, military connected student
8 outcomes.

9 I don't know if either, if the systems
10 are in place now. But if not they are going to
11 have to be put in place fairly quickly. Another,
12 you know, potential sort of speed bump here is
13 school level fiscal reporting.

14 So the statute requires that school
15 level financial data be reported on a per pupil
16 basis broken down by source of federal, state,
17 local and personnel and not personnel. And
18 again, I'm not sure how well situated, we have
19 found a lot of districts in a lot of states, you
20 know, this is not how they budget.

21 They are not sort of prepared
22 immediately to publish this information. That's

1 potentially a major implementation concern.

2 Also we were hearing some about N
3 sizes and both for sort of accountability and for
4 reporting, you know, these are all questions that
5 are going to have to be figured out. SEA set a
6 sides. Their new opportunity is to set aside
7 three percent of the state Title 2A allocation
8 for a state focus on school leaders, principle
9 school leaders.

10 Also three percent set aside within
11 Title 1 around direct student supports. And
12 there are also sort of new additions to the
13 consolidated state plan. Some of those are in
14 statutes. Some of those have been proposed in
15 regulation.

16 And such that these end up being very
17 complex documents that can be, you know, hundreds
18 or in some cases thousands of pages. The new
19 state plan requirements include, you know,
20 performance management system descriptions across
21 dozens of different programs.

22 It's just going to be a fairly

1 voluminous application and I think the state is
2 going to have a lot of work to do to put it
3 together. And it all happens fairly quickly.

4 You know, here we are close to the end
5 of September and March 6th would be the deadline
6 for the first, these are all proposed in
7 regulations, for the first window would close on
8 March 6th. So you would have until March 6th to
9 apply and then July 5th is the next one.

10 Then the time line is such that the
11 Department of Education has 120 days to approve
12 or reject a state or request changes in a state
13 plan. And then again, this is, you know,
14 2017/'18 school year is around the corner.

15 So a lot of work to do. A lot of sort
16 of complicated issues in a fairly short period of
17 time. Also to add an additional level of sort of
18 uncertainty around this is that there are
19 currently four different packages of open
20 regulations that have been proposed.

21 And, you know, we know it was
22 proposed. We don't know yet, of course, what's

1 going to be in the final regulations. And so I
2 think that some planning and some work can happen
3 now to sort of prepare.

4 But you really can't start, you know,
5 completing the state plan until, you know, we
6 know what the final regs look like. That should
7 be by the end of the year.

8 But there's accountability reporting,
9 assessments, innovative assessment pilots. And
10 one that's, and those three have now been closed.
11 So the public comment is closed. The Department
12 has yet to issue their final rules.

13 But one that I would call particular
14 attention to here as well is the supplement not
15 supplant rule. And that's an open public
16 comment. The comments are actually due on the
17 7th of November this year.

18 And there's a fairly, sort of
19 aggressive interpretation that's been proposed by
20 the Department of Education. And it would
21 essentially seek to promote parity and per pupil
22 funding between Title 1 and non Title 1 schools.

1 And that's a laudable goal. And it's
2 certainly something that CCSSO supports. But
3 there's going to be a lot of complexity
4 potentially in implementation.

5 And, you know, one of the potential
6 methods for compliance and this is, you know,
7 only within the LEAs, so I think primarily here
8 in the District of Columbia we're talking about
9 DCPS. But, you know, it would require the LEA to
10 use one of four methodologies, one of which is a
11 weighted student funding formula which having
12 done a small amount of research into DCPS I
13 believe there is some weighting there.

14 But there are still some ongoing
15 questions as to, you know, under the proposed
16 regulations which again have not been finalized
17 that almost all state and district funding would
18 have to go through the weighted funding
19 calculation. So that is both a subjective sort
20 of question as to what constitutes almost all as
21 well as sort of whether compliance is in place
22 there.

1 And then also almost all of the
2 district level expenditures would also have to be
3 sort of equal or greater for Title 1 schools
4 versus non Title 1 schools. So school
5 construction, school transportation, you know,
6 food service if there is a construction activity
7 that's happening in a, you know, non Title 1
8 school does that then have to be, does that same
9 construction have to happen in a Title 1 school?

10 So a lot of these are open questions.
11 And they're open questions that are going to have
12 to be figured out relatively soon. So again,
13 under the proposed regulations which is not final
14 and it remains to be seen exactly where this is
15 going to head by December 10th of next year the
16 LEA would have to demonstrate to the SEA that it
17 has a methodology.

18 And again, so very much open questions
19 here. One other sort of aspect of uncertainty
20 that I would describe here is it's going to be a
21 new presidential administration that is
22 ultimately going to be receiving the state plans

1 and evaluating the state plans. There is a
2 tremendous level of uncertainty among states as
3 to how a new administration is going to interpret
4 regulations that are finalized at the end of this
5 administration or, you know, the process that
6 they're going to use to evaluate state plans.

7 And so generally what we're telling
8 our state superintendents and I'm sure what is,
9 you know, certainly is to come up with the best
10 plans that meet the state's needs and then be
11 prepared to defend to defend those plans.

12 MS. AMUNDSON: Some states are going
13 early. I mean Washington State is going to go
14 1st of December just to get it in because the
15 other thing even if there was a complete harmonic
16 convergence between the next Department of
17 Education and this one, which I think is highly
18 unlikely, remember that Congress did not approve
19 those senior level people in the Department.

20 They approved, you know, the
21 secretary. But then all of the people who
22 actually are going to do this work and move these

1 along, many of them were not approved for a very
2 long time.

3 So I think we're entering into a real
4 period of uncertainty. So there we are.

5 MR. ZAMORA: There we are. And we
6 have materials on both of our websites.

7 MS. AMUNDSON: We were a little over,
8 but not too much.

9 PRESIDENT JACOBSON: I think Board
10 Members will probably go over more than you have.
11 And with that, let's start Board Member questions
12 with five minutes each. I'd like to defer to
13 NASB's immediate past president, Mary Lord to
14 kick us off if she would like or we could go on
15 to someone else.

16 MEMBER LORD: I think we should have
17 others have a turn because I might get too down
18 in the weeds too quickly and chances are everyone
19 will ask my questions.

20 PRESIDENT JACOBSON: Great then, Ms.
21 Wilson Phelan first.

22 MEMBER WILSON PHELAN: I'd love to

1 just hear more about the supplement not supplant.
2 That's new information to me. And what I didn't
3 fully understand about what you shared was it
4 said that you needed parity between Title 1 and
5 non Title 1 students.

6 Though I thought the purpose of Title
7 1 was actually to provide additional supports to
8 students who need additional supports to succeed.
9 So could you just start by clarifying that a
10 little bit?

11 MR. ZAMORA: No, thank you for that
12 question. And so supplement not supplant is a
13 sort of longstanding fiscal rule and it sort
14 works in conjunction with other fiscal rules.

15 And basically the way that it's been
16 interpreted since it was first put in place in
17 1970 I think it was is that essentially that you
18 have to show that state and local funding
19 formulas are not being reduced by virtue of the,
20 of a school actually receiving Title 1 funds.

21 MEMBER WILSON PHELAN: Got it.

22 MR. ZAMORA: And so essentially, yes,

1 so I should have said parity in state and local
2 funds between. And so largely, so the new
3 interpretation would actually require sort of
4 equality of state and local funds or something
5 approaching equality before sort of putting the
6 Title 1 funds on top of that.

7 MEMBER WILSON PHELAN: Okay, got it.

8 MS. AMUNDSON: Here's the other piece
9 of that. A big part of why this has become such
10 a bloody battle is, well because the Department
11 believes correctly that state plans ought to be
12 looking at the issue of whether because so much
13 of school budget are, as you know, driven by
14 salaries and teachers who are more experienced
15 are also more expensive.

16 So a piece of this is a well-
17 intentioned effort to encourage districts and
18 schools to see that kids who need the most
19 experienced teachers are not always stuck with
20 the first year teacher. That's a perfectly
21 laudable goal and we all agree.

22 It's then that the Department got into

1 and we're going to tell you precisely how you
2 have to do that. And, you know, it gets back to
3 one size fits all which doesn't.

4 Now they're up to four sizes fits all.
5 But that to me is reminiscent of the old SIG
6 grants. And what we, I was at a think tank when
7 we analyzed SIG grants and all four of the
8 methods none of them worked or at least not
9 consistently.

10 What we're saying to the Department is
11 why don't you tell states this is our big goal
12 and then say please come back to us and tell us
13 how you plan to do that.

14 MEMBER WILSON PHELAN: Okay. Great.
15 Could you also, okay, now I've lost my question.
16 Just a second. Could you also define the role of
17 the state boards in those four additional
18 provisions that you outlined?

19 So my understanding is we know we
20 review ESSA and the application there. But are
21 there additional authorities associated with
22 those bills and laws?

1 MR. ZAMORA: So it would be sort of
2 part of the state's and the SEA's sort of general
3 enforcement authority over, you know, Title 1.
4 So this would be a sort of a Title 1 requirement
5 and it would sort of fall, you know, has the
6 jurisdiction has defined sort of authority over
7 federal programs.

8 MEMBER WILSON PHELAN: Okay, thank
9 you.

10 MR. ZAMORA: You're welcome.

11 PRESIDENT JACOBSON: Thank you. Other
12 Board Members with questions? Ms. Lord.

13 MEMBER LORD: I'm up. First of all,
14 thank you for coming out tonight. I see this as
15 not only a battle won but a huge opportunity to
16 finally get the next generation of school reform
17 launched with a bottom up approach as opposed to
18 a top down approach.

19 So first let me follow up on the whole
20 engagement thing that Washington State and others
21 are doing. We heard from the, at our annual
22 conference for NASB and other places that engage,

1 engage, engage particularly your teachers but
2 your parents, your employers.

3 I'm proud to say that the State Board
4 of Education has done a lot of engagement. We've
5 had forums in all eight wards. We have a survey.
6 It's still open. We're still getting comments.

7 So it's been great. But I feel like
8 we're kind of working in an environment where
9 people are over engaged but under involved or
10 feel that they are not involved in the decision
11 making process, that sort of engagement is for
12 show.

13 I'm confident that it isn't the case
14 in our point. But help me understand if there's
15 some particular points that have proved very
16 useful for other states in terms of engaging
17 their public.

18 MS. AMUNDSON: I think you've got to
19 be clear about what it is that your, you know,
20 your working groups or your listening groups get
21 to decide because ultimately, you know, it is you
22 and OSSE that are going to submit the plan. And

1 the problem always with advisory groups I have
2 found is that sometimes what they really want to
3 do is sit there and get the vote.

4 So you need to be clear about that.
5 But on the other hand, if you talk to enough
6 people it seems to me that themes emerge. And so
7 the states that are doing this now have not yet
8 moved I think to where they're saying, okay,
9 these are our recommendations specifically to the
10 state board.

11 They're still in that listening
12 process. I would say build in as much time for
13 listening as you can. Peter, anything else you
14 would say?

15 MR. ZAMORA: Just sort of a general
16 theme we've been urging the states to sort of
17 reach out to non-traditional partners and using
18 non-traditional, in other words, don't just go to
19 the usual suspects to hear the same things that
20 you would ordinarily intend to, you know, hear.

21 But reach out to different
22 communities. Try different mechanisms. We've

1 seen states that have done, you know, public
2 service announcements on the radio that are
3 having, you know, hash tag campaigns around
4 getting engaged.

5 So I don't know that there's sort of
6 a single way to do it. But, you know, I think
7 aggressively and thinking outside the box a
8 little bit.

9 MEMBER LORD: The Chamber of Commerce
10 this week said that higher ed, K-12 and employers
11 have to get out of their silos. So I think that
12 speaks to that non-traditional constituency.

13 The other question is do states have
14 the band width because we've been asked to do a
15 lot of heavy lifting and as you heard from our
16 earlier presentation, you know, just
17 administering the PARCC test in small city state
18 like ours has its challenges. So I'm wondering
19 if there are particular areas where we might want
20 to think of boning up on or doubling down on
21 human capital?

22 MS. AMUNDSON: I think you're going to

1 have to do some of that. I think you're going to
2 have to think also in terms of how you can use
3 outside organizations.

4 You know, I think CCSSO and NASB are,
5 can offer great policy advice for example. But
6 states got decimated in the recession. And so a
7 piece of what is going to have to happen if the
8 Every Student Succeeds Act is going to be
9 successful is for them to come back.

10 I do think that somebody needs to work
11 on a lot of the things that Ms. Wattenberg was
12 talking about, just the sheer nuts and bolts of
13 making sure that when schools and districts
14 administer exams that they have the band width
15 and the machinery and the personnel so that the
16 entire calendar does not read testing days
17 because if you want to guarantee that you will
18 create an opt out movement where you didn't have
19 one before it is having every day on the calendar
20 from March, April, May and June read testing.

21 MR. ZAMORA: And I would just sort of
22 pick up a little bit on Kris' point that, not to

1 reinvent the wheel sort in each jurisdiction.
2 And we have a lot of materials at CCSSO and we're
3 also hosting a series of meetings where we're
4 bringing together states and sort of pairing
5 states up and, you know, and learning from
6 colleagues in other jurisdictions.

7 MS. AMUNDSON: So really use us. Use
8 both these organizations. And just, you know, we
9 talk to each other multi times a week. So
10 there's really no daylight between us.

11 MEMBER LORD: And I guess my final
12 question is picking up on the theory of action,
13 how do we make sure that this isn't No Child Left
14 Behind like, that we just, we know how to do what
15 we do, we went through the waiver process, we
16 have bureaucracies set up to handle this?

17 That's kind of one of my biggest fears
18 because I see this as a real game changer if we
19 do it right.

20 MS. AMUNDSON: Remember that even
21 during No Child Left Behind which was a very
22 prescriptive piece of legislation states came

1 back multiple times and said, you know what, we
2 want to change how we measure this. We want to
3 change it to that accountability measure.

4 Don't view March 6th as setting
5 something in concrete. Continue to look. And
6 particularly on fifth indicator where the
7 measures just, the stuff I think you want to
8 measure the measurement tools are not very good
9 yet.

10 So what I would say is view this as a
11 process.

12 MR. ZAMORA: Absolutely. And I think
13 one of the areas where there's substantial
14 flexibility or almost sort of untrammeled
15 flexibility is around what we actually do in
16 schools that are identified.

17 And so, you know, there's some
18 flexibility around accountability. But there's
19 substantial flexibility around some evidence
20 based school improvements. And so I think in a
21 way I don't know that any state would replicate
22 that sort of escalating ladder of sanctions under

1 No Child Left Behind.

2 But, you know, engage communities.
3 Sort of evaluate community needs and then
4 implement evidence based interventions. That's
5 really I think a tremendous opportunity to shift
6 away.

7 PRESIDENT JACOBSON: Great. Thank
8 you, Ms. Lord. Next, Mr. Weedon from Ward 6.

9 MEMBER WEEDON: First, thank you.
10 Thank you for being here tonight. I really found
11 the conversation about supplement not replace
12 very enlightening because I believe that's a
13 problem that we've had in the District with local
14 at risk funds.

15 We've seen shifting around of budgets
16 and not clear transparency there. And I would
17 argue at least in the Ward 6 schools that has
18 occurred and we would like to make sure that the
19 funding that's supposed to go to the most at risk
20 kids actually goes there and is supporting those
21 students.

22 I wanted to get your thoughts on

1 another thing that's come up a couple times today
2 around how can we measure and report out the
3 growth of students as opposed to flat scores. I
4 think that's something that at least the citizens
5 in my ward are very interested in.

6 MS. AMUNDSON: I think that there are
7 some interesting models out there. I would say
8 that I don't know of one that I would just say
9 well just go to Tennessee and just, you know,
10 take theirs off the shelf because a piece of I
11 think what you want to do is find some way to
12 make sure that you're also measuring growth among
13 like schools so that you're not taking the
14 whitest most affluent school and measuring it,
15 you know, against perhaps a very low income
16 school.

17 So you've got to find bands or
18 quartiles or something that lets you do that. I
19 think that's the first thing. I think the second
20 thing is that there are some ways that you can
21 reward schools that may still be not achieving
22 proficiency but that are maybe showing greater

1 growth than a school that's kind of coasting and
2 sitting on its laurels.

3 It involves a lot of work with
4 statisticians. There are, and I'm going to send
5 to Washington State and I will be happy to send
6 to you all a couple of papers that were done back
7 in the days of the late and lamented think tank
8 education sector that addressed this issue that
9 might also help you think in terms of some new
10 ways of doing some things.

11 MEMBER WEEDON: We would appreciate
12 that. And I'd also love to get thoughts and let
13 you comment on this. But also on reducing the
14 achievement gap and how we can really reward
15 schools there.

16 MR. ZAMORA: Well and so we have some
17 materials on our website at CCSSO.org/ESSA where
18 we've sort of presented some descriptions of
19 different kinds of accountability models and
20 then, you know, we have a team of assessment
21 experts. And then, you know, partly what we do
22 is sort of look to other states.

1 So I think it was Colorado ten years
2 ago or so that started to make some initial moves
3 around growth models. And, you know, learning
4 from our colleagues around, you know, what's
5 worked well there. You know, what needs some
6 improvement.

7 You know, I don't know that there is
8 sort of a perfect way of measuring growth or a
9 perfect accountability system. But there's one
10 that reflects the values of the community.

11 And I think, you know, through the
12 stakeholder engagement combined with the
13 technical expertise, you know, that some of the
14 partners can bring to bear, you know, that could
15 end up coming up with a much better system.

16 MEMBER WEEDON: Thank you.

17 PRESIDENT JACOBSON: Thank you, Mr.
18 Weedon. Ms. Wattenberg and then Vice President
19 Williams.

20 VICE-PRESIDENT WILLIAMS: Thanks for
21 coming. It's been very interesting. I have a
22 couple of very quick questions and then I also

1 want to come back on the supplement not supplant.

2 First, the new law requires
3 disaggregation by a set of new categories as you
4 described homeless children, foster and military.
5 One question I have, one thing that I'm very
6 interested in is being able to disaggregate
7 according to lowest income because the school
8 lunch is no longer a good proxy for that.

9 And I'm curious why the federal law
10 didn't require, for example, disaggregation by
11 temporary assistance for needy families or
12 something like that. And do you have a
13 recommendation for how we should do that?

14 MR. ZAMORA: I mean I think that would
15 certainly be, it's not prevented by this statute.
16 It's not expressly required. But I think one way
17 to think about ESSA, you know, is it's the floor
18 but it shouldn't be the entire building or the
19 ceiling.

20 MEMBER WATTENBERG: And so they just
21 didn't include it because they were trying not to
22 put the kitchen sink in it?

1 MR. ZAMORA: And there is, you know,
2 there's another requirement that's sort of flown
3 under the radar is that the state is going to
4 have to make the data available in a format that
5 can be cross tabulated. So where you could
6 actually sort of connect different subgroups to
7 each other and sort of get much more granular.
8 And so that ended up succeeding.

9 MEMBER WATTENBERG: Well then I would
10 want this to be part of that. So, yes, good,
11 okay.

12 MS. AMUNDSON: It was a compromised
13 bill too.

14 MEMBER WATTENBERG: Okay. Second,
15 what, going back and I don't expect this to be
16 our situation, but going back to one of the
17 slides there's the first round where you can
18 submit and then there's the second round.

19 The second round I think was July 6th
20 and then Ed Department has 120 days. So what
21 happens either if after 120 days the Ed
22 Department rejects your proposal and/or what if

1 you don't get it in? What happens?

2 I mean it used to be they would take
3 away your money. Is that still the same thing?

4 MS. AMUNDSON: It's one reason that
5 we're, both organizations have actually asked for
6 a delay in the time line on implementation. And
7 I think that is actually something that we might
8 be successful in getting.

9 I feel like even if things moved
10 swimmingly and you got it in on the 6th of March
11 sort of the earliest that 120 day clock would
12 tick, you know, do the math and think about
13 starting a school year having had what, weeks to
14 implement all of the things that you had put in
15 your plan.

16 I just feel like this time line is too
17 aggressive. And so I wouldn't tell you to count
18 on it. But I will say we're asking for it. I
19 know the chiefs are asking for it. And actually
20 Secretary King has talked about it.

21 MR. ZAMORA: And part of that I think
22 was the time line for the identifying the schools

1 using the new systems. And so, you know, I think
2 they might end up moving back.

3 There has been some suggestion these
4 sort of submission windows. It's going to be an
5 ongoing process. And I think as Kris was saying
6 like none of it, it's not necessarily going to be
7 done in March.

8 MEMBER WATTENBERG: So if we get
9 something in we're likely to get --

10 MS. AMUNDSON: Something back.

11 MR. ZAMORA: And I wouldn't certainly
12 want to speak for the US Department, specifically
13 not for the next administration that we don't
14 know who they are yet. But I think, you know,
15 showing good faith moving forward and, you know,
16 looking to the history of No Child Left Behind.

17 You know, it took a couple of years,
18 if not more, for all state plans to be approved.

19 MEMBER WATTENBERG: Last quick
20 question and then this broader one. The last
21 quick one is just you listed under the fifth
22 indicator educator engagement.

1 And my question is my understanding is
2 that the fifth indicator has to be something you
3 can disaggregate at the student level. So how
4 can you, I'm just curious because a number of us
5 have talked about different educator engagement.

6 MS. AMUNDSON: Yes. I mean all I know
7 is that it is a thing that states are talking
8 about. I think they're not talking about doing
9 that as their only, as the only thing they would
10 do for that fifth indicator. But particularly if
11 you're doing a school climate indicator educator
12 engagement could be rolled into that.

13 MEMBER WATTENBERG: So part of it
14 would have to be disaggregatable but part of it
15 could be --

16 MS. AMUNDSON: Yes, right.

17 MR. ZAMORA: And then, excuse me just
18 under the proposed regulations also likely to
19 yield improved academic outcomes or that piece.

20 MS. AMUNDSON: Yes, which is where I
21 think that comes in stronger, educator engagement
22 comes in stronger there. But I think there's

1 going to be a lot of not very good fifth
2 indicators for a while.

3 Let me be honest. I think there will
4 be a lot. Either people will choose something
5 very simple like attendance that they already
6 collect the data on and can measure easily or
7 there will be stuff that is not very good
8 initially. I mean those are the two sort of
9 polar extremes.

10 MEMBER WATTENBERG: So my last one and
11 I'll make it short just as a request I guess for
12 information. So on the supplement not supplant
13 and following up on what Joe Weedon said, is in
14 DC in addition to the supplement not supplant
15 issue that comes down federally we have our own
16 local funds that are only supposed to go to at
17 risk, they're supposed to follow at risk students
18 and fund at risk programming.

19 And there is an ongoing difficulty
20 with making sure that they get to the right kids
21 into the right schools. So I'm very interested
22 and I think a lot of people would be very

1 interested in really trying to figure out how to
2 sort of roll these two together maybe or use a
3 common framework for dealing with both of them so
4 that part of the school report card and part of
5 the state report card gets as deep as we can to
6 clarify where the money is going programmatically
7 I guess.

8 And so any help, I don't even know
9 enough to explain it. But I think you get what
10 we want.

11 MR. ZAMORA: Absolutely.

12 MEMBER WATTENBERG: And any help you
13 could give us in finding models in how to do that
14 I think would be really, really appreciated.

15 MR. ZAMORA: Happy to do that. And,
16 you know, it's an extraordinarily complex issue
17 and also sort of very politically controversial.
18 You know, just this morning there was a hearing
19 before the House Education Committee where there
20 was a lot of sort of fireworks.

21 And I think there remains to be seen
22 sort of what will come out at the end of the

1 process. But a lot of states have a lot of
2 questions. You know, for example, you know,
3 school construction.

4 You know, if a new school is built
5 within a district and it's not a Title 1 school
6 does that mean that you have to build an
7 equivalent school that is a Title 1 school, you
8 know, at the same time or, you know, if there's a
9 lead abatement program and it doesn't affect all
10 schools equally is that going to hamstring?

11 And, you know, things getting as
12 granular as the health benefits of the employees.
13 You know, if one school there happens to have
14 more families and you're covered under family
15 health care that could put a school out of
16 compliance.

17 And so we very much appreciate the
18 impulse but have a lot of questions around how
19 it's going to work in practice.

20 MS. AMUNDSON: Thanks. Stay tuned.
21 There's going to be some significant policy,
22 advocacy, action by probably the original

1 coalition that supported ESSA.

2 PRESIDENT JACOBSON: And then we will
3 move to Vice President Williams and then Ms.
4 Jolly from Ward 8.

5 VICE-PRESIDENT WILLIAMS: Thank you
6 for coming. This is really quite informative and
7 interesting. Coming from an area where we have
8 lower performing schools it's been proven that
9 leadership and teachers are one of the better
10 indicators of how a school performs.

11 In the past before PARCC our teacher
12 were penalized under a system where if the
13 students didn't test well they faced negative
14 consequences. Under this system we have a way,
15 we have the opportunity to look at new measures
16 of teacher evaluations and success.

17 Can you recommend some states we can
18 look at or some things that we can look at while
19 we're looking at this process?

20 MR. ZAMORA: I mean we do have, that's
21 sort of one of the priority areas that we've
22 identified and so we do have some very good

1 materials and could connect with other states. I
2 mean the way that I'm thinking about a lot of
3 this stuff is that there's not necessarily a
4 perfect or an ideal.

5 But the question is sort of going back
6 to what are the values of the community and sort
7 of what do we want and, you know, how do we then
8 interpret those values through the new ESSA
9 statutory sort of opportunities. So I think
10 surveying what's out there and seeing what's the
11 best fit in DC is the way to go.

12 MS. AMUNDSON: I think, one other
13 thing I would point out is that the elimination
14 of the highly qualified teacher requirement is I
15 think a positive step under ESSA. When I was in
16 Fairfax we always, the school that we had the
17 most teachers who were not for some reason or
18 other certified was always Thomas Jefferson.

19 And it was because we got a PhD person
20 to teach some nuclear biology class and he or she
21 didn't have some stupid bulletin board class and
22 we've have to go down and beg the Department of

1 Education to certify them. You now have much
2 more flexibility in determining as a state what a
3 highly-qualified teacher would be.

4 And there are two places I would offer
5 up to you that you could really make a great
6 improvements I think. One would be in CTE
7 classes where you could really take practitioners
8 and move them into working with students and
9 eliminate some of that bulletin boardness, you
10 know.

11 And the second would be in the arts
12 where I think you could bring in again, you know,
13 people who are, you know, dancers or musicians
14 and might not want to go through all of the
15 certification requirements. So I just lift that
16 up as a positive part of the law.

17 VICE-PRESIDENT WILLIAMS: Thank you.

18 PRESIDENT JACOBSON: Thank you, Vice
19 President Williams. Ms. Jolly from Ward 8.

20 MS. JOLLY: Thank you. Thank you for
21 your time and input tonight. So one thing that
22 really strikes me about this conversation is that

1 so much of it still seems to echo the stick and
2 carrot of NCLB.

3 Walking into FO we are still looking
4 at this as well how can we use these rankings and
5 this accountability system to spur schools into
6 raising test scores as though the only reason
7 that teachers would want to raise test scores is
8 for some accountability system not that we become
9 teachers because we deeply care about students
10 and want to invest them in lifelong learning.

11 So I'm wondering then especially too
12 because you've so emphasized this is our
13 opportunity to show what we value as a state,
14 what opportunities do you see for a system that
15 wants to value things like deeper learning, that
16 wants to value meeting student's needs in the
17 ways that community schools do?

18 How do we show not just through the
19 factors that we've already talked about tonight
20 but through the non-academic measures that we
21 recognize that school quality is about more than
22 just test scores in a way that is really deep and

1 rich and doesn't kind of demean the role of
2 schools and teachers as horses who follow carrots
3 on sticks?

4 MS. AMUNDSON: I'll start and then
5 Peter can chime in. I would say two things. One
6 is to think about expanding even what you use as
7 your assessment. I think it is possible without
8 going into the innovative assessment pilot which
9 we could talk about a long time, but it is
10 possible to add things like performance
11 assessments.

12 And particularly I heard Ms. Lord
13 talking about the science assessment for example.
14 That would be a great opportunity there.
15 Portfolios are another opportunity that already
16 exists.

17 You don't have to ask anybody's
18 permission for that. And then I would say look
19 carefully at what you report to the public and on
20 what things are you going to measure schools
21 because you don't have to just say test scores
22 and, you know, grad rates.

1 You can do a much richer look.
2 Georgia has, I don't know how many indicators
3 Georgia has. Georgia probably has too many. But
4 they've got a very wide array of things.

5 The State of California has developed
6 a dashboard system and I think they're going to
7 be working on refining that. But that was done
8 absolutely intentionally saying we are trying to
9 promote deeper learning and how can we do that.

10 So there are some states that are
11 working toward it. I think the message we want
12 to leave with you is this is not a done deal in
13 March.

14 MR. ZAMORA: Absolutely.

15 MS. AMUNDSON: What else do you want
16 to say about how else states are doing that?

17 MR. ZAMORA: Well I think, you know,
18 again just to reiterate and we have also a
19 document around sort of state strategic vision
20 that we've created. Start with that as your, you
21 know, base line and then see the different areas
22 of the law that can be manifested.

1 So, you know, just say for example
2 deeper learning. You know, as we look at the
3 assessments is our assessment measuring what we
4 really value? You know, is our accountability
5 system, you know, some states are very interested
6 in career readiness indicators and have looked at
7 that.

8 And so you can manifest that value in
9 the accountability system. But also then maybe
10 in the school improvement space, you know. Do
11 you want, the state can create a list of evidence
12 based interventions for use in under performing
13 schools.

14 That can be an exhaustive or non-
15 exhaustive list. So you can basically identify a
16 lot of evidence that supports deeper learning or
17 career readiness or arts education or what have
18 you and sort of use these as mechanisms to
19 communicate the values sort of through policy.

20 MS. JOLLY: And this is just me
21 wondering aloud now because I have another 53
22 seconds. But I'm just wondering too how we might

1 be able to roll into our plan that we value more
2 than just the student test scores whether they're
3 measured through PARCC or through portfolios
4 because I mean I went to Garfield Elementary's
5 back to school night and their parent engagement
6 they do there is fantastic.

7 And I think that it should be
8 reflected in a greater way in the way that we
9 rank and categorize our schools.

10 MS. AMUNDSON: There would be no
11 reason you couldn't do that. There would be no,
12 there is nothing standing in the way of adding
13 that to some way that you would both measure, you
14 know, a school but also then report out.

15 MS. JOLLY: Yes, because I find often
16 in my school visits that the schools that I would
17 want to send my kids to their scores don't look
18 great. But what's happening in classrooms is
19 fantastic.

20 And as a career teacher I don't care
21 about the scores. I care about what I see. And
22 I'm just wondering how we can better capture that

1 in our accountability system. That's what we're
2 all wondering. But just thinking aloud.

3 MS. AMUNDSON: I think that's the big
4 challenge of ESSA and the big opportunity.

5 PRESIDENT JACOBSON: Do Board Members
6 have additional questions? Hearing none I would,
7 I don't have any myself. So I wanted to thank
8 you again for joining us tonight.

9 It's a challenging task that the
10 Congress and US Department of Education has put
11 before us. But I know that we are --

12 MS. AMUNDSON: Put on your laps. Not
13 us, you.

14 PRESIDENT JACOBSON: I know that we
15 are up to the task. And we look forward to
16 working with both of your organizations and I
17 think most of my colleagues will be attending the
18 national conference in three or four weeks in
19 Kansas City.

20 MS. AMUNDSON: We're looking forward
21 to it. We've got a terrific program planned. An
22 awful lot focused on the twin challenges of

1 excellence and equity.

2 And so we hope it will meet your needs
3 and we'll look forward to seeing you plus
4 barbeque is all I've got to say.

5 PRESIDENT JACOBSON: Wonderful. Thank
6 you very much. Terrific. With that we are
7 moving on to our last agenda item which is a
8 proposal from Ms. Wattenberg. So with that I
9 will turn it over to her.

10 MEMBER WATTENBERG: Okay, thanks. And
11 this is a simple motion. And the one thing I
12 want to say is based on some final feedback.
13 It's slightly, slightly changed from what some
14 people think it might have once been.

15 But hopefully it captures what
16 everybody or what many, many people wanted. So
17 the motion is that we establish three SBOE
18 committees. One named Governance, Personnel and
19 Administration to discuss these matters in detail
20 as necessary and bring discussion items and
21 proposed actions in this area to the Board.

22 One named Budget to discuss the

1 Board's proposed and ongoing budget and bring
2 discussion items and proposed actions to the
3 Board in this area. And one named Every Student
4 Succeeds to discuss ideas and proposals related
5 to ESSA and to bring discussion items and propose
6 actions to the Board in this area.

7 Two, that each committee meet at least
8 once prior to October 5th. That the Governance,
9 Personnel and Administration Committee be chaired
10 by Karen Williams. That the Budget Committee be
11 chaired by Joe Weedon and that the ESSA Committee
12 be chaired by Ruth Wattenberg.

13 And six, that each committee aim for
14 membership breadth with all members encouraged to
15 volunteer and all chairs urged to recruit.

16 PRESIDENT JACOBSON: Is there a second
17 on the motion?

18 MEMBER WILSON PHELAN: I'll second the
19 motion for discussion.

20 PRESIDENT JACOBSON: Thank you. Let's
21 open it for discussion. Ms. Wattenberg, did you
22 want to start?

1 MEMBER WATTENBERG: Yes. I just want
2 to say that I think all three committees will be
3 very beneficial to the Board in terms of allowing
4 for discussion of some urgent issues and to do so
5 in an expedited way and allow the Board to then
6 have fuller discussions based on committee
7 discussions.

8 PRESIDENT JACOBSON: Additional
9 discussion?

10 MEMBER WILSON PHELAN: Could I just
11 hear from the nominated chairs whether they have
12 interest in leading those subcommittees?

13 PRESIDENT JACOBSON: Let's do them
14 backwards. Ruth, are you interested in chairing
15 an ESSA Committee?

16 MEMBER WATTENBERG: Yes, I am. And I
17 did actually talk to all of the people. So
18 presumably they will all say, yes, with greater
19 or lesser enthusiasm.

20 MEMBER WILSON PHELAN: No pressure.

21 PRESIDENT JACOBSON: Mr. Weedon.

22 MEMBER WEEDON: I'm happy to serve.

1 PRESIDENT JACOBSON: Vice President
2 Williams.

3 VICE-PRESIDENT WILLIAMS: Since I'm
4 already doing it I guess I will continue to
5 serve.

6 PRESIDENT JACOBSON: Additional
7 discussion?

8 MEMBER WILSON PHELAN: I would just
9 say from an operational perspective I think it
10 would allow Board meetings to be much more
11 efficient by having worked on a committee vetted
12 by members who bring the perspective of
13 constituents to the table and then allow us to
14 get to decision points potentially more quickly
15 than we have been able to get to in the recent
16 past.

17 PRESIDENT JACOBSON: Ms. Lord.

18 MEMBER LORD: Just to put these things
19 in perspective, when we've had committees we have
20 been able to do a lot of heavy lifting. It's
21 been full participation.

22 I'm thinking for example of my Ward 4

1 colleagues Truancy Committee which convened
2 people. We had principals. We had parents. We
3 had students and we not only were able to
4 continue being part of a conversation around
5 truancy but to change the rule that was adopted
6 after some unintended consequences surfaced.

7 So it's a very useful tool for
8 forwarding the Board's work but also to provide
9 some continuity for the Board. As we heard
10 tonight, the Every Student Succeeds Act will be a
11 process.

12 It's not a one time deal. And I
13 totally support Ms. Wattenberg because she did a
14 lot of the heavy lifting on the waiver. But I
15 also think that all of us need to participate,
16 particularly in the Budget, Governance process
17 because that's not a little committee work.

18 That is our, the voice of the Board.
19 So as long as the committees are inclusive and
20 have a sense of structure and report regularly
21 out I think that's a very good way of providing
22 continuity for the Board because we are going to

1 be seeing some changes and some continuity for
2 the work.

3 PRESIDENT JACOBSON: Thank you, Ms.
4 Lord. Additional discussion? Ms. Jolly.

5 MS. JOLLY: Yes, I guess I'm just
6 curious about more than just who is willing to
7 chair these committees. Are there actually Board
8 Members who are willing to serve on these
9 committees because I want to make sure, I mean
10 the work silo has been bandied about a number of
11 times today.

12 I want to make sure that the Board's
13 work doesn't end up being siloed into committees
14 of just one or two people. I'm also, before I
15 can vote on a Personnel committee I want to know
16 exactly what it will be doing.

17 Like will the Personnel Committee be
18 managing the day to day actions of the staff?
19 Will they simply be in charge of performance
20 evaluations? How will that work? So I mean I
21 would like to know more about that.

22 MEMBER WATTENBERG: Well I'll just

1 respond a bit. But I think it's sort of up to
2 all of us. My sense is that there is a lot of
3 interest in participating in committees that will
4 be efficient and that will be able to bring stuff
5 to the Board where it can be acted on.

6 And I think having, even if it's only
7 two or three people on a committee having a few
8 eyes spend some time on it to bring it to a
9 bigger group I think is a plus. So that's what I
10 would hope for.

11 And I'm sorry, my mind is totally
12 failing. What was the second thing?

13 MS. JOLLY: Who wants to serve on them
14 and what would the Personnel Committee do
15 typically?

16 MEMBER WATTENBERG: So the Personnel
17 one would be to talk about sort of the governance
18 and how staffing works. That's more about that,
19 I would say.

20 PRESIDENT JACOBSON: Two points of
21 information regarding committee service. The
22 President, according to our current bylaws the

1 President shall be an ex officio member on every
2 such committee.

3 So the President would serve on all of
4 these. And to Ms. Lord's point and to yours, any
5 member of the State Board may attend an ad hoc
6 committee executive session. So any committee
7 meeting is open to any Board Member according to
8 our bylaws.

9 Additional discussion? Mr. Weedon.

10 MEMBER WEEDON: I'd just like to add
11 that I think there is a lot of work that goes on
12 behind the scenes. And I think part of this is
13 an effort to make sure that all of us as
14 representatives of our constituents are stepping
15 up and doing some of that work and removing the
16 burden from the officers or the Board and the
17 executive director.

18 We have a small staff. We need to all
19 step up and do our part. And some of these
20 conversations, I think, could be fleshed out and
21 options created and presented to come to the full
22 Board as opposed to having those conversations

1 whether it be in a working meeting or in a public
2 meeting.

3 So that's the vision that I see at
4 least for the Budget Committee. And again, I'm
5 happy to serve there. The one question I have
6 back in the fall, summer, whenever it was, I'm
7 blanking on the time frame but we established
8 priorities.

9 And we're omitting the priority of
10 graduation requirements in the committee
11 structure here. One was about governance. We
12 had the ESSA. So I'm wondering if we should also
13 do something to have a committee looking at the
14 graduation requirements.

15 PRESIDENT JACOBSON: I'm going to
16 interject here for a second. We had a retreat in
17 February. It was a day long. Board Members
18 attended and discussed our priorities at length.

19 Among our priorities was closing the
20 achievement gap and so we formed a committee on
21 that led by Tierra Jolly. Another, to my
22 recollection, was a committee on graduation

1 requirements as well.

2 So I think we've already created that.
3 We also decided at that meeting, there is a gnat
4 in front of my face so I apologize.

5 MEMBER WATTENBERG: It used to be over
6 here.

7 PRESIDENT JACOBSON: It's migrating.
8 We also discussed ESSA at great length. It had
9 just been passed. Kris Amundson from NASB
10 presented to us and we decided as a group at that
11 retreat that ESSA was something that was too
12 important to delegate to one person and one
13 committee chair to deal with and that we wanted
14 to deal with it as a Board.

15 I still feel that is the most
16 responsible way to deal with something this large
17 is to deal with it together. I would also
18 suggest that governance, personnel,
19 administrative issues and budget are all related.

20 If the Budget Committee doesn't know
21 what the Personnel/Administration Committee is
22 doing neither can make decisions. And I feel

1 like we are actually creating a little too much
2 bureaucracy here.

3 And if the Board does go forward with
4 this I would suggest that be collapsed into just
5 one administrative committee. I would also point
6 out that I suggested a version of this 20 months
7 ago when I was running for president of this body
8 and suggested that we have two vice presidents
9 one that headed administrative issues and one
10 that headed policy issues.

11 We are a policy making board or a
12 policy approving board technically. We need to
13 make sure that we continue to be very focused on
14 the educational needs of our students and I think
15 that we need to make sure that is where we spend
16 the bulk of our time and resources.

17 And having staff be required to
18 provide capacity to multiple committees is
19 challenging. I think we all recognize the
20 challenges our staff has in terms of capacity.

21 So if this body decides to move
22 forward I would suggest that we have a single

1 Administrative Committee and remain with ESSA
2 with the full Board.

3 MEMBER WILSON PHELAN: I thought about
4 that and I would be curious for the perspectives
5 of my colleagues. So I remember that
6 conversation and that we did assign
7 responsibility for graduation requirements.

8 I think it was a working group. I
9 don't think it was a committee and I do actually
10 believe there is a distinction in our bylaws.
11 And there is an official distinction.

12 So a committee structure requires that
13 we actually vote on a committee structure and I
14 believe there are things related to Open Meetings
15 Act to be followed and so on and so forth versus
16 a working group that just figures out how to go
17 forward with the work and brings proposals back
18 to the Board for consideration which might lead
19 to the creation of a formal committee.

20 I know that sounds bureaucratic but I
21 do think the distinction is relevant. I know we
22 haven't had any movement in the graduation

1 requirements area. So maybe we do need a
2 committee in order to move that forward on the
3 record.

4 In terms of your comments related to
5 ESSA in particular. I'm completely open to
6 creating one Administrative Committee if that
7 makes sense to other people. I personally feel
8 like we are asking similar questions with all of
9 the working and public meetings that we're having
10 related to ESSA.

11 And I do think that is because when a
12 collective body takes ownership over something
13 versus a certain group of people that feel
14 accountable to something it's very easy to just
15 think your colleague is going to bring it up.
16 Right, like that is human nature.

17 It's studied behavioral psychology.
18 I'm not bringing up new information. And so I
19 support this committee structure because I think
20 it will get us to a better set of questions that
21 progress us towards making a decision or at least
22 creating specific suggestions related to ESSA.

1 And I worry we will not get there if
2 we continue to spread the work among nine people
3 and not have a true designated voice from the
4 Board to carry that work forward. And we did do
5 that in the past and it seems to have worked with
6 broader engagement.

7 But it just helps to have a Board
8 Member leading that work to sort of bring the
9 questions out that might be on all of our minds.
10 Instead we're spending all of our working
11 meetings getting to all these same sorts of
12 questions rather than getting to the depth and in
13 the directionality that we need in order to
14 really provide significant and important feedback
15 on this topic. That's my personal observation.

16 PRESIDENT JACOBSON: Thank you for
17 that perspective. Vice President Williams.

18 VICE-PRESIDENT WILLIAMS: I agree on
19 ESSA. So I'm not going to talk about that. But
20 to have a separate Personnel and a separate
21 Budget Committee might be very cumbersome since
22 95, 90 percent of our personnel issues are budget

1 issues.

2 I mean our budget is 95 percent of.
3 So to have that broken out into two different
4 committees might be cumbersome. So maybe Joe and
5 I can work together if that's the way the Board
6 wants to have a committee.

7 MEMBER WEEDON: I'd just add that I
8 think the discussion was around personnel and
9 other administrative items. We need to do a
10 bylaws update. I think it's required every two
11 years.

12 So there's other administrative things
13 too which aren't directly related to budget. So
14 I think the idea was let's make sure that all of
15 these things get done and we get the appropriate
16 staff.

17 If it's one committee or multiple I
18 don't think it matters. But I think we need a
19 smaller group diving into some depth on these
20 issues.

21 MEMBER WATTENBERG: I accept that as
22 friendly.

1 PRESIDENT JACOBSON: Ms. Lord.

2 MEMBER LORD: Having served on a
3 number of boards there typically is a Finance
4 Committee. Everybody on the Board must weigh in
5 on things like budgets or things of immediate
6 concerns, you know, shortfalls, unexpected
7 resignations of people.

8 But it's important for the continuity
9 and the transparency. So I think if we think
10 about it not as budget but as kind of a financial
11 picture that includes budget, that includes
12 personnel we're going to be moving in the right
13 direction.

14 And it is sort of our fiduciary
15 responsibility, if you will, as a board to make
16 sure that everything is spent well and budgeted
17 correctly and staffed correctly.

18 PRESIDENT JACOBSON: So additional, I
19 just want to make sure we know where we are. I
20 believe we had a friendly amendment accepted to
21 one Administrative Committee.

22 And so that is currently the case and

1 an ESSA Committee. And is that an official
2 friendly amendment on a graduation requirements
3 committee, Laura, Ms. Wilson Phelan, I apologize.

4 MEMBER WILSON PHELAN: Actually it was
5 Joe that brought it up.

6 PRESIDENT JACOBSON: Okay. Is that
7 another suggested friendly amendment?

8 MEMBER WEEDON: I have not made that
9 motion. It would be up to the person who made
10 the original motion and we're still waiting for
11 the person who seconded the motion to accept the
12 friendly amendment that's on the table.

13 MEMBER WILSON PHELAN: I accept the
14 friendly amendment.

15 MEMBER WATTENBERG: Can I just suggest
16 in the interest of efficiency is that the
17 graduation requirement issue get saved until the
18 working meeting --

19 PRESIDENT JACOBSON: Happy to do that.

20 MEMBER WATTENBERG: -- and that we do
21 these two committees right now?

22 PRESIDENT JACOBSON: Any further

1 discussion? Ms. Jolly.

2 MS. JOLLY: I understand the need for
3 there being like a deeper dive into ESSA. But I
4 have to be frank as well and say that I am
5 uncomfortable with that work, I mean, I don't
6 know how much because it's Hatch Act, I can say.

7 But right now I think that the Members
8 of the Board whose communities have the most
9 students in them and who should have I think an
10 outsized input into the work of ESSA are folks
11 who because of other obligations that come along
12 with this job are not able to devote time to that
13 committee right now.

14 And I'm really uncomfortable with a
15 lot of the nitty gritty decision making work
16 about this thing that guides literally everything
17 else that we do being left to just three people.

18 MEMBER WATTENBERG: If I might, to
19 respond to that it would be my hope completely as
20 it is for the other committees is that the goal
21 of the committee is really to organize some
22 thinking and define stuff out and to be totally

1 about engaging the rest of the Board in a serious
2 way. That would totally be the point. So just
3 to be totally clear.

4 PRESIDENT JACOBSON: Any additional
5 discussion? If not I would like to call the
6 question and let's do a roll call vote. Ms.
7 Wattenberg, could you read the motion combining
8 the first two clauses as a single committee?

9 MEMBER WATTENBERG: Yes. That we
10 establish two committees, one named
11 Administrative, the Administrative Committee to
12 discuss. Well let me, one named Personnel,
13 Administration, Governance and Budget to discuss
14 these matters in detail as necessary and bring
15 discussion items and proposed actions in this
16 area to the Board.

17 And one named Every Student Succeeds
18 to discuss ideas and proposals related to ESSA
19 and to bring discussion items and proposed
20 actions to the Board in this area. Two, that
21 each committee meet at least once prior to
22 October 5th.

1 Three, that the Governance, Personnel
2 and Administration Committee be chaired by Karen
3 Williams and four, that the ESSA Committee be
4 chaired by Ruth Wattenberg. And then I would
5 suggest maybe the committee wants to sort of
6 figure out a co-chair thing.

7 But I'm not going to get into that.
8 That's my, and sorry, and last and that each
9 committee aim for membership breadth with all
10 members encouraged to volunteer and all chairs
11 urged to recruit.

12 PRESIDENT JACOBSON: And the second
13 agrees with those amendments, correct?

14 MEMBER WILSON PHELAN: Yes.

15 PRESIDENT JACOBSON: Great. Let's do
16 a roll call vote.

17 EXECUTIVE DIRECTOR HAYWORTH: Mr.
18 Jacobson.

19 PRESIDENT JACOBSON: Abstain.

20 EXECUTIVE DIRECTOR HAYWORTH: Ms.
21 Williams. Ms. Williams.

22 VICE-PRESIDENT WILLIAMS: Yes.

1 EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.

2 MEMBER LORD: Yes.

3 EXECUTIVE DIRECTOR HAYWORTH: Ms.

4 Wilson Phelan.

5 MEMBER WILSON PHELAN: Yes.

6 EXECUTIVE DIRECTOR HAYWORTH: Ms.

7 Wattenberg.

8 MEMBER WATTENBERG: Yes.

9 EXECUTIVE DIRECTOR HAYWORTH: Ms.

10 Anderson.

11 MEMBER ANDERSON: Yes.

12 EXECUTIVE DIRECTOR HAYWORTH: Mr.

13 Jones.

14 MEMBER JONES: Yes.

15 EXECUTIVE DIRECTOR HAYWORTH: Mr.

16 Weedon.

17 MEMBER WEEDON: Yes.

18 EXECUTIVE DIRECTOR HAYWORTH: Ms.

19 Jolly. Ms. Jolly.

20 MS. JOLLY: Abstain.

21 EXECUTIVE DIRECTOR HAYWORTH: Mr.

22 President the motion passes.

1 PRESIDENT JACOBSON: Wonderful. Thank
2 you, Ms. Wattenberg for bringing that issue
3 before us and making it a priority for this
4 Board.

5 MEMBER WATTENBERG: And we look
6 forward to all the ex officio participation.

7 PRESIDENT JACOBSON: If I had more
8 time. With that, I think that concludes our
9 business for this evening. If Board Members have
10 short statements or facts or events coming up
11 that they would like to tout briefly. Ms. Lord
12 and then Mr. Weedon.

13 MEMBER LORD: Thank you. I will be
14 brief. Earlier this month we celebrated the kick
15 off of attendance awareness month. It's actually
16 more than a month. It's attendance awareness
17 throughout the year.

18 We have these wonderful green
19 attendance bands. But the bottom line is the
20 easiest, most convenient and important way any
21 person can help a child is to get them to school
22 on time.

1 Punctuality is a great habit to foster
2 from the earliest years. I know the Metro can be
3 delayed. I've been caught in several instances
4 myself.

5 But just take a little moment to think
6 about how we can do just a little bit better
7 every day to get our kids on time. And then the
8 other thing is it is the start of the school
9 fundraisers and school auctions.

10 And I hope everybody will sign up for
11 the grocery stores, attend the auctions, come
12 away with lots of good stuff because this is the
13 difference between a teacher's aide in your
14 child's first grade class or an art program or a
15 foreign language program or a field trip.

16 So and mostly it's not just limited to
17 the school community. So thanks.

18 PRESIDENT JACOBSON: Mr. Weedon.

19 MEMBER WEEDON: Just wanted to make a
20 quick plug to ensure that everyone submits their
21 required health forms for attendance. It is a
22 requirement in the District for every student to

1 have a health form on file.

2 I know there are multiple schools in
3 my ward where a high percentage, let's say a
4 third of students don't have forms on file.
5 Let's make sure our schools and our children are
6 healthy.

7 And also just a shout out. Hope to
8 see everyone at Eastern's homecoming this
9 weekend.

10 PRESIDENT JACOBSON: Hearing no
11 further I would entertain a motion to adjourn.

12 MEMBER LORD: So moved.

13 PRESIDENT JACOBSON: Moved by Ms.
14 Lord. Is there a second?

15 VICE-PRESIDENT WILLIAMS: Second.

16 PRESIDENT JACOBSON: Second by Ms.
17 Williams. All in favor.

18 (Chorus of ayes)

19 PRESIDENT JACOBSON: We stand
20 adjourned.

21 (Whereupon, the above-entitled matter
22 went off the record at 8:01 p.m.)

A		
abatement 127:9	addition 51:10 125:14	ahead 14:10 80:1
abilities 57:4	additional 8:22 18:14	aide 159:13
ability 39:13 49:21	33:12,22 34:3 37:4	aim 138:13 156:9
57:10 86:11 87:12	41:4 49:15 50:14	aired 47:11
able 12:11 25:14 31:15	52:22 60:16 70:1	airing 97:17
39:11 52:6 58:9 69:13	85:12 92:13 100:17	Alexander 90:10
71:19,20 76:21 79:16	106:7,8 108:17,21	Algebra 28:8,11 55:7
87:18 120:6 135:1	136:6 139:8 140:6	aligned 18:9
140:15,20 141:3	142:4 144:9 152:18	allocate 59:15
143:4 154:12	155:4	allocated 18:10
above-entitled 160:21	additions 4:22 5:14 6:8	allocation 99:7
absolutely 45:4 115:12	7:1 99:12	allow 17:4 76:12 77:16
126:11 133:8,14	address 96:20	139:5 140:10,13
Abstain 156:19 157:20	addressed 97:21 118:8	allowing 139:3
academic 124:19	addressing 96:21	allows 24:4 77:12
accept 151:21 153:11	adequate 75:7	alluded 44:9 67:22
153:13	adjourn 160:11	aloud 134:21 136:2
accepted 152:20	adjourned 160:20	amazing 65:4 73:15
access 33:18,21 38:1	Adjournment 2:21	amended 5:13,16
72:22 93:3	administer 113:14	amendment 152:20
accessible 38:18 50:4	administering 112:17	153:2,7,12,14
accountability 8:9,18	administration 22:20	amendments 156:13
54:21 61:14 62:3 72:5	54:2,9 58:15 78:18	Amharic 9:6
85:17 86:16,22 88:2	79:4,19 80:15 81:11	amount 102:12
95:5,21 97:14 99:3	103:21 104:3,5	Amundson 1:20 2:17
101:8 115:3,18	123:13 137:19 138:9	88:6 89:3 104:12
118:19 119:9 131:5,8	155:13 156:2	105:7 107:8 110:18
134:4,9 136:1	administrative 146:19	112:22 114:7,20
accountable 74:10 91:7	147:5,9 148:1 149:6	117:6 121:12 122:4
149:14	151:9,12 152:21	123:10 124:6,16,20
achieve 68:8 91:18	155:11,11	127:20 129:12 132:4
achievement 28:17	adopted 141:5	133:15 135:10 136:3
43:14,17 45:6,7 55:17	adult 46:14	136:12,20 146:9
57:1 91:14 118:14	advanced 29:14 48:20	analysis 52:1 72:21
145:20	93:4	analyzed 108:7
achieving 117:21	advantage 77:11	and/or 121:22
act 8:14 14:21 87:20,22	advantaged 63:19	Anderson 1:12 4:4,5
90:10 95:13 113:8	advice 113:5	7:8,10 19:18,19
141:10 148:15 154:6	advising 61:12	157:10,11
acted 143:5	advisory 9:16 10:1	Announcement 2:3
action 31:15 91:4,8	111:1	announcements 112:2
114:12 127:22	advocacy 127:22	annual 12:2,4 13:13
actionable 22:17	affairs 2:19 88:12	15:21 109:21
actions 25:18 137:21	affect 92:7 127:9	annually 48:2
138:2,6 142:18	affirm 47:22	anonymity 71:6
155:15,20	affluent 117:14	answer 23:20 38:8
activities 10:11 16:22	agency 67:6	42:17,18 59:4 78:6
activity 103:6	agenda 2:5 4:21 5:1,6	anti-violence 13:11
actual 16:22 37:9 60:12	5:13,16 6:5 137:7	anybody 83:9 93:11
actualized 61:10	aggressive 101:19	anybody's 132:17
ad 144:5	122:17	apologize 146:4 153:3
adapted 69:8	aggressively 112:7	applaud 40:7 50:7
add 5:6 50:19 58:11	ago 11:3 75:4 87:17	application 100:1
64:21 72:1,2 100:17	119:2 147:7	108:20
132:10 144:10 151:7	agree 95:12 107:21	apply 100:9
added 35:8	150:18	appreciate 17:22 18:2
adding 135:12	agrees 156:13	21:9 49:21 50:6 52:11
		66:5 70:10 118:11
		127:17
		appreciated 126:14
		approach 109:17,18
		approaching 107:5
		appropriate 56:11
		72:12 151:15
		appropriately 68:11
		Appropriations 2:11
		approval 2:5,6 6:6
		approve 5:16 6:10 7:4
		100:11 104:18
		approved 6:5,20 7:14
		104:20 105:1 123:18
		approving 147:12
		April 113:20
		area 30:3 33:20 69:10
		84:21 128:7 137:21
		138:3,6 149:1 155:16
		155:20
		areas 28:1,2 32:15,16
		84:18,19 85:3 89:18
		95:20 112:19 115:13
		128:21 133:21
		argue 39:8 40:2 116:17
		array 133:4
		art 159:14
		articulate 91:3
		arts 130:11 134:17
		aside 99:6,10
		asked 23:21 24:9,13,14
		45:2,15 53:4 55:6
		112:14 122:5
		asking 122:18,19 149:8
		aspect 103:19
		assess 51:7 79:22
		assessed 60:13
		assessment 22:4,8,12
		23:12 25:20 27:11
		28:12 29:13 30:20
		34:5 37:9 48:7,8 56:5
		58:13 60:14,21 65:13
		69:5,8,11 70:1 79:12
		82:2 101:9 118:20
		132:7,8,13 134:3
		assessments 2:14
		20:16 21:4 22:9,21
		23:2,6,10 48:13 53:16
		60:4 68:18,21 69:13
		69:18 78:7,14 79:2
		80:19 82:4,10,13
		101:9 132:11 134:3
		assign 148:6
		assistance 120:11
		associated 108:21
		Association 88:7
		assurance 47:4
		atrocious 36:3
		attached 45:22

attempting 65:16
attend 144:5 159:11
attendance 55:3 57:7
 73:18 93:3 125:5
 158:15,16,19 159:21
attended 145:18
attending 136:17
attention 44:22 59:16
 101:14
auctions 159:9,11
August 20:19 97:4
authorities 108:21
authority 10:11 109:3,6
availability 80:10
available 31:13 32:3
 34:12 37:3,13,21
 38:18 49:12,20 54:20
 56:21 60:6,9 121:4
avenue 14:1 80:20 82:1
awards 13:18
aware 31:1 43:9 86:1
awareness 158:15,16
awful 136:22
aye 6:18 7:12
eyes 6:3,19 7:13 160:18

B

back 35:10 39:19,20
 40:17 43:11 79:18
 88:16 91:12 94:3
 96:15 97:3 108:2,12
 113:9 115:1 118:6
 120:1 121:15,16
 123:2,10 129:5 135:5
 145:6 148:17
backwards 44:5 139:14
balance 72:4
balancing 86:10
ball 60:18 63:9
band 75:8 76:4 80:9
 112:14 113:14
bandied 142:10
bands 117:17 158:19
Banneker 55:11
bar 29:7,9,12 71:7
 91:20 94:22
barbeque 137:4
base 133:21
based 30:19,19 48:8
 73:7 86:21 115:20
 116:4 134:12 137:12
 139:6
basically 106:15 134:15
basis 36:18 98:16
battle 90:5 107:10
 109:15
bear 64:6 119:14
bearing 26:15 81:4 84:7

beauty 35:4
beg 129:22
began 90:8
beginning 81:10 90:15
behalf 7:18
behavioral 149:17
believe 10:3 38:8 67:8
 81:21 84:5 86:4 88:14
 88:18 94:16 102:13
 116:12 148:10,14
 152:20
believes 107:11
Ben 95:2
benchmark 35:5
beneficial 96:2 139:3
benefits 127:12
best 13:18,19 15:1,17
 50:21 66:6 78:21 82:7
 82:17 104:9 129:11
better 35:19 36:15,17
 39:12,18,21 40:4 42:5
 50:1 51:3,6 53:7
 68:14 73:4 77:2 81:17
 82:14 84:6 90:19
 119:15 128:9 135:22
 149:20 159:6
beyond 59:10
big 43:9 89:19 90:21
 92:7 93:14 94:8 107:9
 108:11 136:3,4
bigger 143:9
biggest 114:17
bill 121:13
bills 108:22
biology 129:20
bit 41:12 43:6 67:7
 86:20 88:21 98:3
 106:10 112:8 113:22
 143:1 159:6
black 29:21
blame 43:16 46:8 47:13
blamed 47:15
blanking 145:7
bloody 107:10
blue 23:18
blueprints 60:6
board 1:3,8,10 2:7 3:6
 4:19 7:17,19,22 8:4,7
 8:12,15 9:14 10:10
 11:7 14:11 16:19,21
 17:3,7 18:10,19 21:14
 30:7 34:15 41:4 49:15
 52:22 60:16 66:5,20
 73:17 74:8 85:9,11
 87:5,10 88:9 89:20
 92:22 93:19 94:18
 105:9,11 109:12
 110:3 111:10 129:21

136:5 137:21 138:3,6
 139:3,5 140:10 141:9
 141:18,22 142:7
 143:5 144:5,7,16,22
 145:17 146:14 147:3
 147:11,12 148:2,18
 150:4,7 151:5 152:4
 152:15 154:8 155:1
 155:16,20 158:4,9
Board's 138:1 141:8
 142:12
boardness 130:9
boards 88:8 90:19
 108:17 152:3
bodies 73:4
body 147:7,21 149:12
bollixing 43:7
bolts 113:12
boning 112:20
bottom 23:18 24:8
 27:16 29:7,9 95:9
 109:17 158:19
box 112:7
boxes 28:5
Branson 1:19 2:13 21:3
 21:5,6,8,11,17,18,19
 22:2,3 36:20 41:10
 47:21 53:19 54:18
 56:2 57:17 60:2 64:5
 68:15 71:16 72:14
 78:17 83:17 87:16
breadth 138:14 156:9
breakdown 38:6
breath 15:7
brief 60:17 78:6 85:13
 158:14
briefly 158:11
bright 57:19,21 64:10
bring 119:14 130:12
 137:20 138:1,5
 140:12 143:4,8
 149:15 150:8 155:14
 155:19
bringing 65:17 114:4
 149:18 158:2
brings 148:17
broader 123:20 150:6
broken 26:19 98:16
 151:3
brought 35:11 153:5
buckle 46:1
budget 2:11 16:20,22
 17:3,8 18:5,10 98:20
 107:13 137:22 138:1
 138:10 141:16 145:4
 146:19,20 150:21,22
 151:2,13 152:10,11
 155:13

budgeted 152:16
budgets 116:15 152:5
build 80:14 111:12
 127:6
building 77:15 80:8
 120:18
built 127:4
bulk 147:16
bulletin 79:17 129:21
 130:9
bump 98:12
burden 144:16
bureaucracies 114:16
bureaucracy 147:2
bureaucratic 148:20
business 4:20 30:21
 48:10,11 49:2,11 56:8
 56:18 158:9
bylaws 143:22 144:8
 148:10 151:10

C

C 84:6
C-O-N-T-E-N-T-S 2:1
calculating 30:21
calculation 102:19
calendar 113:16,19
California 133:5
call 2:2 15:17 19:1
 24:20 26:2 57:5 91:18
 92:9 101:13 155:5,6
 156:16
called 3:7,8
calling 10:17
campaigns 112:3
canceled 76:19
cane 89:10
capacity 147:18,20
capital 8:7 112:21
capture 135:22
captures 137:15
capturing 35:1
card 126:4,5
cards 98:6
care 49:9 127:15 131:9
 135:20,21
career 12:7 13:7 26:5
 31:6 35:15 40:12 83:8
 84:1,16 95:8,11,19
 134:6,17 135:20
careers 20:18 22:8,16
 83:11
carefully 132:19
cares 15:12
Carole 10:21
carrot 131:2
carrots 132:2
carry 150:4

- carted** 75:11
CAS 23:12,17 24:8,9
 48:6
case 40:3 46:2 49:6
 73:15 83:12 92:3
 110:13 152:22
cases 44:17 46:5 56:14
 99:18
cast 55:7,21
categories 79:5 120:3
categorize 135:9
caught 159:3
cause 61:19
causes 62:12
CCSSO 2:19 94:5 102:2
 113:4 114:2
CCSSO.org/ESSA
 118:17
ceiling 120:19
celebrate 65:22 66:10
celebrated 158:14
ceremony 12:3 13:8,13
 15:21
certain 32:7 44:17
 75:14 149:13
certainly 57:6 97:14
 102:2 104:9 120:15
 123:11
certification 130:15
certified 129:18
certify 130:1
cetera 76:22
chaff 82:21
chair 142:7 146:13
chaired 138:9,11,12
 156:2,4
chairing 139:14
Chairman 90:2
chairs 138:15 139:11
 156:10
challenge 22:18 32:16
 84:19 97:9 136:4
challenges 2:16 85:3
 96:21 112:18 136:22
 147:20
challenging 136:9
 147:19
Chamber 112:9
chambers 8:2
Chancellor 40:21
chances 105:18
change 27:7 74:13
 115:2,3 141:5
changed 137:13
changer 114:18
changes 72:12 100:12
 142:1
charge 142:19
- charter** 9:18 16:5 23:4
 61:1,2 63:6 73:14
charters 66:21 73:12
charts 53:9
check 86:2,19 87:1
Chief 21:3 88:13
chiefs 89:20 90:18
 122:19
child 33:3 51:6 90:6
 91:21 114:13,21
 116:1 123:16 158:21
child's 32:21 33:1,5
 159:14
children 33:10 92:1
 120:4 160:5
children's 33:6
chime 132:5
choice 39:4,10 92:22
choices 82:17
choose 125:4
choosing 82:11
Chorus 6:3,19 7:13
 160:18
chosen 41:22
circulated 11:7
citizens 117:4
city 11:14,22 13:2 14:15
 35:2,6 40:9 42:13
 51:19 65:16,21 70:20
 77:13 89:9 112:17
 136:19
city-wide 14:18
claim 24:19
clarification 62:8
clarify 78:6 126:6
clarifying 49:10 106:9
clarity 18:12 87:2
class 35:1 36:5,13
 63:16 70:18 71:1,3,10
 71:10,12 76:21
 129:20,21 159:14
classes 12:12 45:11
 73:9 75:20,22 76:1,3
 76:18 130:7
classroom 59:11 80:10
classrooms 25:1 36:13
 135:18
clauses 155:8
clear 18:9 44:12 47:5
 48:17 49:3 56:2,18
 83:20 91:3 110:19
 111:4 116:16 155:3
clearly 45:16 77:4
climate 92:17 93:1
 124:11
clock 122:11
close 79:8 100:4,7
closed 101:10,11
- closely** 8:17
closing 71:2 92:2
 145:19
co-chair 156:6
coalition 128:1
coast 89:6
coasting 118:1
cohort 35:16 36:18
 37:10 41:15 51:12
cohorts 51:11
collaboration 94:4
collapsed 147:4
colleague 35:11 66:17
 82:4 149:15
colleagues 50:12 114:6
 119:4 136:17 141:1
 148:5
collect 125:6
collection 98:4
collective 149:12
college 12:9 20:17 22:8
 22:16 26:4,14 31:6
 35:14 40:12 83:8,11
 84:1,16 95:8,10,18
Colorado 119:1
colors 53:9
Columbia 1:1,8 3:6
 7:19 9:22 91:7 96:4
 102:8
combined 119:12
combining 155:7
come 10:20 12:2 15:4,9
 25:10 26:17 40:17
 53:14 69:2 72:15,17
 80:21 82:4 104:9
 108:12 113:9 117:1
 120:1 126:22 144:21
 154:11 159:11
comes 13:17 26:11
 30:5,8 32:19 37:6
 56:7,17 69:21 71:10
 80:9 84:1,8 94:3 95:6
 124:21,22 125:15
coming 34:18 48:22
 61:9 77:14 109:14
 119:15,21 128:6,7
 158:10
comment 47:3 67:1
 72:20 101:11,16
 118:13
comments 2:7,8 44:10
 50:12 66:17 101:16
 110:6 149:4
Commerce 112:9
commitment 9:10
committed 21:14 53:11
 87:11
committee 9:17 10:1
- 18:8 126:19 138:7,9
 138:10,11,13 139:6
 139:15 140:11 141:1
 141:17 142:15,17
 143:7,14,21 144:2,6,6
 145:4,10,13,20,22
 146:13,20,21 147:5
 148:1,9,12,13,19
 149:2,6,19 150:21
 151:6,17 152:4,21
 153:1,3 154:13,21
 155:8,11,21 156:2,3,5
 156:9
committees 5:7 137:18
 139:2 140:19 141:19
 142:7,9,13 143:3
 147:18 151:4 153:21
 154:20 155:10
common 20:15 126:3
communicate 79:16,16
 134:19
communicating 56:9
 56:17
communications 14:20
communities 66:9
 111:22 116:2 154:8
community 9:10 25:16
 31:15 41:16 66:22
 94:6 116:3 119:10
 129:6 131:17 159:17
community-focused
 13:19
compare 32:14
compares 24:15 33:5
comparison 36:21
competence 56:13
competitive 39:3
complete 104:15
completely 75:21 83:16
 149:5 154:19
completing 101:5
completion 60:21 61:4
 93:3
complex 24:6 97:10,20
 99:17 126:16
complexity 102:3
compliance 102:6,21
 127:16
complicated 87:10
 100:16
complying 86:18
component 69:19
comprehensive 48:7
compromised 121:12
computers 75:11
concept 68:17
conception 54:9
concern 61:21 99:1

concerns 152:6
conclude 85:13
concludes 158:8
conclusions 51:21 73:1
concrete 115:5
conference 42:14 63:10
 109:22 136:18
confident 56:20 110:13
congratulations 41:8
Congress 87:18 104:18
 136:10
conjunction 106:14
connect 121:6 129:1
connected 24:3 98:7
connection 60:12
consequences 57:15
 128:14 141:6
consider 16:19 17:6
consideration 72:11
 148:18
considered 86:1
considering 85:18 86:7
consistent 28:4 58:3
consistently 108:9
consolidated 99:13
consortium 20:14
 36:22 37:1
constant 72:4
constituency 112:12
constituent 76:17
constituents 81:7
 140:13 144:14
constitutes 102:20
construction 103:5,6,9
 127:3
consultation 93:18
consumer 52:3
contact 10:16
contacted 81:7
content 25:14 33:20
 60:12
context 80:9 86:8 97:21
continue 10:9 13:20
 66:7 83:13 115:5
 140:4 141:4 147:13
 150:2
continues 8:9 21:15
continuing 9:13,16
continuity 141:9,22
 142:1 152:8
contrasts 24:16
contribution 12:19
controversial 126:17
convened 1:8 141:1
convenient 158:20
convergence 104:16
conversation 57:9 63:2
 63:14 64:15 68:20

69:2 72:15 74:14
 81:18,19 89:18
 116:11 130:22 141:4
 148:6
conversations 80:19
 80:21 85:22 144:20
 144:22
cooperation 46:13
cooperatively 77:10
coordinators 79:7,13
coping 13:11
corner 100:14
correct 39:9 156:13
corrections 4:22 5:14
 6:7 7:1
correctly 61:3 107:11
 152:17,17
correspondence 74:18
corresponds 44:13
council 8:2 41:17 42:16
 88:13
count 122:17
country 90:14
couple 25:4 26:5 31:12
 35:12 36:20 44:3 64:1
 66:16 68:16 96:13
 117:1 118:6 119:22
 123:17
course 13:12 14:2
 26:16 28:3 30:19
 33:20 37:7 44:14 48:1
 48:8 53:4 62:14 67:20
 84:7 91:17,20 93:4
 96:17 100:22
courses 28:1 44:19
 48:20 55:5,5
covered 127:14
covers 35:5
crazy 14:6
create 8:8 113:18
 134:11
created 133:20 144:21
 146:2
creating 147:1 149:6,22
creation 148:19
credibility 45:18 46:3
 77:15
credit 26:15 84:6
critical 22:14 23:6
 31:10 64:15 69:3,19
cross 121:5
CTE 130:6
cumbersome 150:21
 151:4
curious 120:9 124:4
 142:6 148:4
current 86:15 143:22
currently 10:7 31:13

54:18 100:19 152:22
cut 70:15 71:13,19
 82:21
cutting 37:6

D

D.C 1:8
dancers 130:13
Danielle 1:19 2:13 21:3
 22:3
dashboard 133:6
data 31:16,21 33:14
 35:10 37:7,13 41:22
 42:15,22 44:1,2 49:19
 50:8,13 51:13 52:1,5
 53:7 56:3,21 58:8,18
 59:7,10 61:3 65:2
 67:2,9,16 68:4,12,14
 69:21,22 71:13,17,22
 73:1,7 74:10 79:9
 86:10 98:4,15 121:4
 125:6
database 42:2
databases 50:15
daughter 35:1 67:11
daughter's 35:21 39:17
day 24:22 113:19
 122:11 142:18,18
 145:17 159:7
daylight 114:10
days 100:11 113:16
 118:7 121:20,21
DC 2:7 9:18,19 13:17,18
 16:15 17:7 22:13
 23:12,17 24:7,9 30:9
 33:6 48:6,6 60:22
 61:12 66:20 74:9
 86:15 88:9 92:21 97:1
 125:14 129:11
DC's 52:1
DCPS 23:3 44:16 45:13
 45:14 47:6,15 57:20
 61:2 63:4 64:18 66:20
 102:9,12
deadline 100:5
deal 92:21 133:12
 141:12 146:13,14,16
 146:17
dealing 126:3
dealt 75:3,4
debate 97:13
December 8:17 90:3
 103:15 104:14
decide 110:21
decided 46:4,11 89:17
 146:3,10
decides 147:21
decimated 113:6

decision 56:15 60:1
 67:3,5,5 86:21 89:19
 91:12 92:8 110:10
 140:14 149:21 154:15
decisions 48:17,20
 56:10 58:8,8 81:15
 82:6 90:22 146:22
deck 22:10
decline 29:4
decrease 27:5,14,20
 28:2 30:4
dedication 16:15
deep 69:9 126:5 131:22
deeper 24:5 131:15
 133:9 134:2,16 154:3
deeply 18:8 131:9
defend 104:11,11
defer 105:12
define 108:16 154:22
defined 95:9 109:6
definitely 18:1
definitions 95:13
delay 122:6
delayed 159:3
delegate 146:12
delighted 41:9 44:10
 89:11
delve 18:8
demean 132:1
demonstrate 95:20
 103:16
demonstrated 56:5
Department 62:1 86:4
 100:11 101:11,20
 104:16,19 107:10,22
 108:10 121:20,22
 123:12 129:22 136:10
depending 42:19
depth 24:20 150:12
 151:19
Deputy 40:21 63:11
describe 24:2 103:20
described 120:4
descriptions 99:20
 118:18
descriptors 60:8 83:22
deserved 10:7
deserves 31:8
designated 150:3
desk 10:20
detail 34:19 65:18 87:1
 137:19 155:14
detailed 33:14
details 14:12 20:22
 24:11,18
determination 84:2
determine 3:9
determined 4:19 95:7

determining 130:2
develop 20:15 52:12
developed 93:18 133:5
development 8:18
 59:17 66:22
devote 154:12
diagnostic 67:13,18
 69:6,8 82:13
diagnostics 81:11 83:2
diagram 24:1
difference 27:18 61:9
 94:8 159:13
differences 29:8 61:17
different 23:22 33:3
 37:7,15 38:22 42:22
 50:21 58:2,16 64:11
 68:2 69:7 71:14 79:5
 80:8 99:21 100:19
 111:21,22 118:19
 121:6 124:5 133:21
 151:3
difficult 71:4
difficulty 125:19
digits 55:13
dim 89:5
diploma 85:8
direct 99:11
direction 42:9 152:13
directionality 150:13
directly 151:13
director 1:16 2:4,9,13
 2:17,18 3:11,14,17,19
 3:22 4:3,6,9,12,16
 10:19 11:1,12 19:1,3
 19:6,9,11,14,17,20
 20:1,4 21:4 22:4 87:4
 88:7,12 144:17
 156:17,20 157:1,3,6,9
 157:12,15,18,21
disadvantaged 30:1
 63:20
disaggregatable
 124:14
disaggregate 120:6
 124:3
disaggregation 120:3
 120:10
disappointed 12:17
 63:12
disconnect 35:9
discouraged 15:11
discuss 21:4 137:19,22
 138:4 155:12,13,18
discussed 33:4 145:18
 146:8
discussing 18:1 57:16
discussion 17:16,17,18
 18:15,22 20:10 21:13

63:18 78:12 85:20
 88:21 137:20 138:2,5
 138:19,21 139:4,9
 140:7 142:4 144:9
 151:8 154:1 155:5,15
 155:19
discussions 54:21
 139:6,7
disparity 61:8
displays 31:22
disrupt 76:13
disruption 76:6
dissect 71:1
disservice 40:16
distinction 148:10,11
 148:21
district 1:1,7 3:6 7:19
 8:13,22 9:3,21 20:12
 33:6 60:1 62:6,9 67:3
 67:5 72:7 91:7 96:4
 102:8,17 103:2
 116:13 127:5 159:22
districts 58:9,12 59:10
 62:4 98:19 107:17
 113:13
dive 18:19 25:4 60:11
 154:3
diverse 61:1 73:4
diving 151:19
divisions 24:6
document 133:19
documents 99:17
doing 35:6 37:17 40:15
 50:8,21 52:11 63:4
 64:2 65:4 67:12 72:21
 79:2 88:5 91:9 96:4
 109:21 111:7 118:10
 124:8,11 133:16
 140:4 142:16 144:15
 146:22
double 40:18,22
doubling 112:20
doubt 55:8,21
download 49:21
downloadable 33:13
dozens 97:18 99:21
draft 4:21
draw 51:20
drive 40:18 58:8
driven 107:13
driving 11:12
drop 43:19 55:3
dropped 43:14,18
drops 63:15,17
due 28:6 101:16
duty 14:10

E

E-S-S-A 9:4
earlier 31:16 32:22
 88:10 112:16 158:14
earliest 122:11 159:2
early 25:8 26:9 28:14
 28:15 104:13
easiest 158:20
easily 38:18 125:6
east 55:13 89:6
Eastern 40:10
Eastern's 160:8
easy 31:22 90:11 91:20
 149:14
echo 50:11 66:17 131:1
economically 30:1
 63:19
ed 112:10 121:20,21
edge 49:5 56:14
education 1:3,8 2:7 3:6
 7:17,19 8:5,6,16 10:5
 10:13 16:19 17:8 22:5
 29:22 62:2 67:6 70:2
 70:5 86:5 87:20 88:8
 90:4 92:22 93:19
 100:11 101:20 104:17
 110:4 118:8 126:19
 130:1 134:17 136:10
Education's 8:8
educational 147:14
educative 43:1,3
educator 123:22 124:5
 124:11,21
educators 25:16 31:14
 32:9 60:9
effect 91:19 97:9
efficiency 153:16
efficient 140:11 143:4
effort 107:17 144:13
efforts 8:6
eight 27:20 28:3,7 48:3
 48:15 110:5
eighth 12:4 29:4,10,13
 35:17 45:2 84:10
either 26:3 82:12 83:10
 98:9 121:21 125:4
ELA 23:13 24:7 27:1,3,8
 27:11,21 30:2,11 36:1
elected 52:3
elementary 53:17 67:11
 70:4,19 87:19
Elementary's 135:4
eleventh 45:1,3
eliciting 77:3
eliminate 130:9
elimination 129:13
Eliot 35:22
ELL 51:2 63:21
Ellington 55:22

email 10:1 76:16
emerge 111:6
emotional 93:4
emphasis 38:22
emphasize 67:4
emphasized 131:12
employees 127:12
employer 85:6
employers 110:2
 112:10
encourage 79:15 82:16
 107:17
encouraged 27:12
 138:14 156:10
encouragement 25:10
 62:8
encouraging 34:1
 37:17 42:8
endeavor 97:10
endeavors 14:17
ended 12:18 121:8
endorse 74:2
enforcement 109:3
engage 79:12 109:22
 110:1,1 116:2
engaged 39:14 76:10
 110:9 112:4
engagement 24:21 70:2
 93:1,16 94:6,7,12,21
 109:20 110:4,11
 119:12 123:22 124:5
 124:12,21 135:5
 150:6
engagements 14:14
engaging 94:9 97:5
 110:16 155:1
English 9:6 20:16 29:22
 33:17 40:13 57:4
enjoying 10:7
enlightening 116:12
enormous 57:1 77:8,15
 81:9
enrolled 28:8 29:2,3,5
 29:11,15 37:8 44:14
 44:20
enrollment 48:17 56:10
ensure 20:17 25:15
 31:14 56:10 62:13
 67:21 69:1 78:20,22
 159:20
ensuring 49:1 58:3
 68:18
entering 105:3
entertain 5:15 6:9 7:3
 160:11
enthusiasm 139:19
enthusiastic 57:7
entire 12:7 13:7 49:22

63:13 113:16 120:18
entitled 17:7
entry 26:15 84:7
environment 39:4,4
 110:8
equal 103:3
equality 107:4,5
equally 27:6 127:10
equation 23:19
equity 137:1
equivalent 127:7
escalating 115:22
especially 68:2 70:22
 131:11
ESSA 2:15 8:17 9:2
 54:20 68:20 69:17
 77:11 80:19 85:20
 87:21 88:1 89:12
 96:22 108:20 120:17
 128:1 129:8,15 136:4
 138:5,11 139:15
 145:12 146:8,11
 148:1 149:5,10,22
 150:19 153:1 154:3
 154:10 155:18 156:3
essay 24:15
essentially 12:7 101:21
 106:17,22
establish 5:7 137:17
 155:10
established 145:7
establishing 88:2
et 76:21
euphoria 90:4
evaluate 58:14,19 67:2
 104:6 116:3
evaluating 104:1
evaluation 59:21 60:1
 77:19 78:4,15 97:16
evaluations 128:16
 142:20
evening 7:15 11:10
 21:19 22:2 87:9 158:9
event 11:20 13:13 16:9
events 158:10
everybody 18:19 41:16
 41:17 42:17 43:15
 45:9 47:12,13,13
 137:16 152:4 159:10
evidence 24:18 60:7
 81:16 115:19 116:4
 134:11,16
ex 144:1 158:6
exactly 14:5 79:13
 103:14 142:16
exam 20:22 57:2 95:14
examine 20:22
examining 59:10

example 23:8 68:4 71:9
 95:5 98:5 113:5
 120:10 127:2 132:13
 134:1 140:22
examples 89:21 90:15
 94:10
exams 20:13 46:11
 113:14
exceeded 25:22 30:10
 30:13
excellence 137:1
excellent 9:12 53:4
exception 27:10 30:14
excited 15:3 28:17,19
 29:18 31:2 60:4
exciting 25:7 26:18
excuse 15:6 61:5 72:7
 124:17
executive 1:16 2:4,9,17
 3:11,14,17,19,22 4:3
 4:6,9,12,16 10:19
 11:1,12 19:1,3,6,9,11
 19:14,17,20 20:1,4
 87:4 88:6 144:6,17
 156:17,20 157:1,3,6,9
 157:12,15,18,21
exhaustive 134:14,15
exists 132:16
expanding 132:6
expect 36:10 121:15
expectation 54:16
expectations 25:21,22
expedited 139:5
expenditures 103:2
expensive 107:15
experience 84:15
experienced 107:14,19
expertise 119:13
experts 8:12 63:6 88:4
 118:21
expired 97:3
explain 17:21 24:9 38:2
 126:9
explore 34:1
express 16:10
expression 24:2 32:13
expressly 120:16
extended 54:4,10
extent 46:2
extra 95:21
extraordinarily 51:20
 126:16
extremes 125:9
eyes 143:8

F

face 92:8 146:4
faced 65:11 93:15

128:13
facilitate 64:14,20
facing 31:18
fact 27:3 28:6 56:22
 60:4 67:22 73:9 90:17
factor 50:19
factors 131:19
facts 158:10
failing 143:12
Fairfax 129:16
fairly 21:5 90:8 98:11
 99:22 100:3,16
 101:18
faith 123:15
fall 9:1 98:1 109:5 145:6
familiar 12:1 52:1
families 32:20,20 33:16
 120:11 127:14
family 39:10 68:3
 127:14
fantastic 10:8 15:20
 135:6,19
fantastically 55:10
FAQ 33:16
FAQs 49:2
favor 6:2,18 7:11
 160:17
favorite 94:7
fears 114:17
February 145:17
federal 2:18 30:9 48:1
 88:12 98:16 109:7
 120:9
federally 53:15 125:15
feedback 54:21 78:20
 137:12 150:14
feel 89:13 110:7,10
 122:9,16 146:15,22
 149:7,13
feels 24:10
fiduciary 152:14
field 159:15
fifth 32:10 91:1 92:9
 93:11 115:6 123:21
 124:2,10 125:1
figure 43:15 55:16
 84:13 126:1 156:6
figured 99:5 103:12
figures 148:16
file 160:1,4
fill 79:7
final 101:1,6,12 103:13
 114:11 137:12
finalized 78:9 102:16
 104:4
finally 93:15 96:3
 109:16
finals 75:17

Finance 152:3
financial 12:18 98:15
 152:10
find 9:5 15:17 35:19
 36:15 40:3 62:15 68:9
 73:8 77:17 84:20
 86:11 117:11,17
 135:15
finding 126:13
fine 5:9,10 13:3 47:1
fired 43:20
fireworks 126:20
first 17:9 20:21 26:14
 36:21 39:5 41:7 53:1
 53:6,20 54:2,8 58:16
 59:2,4,5 60:20 66:16
 67:10 74:12 83:2
 89:17 90:16 100:6,7
 105:21 106:16 107:20
 109:13,19 116:9
 117:19 120:2 121:17
 155:8 159:14
fiscal 2:11,11 17:8
 98:13 106:13,14
fit 51:8 82:7 129:11
fits 108:3,4
five 9:18,19 21:8 25:20
 34:16 64:6 83:15
 85:18 86:2 105:12
fixed 45:14
fixes 46:19 47:2
flat 117:3
fleshed 144:20
flexibility 78:8,16 97:3
 115:14,15,18,19
 130:2
floor 120:17
flown 121:2
FO 131:3
focus 14:16 99:8
focused 13:19 63:14
 136:22 147:13
folks 38:16 154:10
follow 44:17 55:1 66:15
 85:14 109:19 125:17
 132:2
followed 148:15
following 41:12,15
 51:10 74:3 125:13
food 103:6
force 11:12
foreign 159:15
form 18:20 33:19 38:5,5
 160:1
formal 81:22,22 148:19
formalities 82:5
format 121:4
formative 82:12

formed 145:20
former 52:4
forms 82:5 159:21
 160:4
formula 102:11
formulas 106:19
forth 79:18 148:15
forums 110:5
forward 9:13 15:20 49:7
 49:10 65:17 74:14
 80:15 123:15 136:15
 136:20 137:3 147:3
 147:22 148:17 149:2
 150:4 158:6
forwarding 141:8
foster 98:7 120:4 159:1
fostering 9:8
found 50:4 98:19 111:2
 116:10
foundation 25:2
founder 11:12
four 27:19 29:6 40:5,8
 51:16,18 75:17 76:3
 83:15 84:5 100:19
 102:10 108:4,7,17
 136:18 156:3
Fourth 8:3
fractions 24:6
frame 88:20 145:7
framework 54:17 126:3
frameworks 88:3
framing 25:19 28:13
frank 154:4
frankly 90:6
friend 88:9
friendly 53:8,10 151:22
 152:20 153:2,7,12,14
front 14:7 42:14 96:8
 146:4
full 11:7 33:19 97:7,17
 140:21 144:21 148:2
fuller 139:6
fully 106:3
fund 125:18
funding 101:22 102:11
 102:17,18 106:18
 116:19
fundraisers 159:9
funds 106:20 107:2,4,6
 116:14 125:16
further 5:14 18:22
 34:13 153:22 160:11
future 10:15 25:11
 28:22 53:22 54:11
 72:13 78:9
futures 65:12

G

gain 29:3
gained 45:10
gains 25:5 27:22 28:20
 29:19
game 114:18
gap 55:17 118:14
 145:20
gaps 57:1 71:3 87:12
 92:2
Garfield 135:4
general 50:8 109:2
 111:15
generally 12:13 104:7
generate 97:13
generation 79:11
 109:16
Geometry 28:10 45:2,3
 55:6
George 90:9
Georgia 133:2,3,3
getting 45:5 53:7 63:7
 76:9 77:4,5 78:19
 88:11 110:6 112:4
 122:8 127:11 150:11
 150:12
give 10:6 25:19 27:14
 50:17 65:16 75:6 78:6
 83:22 92:19,19 96:15
 126:13
given 30:18 38:19
 51:18 70:18 86:8
gives 34:4 35:5
giving 12:18 92:22
glad 88:17
gnat 146:3
go 14:10 15:15 35:10
 42:1 46:14 47:10,10
 47:11,11,17 51:13
 52:20 55:17 69:9
 75:15,20 76:19 77:15
 82:22 83:11 89:5,17
 89:17 90:20 102:18
 104:13 105:10,14
 111:18 116:19 117:9
 125:16 129:11,22
 130:14 147:3 148:16
goal 37:13 89:9 91:15
 91:16,22 92:2 96:9,10
 102:1 107:21 108:11
 154:20
goals 91:14 92:4,6
goes 116:20 144:11
going 9:16 11:6 13:16
 14:10,16 16:3,4,7,8
 21:21 34:19 36:12
 40:2,22 46:6 50:2
 51:20 55:16 57:12
 58:9 60:18 76:10 77:8

77:12 78:2 80:8 81:5
 83:10 85:7,12 89:8,22
 90:7 91:13,16 92:1,5
 92:8 93:15 95:2 96:12
 96:19 97:13,17,21
 98:10 99:5,22 100:2
 101:1 102:3 103:11
 103:15,20,22 104:3,6
 104:12,13,22 108:1
 110:22 112:22 113:1
 113:7,8 118:4 121:3
 121:15,16 123:4,6
 125:1 126:6 127:10
 127:19,21 129:5
 132:8,20 133:6
 141:22 145:15 149:15
 150:19 152:12 156:7
good 3:3 7:15 11:9
 16:17 21:19 22:2
 42:20 53:19 69:14
 80:11 81:16 85:6 88:9
 91:10 115:8 120:8
 121:10 123:15 125:1
 125:7 128:22 141:21
 159:12
goodness 13:9
gotten 44:22
governance 137:18
 138:8 141:16 143:17
 145:11 146:18 155:13
 156:1
governing 90:12
GOVERNMENT 1:1
grabbed 98:3
grad 132:22
grade 13:9,22 14:14
 15:15,20 23:13 24:12
 26:3 27:10,17,19,20
 28:3,4,7,18 29:3,4,6
 29:10,12,15 30:19
 32:10 35:13,17 37:8
 38:20 45:2 48:7 51:17
 51:18 68:1,6 84:10,11
 84:15 159:14
grader 36:1
graders 29:13 45:1,3
grades 25:6,9,13 28:14
 28:15,20 29:1 30:12
 30:13 48:2,15 51:15
 59:12,18
grads 12:12
graduate 95:7
graduates 11:22 95:18
 95:19
graduating 12:12 40:14
graduation 85:10
 145:10,14,22 148:7
 148:22 153:2,17

grants 108:6,7
granular 121:7 127:12
graphic 38:1,17
graphs 53:9
great 11:20 13:10,18
 21:7 22:1 34:22 42:5
 65:18 72:19 73:20
 86:14 87:7 94:10
 105:20 108:14 110:7
 113:5 116:7 130:5
 132:14 135:18 146:8
 156:15 159:1
greater 17:4 28:20
 103:3 117:22 135:8
 139:18
green 158:18
grips 77:14
gritty 154:15
grocery 159:11
ground 77:3
group 85:17 143:9
 146:10 148:8,16
 149:13 151:19
groups 25:12 29:18,20
 30:6 52:19 64:11
 86:17 94:14,18,22
 110:20,20 111:1
grow 36:14
growth 20:21 21:15
 35:17,19 36:11,16
 37:18 38:10 40:7
 41:18 50:13,18 52:8
 52:17 58:19 62:17
 63:21 65:5 66:19,22
 74:16 84:9 117:3,12
 118:1 119:3,8
guarantee 113:17
guess 75:1 78:5 114:11
 125:11 126:7 140:4
 142:5
guessing 34:11
guests 7:20
guide 33:16
guidelines 79:21
guides 154:16
guys 15:7 76:9

H

habit 159:1
half 64:4
Hamilton 90:10
hammered 14:12
hamstring 127:10
hand 92:2 111:5
handbook 94:5
handle 114:16
Hanseul 10:5
happen 44:7 47:9 73:11

90:7 91:9 101:2 103:9
113:7
happened 43:7,16 44:4
46:5 47:14 71:11
happening 65:19,20,21
103:7 135:18
happens 100:3 121:21
122:1 127:13
happy 11:10 21:11 37:2
118:5 126:15 139:22
145:5 153:19
hard 12:6
harder 90:12
harming 57:10
harmless 58:22
harmonic 104:15
hash 112:3
Hatch 154:6
Hawaii 93:6,7
Hayworth 1:16 2:4 3:10
3:11,14,17,19,22 4:3
4:6,9,12,16 11:1 19:3
19:6,9,11,14,17,20
20:1,4 156:17,20
157:1,3,6,9,12,15,18
157:21
head 94:2 97:7 103:15
headed 147:9,10
headlines 46:9
health 127:12,15
159:21 160:1
healthy 160:6
hear 37:11 40:16 44:11
68:19 71:9 80:17 88:3
88:8 89:2 106:1
111:19,20 139:11
heard 38:15 40:20
109:21 112:15 132:12
141:9
hearing 5:12 6:9 7:3
99:2 126:18 136:6
160:10
heavy 112:15 140:20
141:14
held 8:21 58:21
help 8:12 11:15 13:1,5
33:11 51:6 63:5 79:21
110:14 118:9 126:8
126:12 158:21
helpful 32:18
helping 11:17,18 51:2
64:20 82:13
helps 20:16 33:9 84:13
84:20 150:7
hesitate 82:9
high 20:15 22:12 26:4
30:14,19 34:4 40:10
40:11 45:19,20 48:3,5

48:12,16 52:2 53:16
55:3,9,11 56:8,17
60:21 61:15 71:7
75:16 84:15 97:12
160:3
higher 28:17 65:11,13
112:10
highlight 64:16
highlighted 57:21
highly 104:17 129:14
highly-qualified 130:3
Hine 35:22
Hispanic 29:21
history 48:4 123:16
hoc 144:5
hold 8:22 91:6
holds 7:22 65:13 74:10
Holmes 1:18 2:9 10:19
11:8,9,11 16:15,17
home 31:20 32:22 89:2
homecoming 160:8
homeless 98:7 120:4
honest 125:3
honored 11:21 66:21
hope 11:17 13:4 42:12
47:3 52:5 59:3,5,9
77:10 82:15 96:14,14
137:2 143:10 154:19
159:10 160:7
hopefully 14:16,21
40:17 88:19 137:15
hopeless 83:15
horses 132:2
hosting 114:3
hours 93:10
House 126:19
huge 74:16 109:15
human 112:21 149:16
hundreds 97:19 99:17

I

idea 74:4 81:6 83:6
151:14
ideal 129:4
ideas 138:4 155:18
identified 115:16
128:22
identify 62:12 134:15
identifying 122:22
ignorance 70:15
ignorant 71:8
II 2:3
III 2:5
immediate 105:13
152:5
immediately 98:22
implement 116:4
122:14

implementation 2:16
8:14 89:12 96:22 97:7
99:1 102:4 122:6
implementing 69:17
importance 41:14 56:9
74:3
important 12:5 15:8
22:13,19 24:17 25:3
27:6 31:13 43:18,22
46:12 48:4,9 49:3,6,8
58:6 59:19 62:9,16
64:10 69:20 70:7 74:6
78:20 79:19 80:18
86:11 96:7 97:22
146:12 150:14 152:8
158:20
improve 8:6 30:16
33:11
improved 25:13 124:19
improvement 21:1
51:15 58:5 92:6 119:6
134:10
improvements 31:17
64:8 74:5 115:20
130:6
improving 50:15
impulse 127:18
incentive 13:9,22 14:14
15:15
inclination 78:3
include 78:3,10 99:19
120:21
included 54:19
includes 23:3 33:1,4
152:11,11
including 29:21 33:13
47:6 61:12 76:11 79:6
87:6
inclusive 141:19
income 117:15 120:7
Incorporated 16:12
incorporates 8:19
increase 26:22 27:2,19
27:20 29:7 62:14
increases 27:9,16 30:6
incredible 42:2 52:18
incredibly 9:14 49:3
61:15
indicate 84:11
indicated 11:2 48:12
84:4
indicative 36:12 40:1
indicator 26:2 39:9 91:2
92:9,13 93:11 115:6
123:22 124:2,10,11
indicators 92:16 125:2
128:10 133:2 134:6
individual 32:21 34:21

36:18 59:11 67:6
71:18
individually 37:18
individuals 37:14
indulge 96:16
infer 58:10
inform 8:12
information 10:2 15:14
22:18 32:11 33:1,4,9
37:4 52:7 54:12 59:15
64:13,19 65:18 69:14
71:1,19 72:17 73:6
80:4 82:1 83:22 85:2
87:4 98:22 106:2
125:12 143:21 149:18
informative 128:6
initial 119:2
initially 125:8
initiative 18:2
innovative 101:9 132:8
input 8:19 130:21
154:10
inside 42:1 91:6
instances 76:18 159:3
instructing 61:11
instruction 59:11
instructional 60:3 81:9
82:6,8,10
instructionally 32:18
instruments 55:19
intact 51:12
Integrated 55:7
intend 111:20
intended 69:4,4
intentionally 94:19
133:8
intentioned 107:17
interaction 74:12
interactive 31:21
interest 49:7 139:12
143:3 153:16
interested 9:2,14 27:3
28:21 31:20 50:20
51:1 58:1 63:2 64:20
73:3 117:5 120:6
125:21 126:1 134:5
139:14
interesting 32:6 37:21
51:10 95:5,16 117:7
119:21 128:7
interestingly 43:12
interim 81:14
interject 145:16
internally 63:4
interpret 25:17 31:15
70:3 104:3 129:8
interpretation 101:19
107:3

interpreted 106:16
intervene 68:10
interventions 116:4
 134:12
inventory 77:12 80:19
invest 40:19 131:10
involved 110:9,10
involvement 9:10
involves 118:3
involving 96:6
ironically 64:22
issue 17:16 74:15 77:7
 93:14 101:12 107:12
 118:8 125:15 126:16
 153:17 158:2
issues 18:5,8,17 44:6
 47:19,20 62:7 76:4,4
 77:4 79:13,15 87:10
 97:12,20 100:16
 139:4 146:19 147:9
 147:10 150:22 151:1
 151:20
item 5:6 23:20 24:12
 137:7
items 23:12,14 33:18
 33:18 60:8 137:20
 138:2,5 151:9 155:15
 155:19

IV 2:6
IX 2:15

J

Jack 1:9,11 7:15 46:14
Jacobson 1:9,11 2:2
 3:3,12,13 4:14,18 5:3
 5:8,11,18,21 6:4,12
 6:15 7:6,9,15 11:5
 16:14,18 17:14,18
 18:14,21 19:4,5,8
 20:7 21:7,9,12,18,20
 34:7,10,15 41:2 46:16
 46:20 49:14 52:21
 60:15 61:7 63:1 66:4
 70:11 73:20 81:2
 85:11 86:14 87:3,8,17
 96:16 105:9,20
 109:11 116:7 119:17
 128:2 130:18 136:5
 136:14 137:5 138:16
 138:20 139:8,13,21
 140:1,6,17 142:3
 143:20 145:15 146:7
 150:16 152:1,18
 153:6,19,22 155:4
 156:12,15,18,19
 158:1,7 159:18
 160:10,13,16,19
Jameka 88:22

Jefferson 129:18
job 15:10 16:12 34:22
 62:11 154:12
Joe 1:15 77:21 125:13
 138:11 151:4 153:5
JOHN 1:16
joined 8:11 21:2 41:4
joining 21:13 41:8
 136:8
joint 88:18
Jolly 1:13 4:13,14 20:5
 20:5 41:3 128:4
 130:19,20 134:20
 135:15 142:4,5
 143:13 145:21 154:1
 154:2 157:19,19,20
Jones 1:13 4:7,8 19:21
 19:22 157:13,14
July 6:6 100:9 121:19
June 11:19 15:21
 113:20
jurisdiction 109:6
 114:1
jurisdictions 114:6

K

K-12 112:10
KAMILI 1:12
Kang 9:9 10:5,6 88:14
Kansas 89:9 136:19
Karen 1:12 138:10
 156:2
keep 21:22 39:13 96:8
Kentucky 95:6
key 25:4 90:22
kick 105:14 158:14
kid 40:2 51:18
kids 31:5 35:6 40:8
 44:18 45:8,11 46:4
 71:10,15 74:4 75:15
 75:19,22 76:12,20
 83:6 107:18 116:20
 125:20 135:17 159:7
kind 14:11,21 38:8
 43:15,19 49:5 55:22
 57:3 110:8 114:17
 118:1 132:1 152:10
kindergarten 36:6 68:6
kinds 42:2 44:6 62:21
 74:12 118:19
King 122:20
kitchen 120:22
knee 89:4
know 15:2,9,14 18:4,6
 30:16,18 31:3 33:10
 34:3 35:2 37:6,8,12
 45:19 47:22 50:14,16
 51:17 52:17 53:20

54:18 55:10,13,20
 57:10,11,15,19 58:21
 59:9,14 65:14 68:4,19
 68:22 74:22 75:11
 76:8 81:15 82:6 83:14
 83:15 86:8 89:8 90:3
 91:17 92:19 93:13
 96:20 97:3,14,14,18
 98:2,4,9,12,20 99:4
 99:17,19 100:4,13,21
 100:21,22 101:4,5,6
 102:5,6,9,15 103:5,7
 104:5,9,20 107:13
 108:2,19 109:3,5
 110:19,21 111:20
 112:1,3,5,6,16 113:4
 114:5,8,14 115:1,17
 115:21 116:2 117:8,9
 117:15 118:20,21
 119:3,4,5,7,7,11,13
 119:14 120:17 121:1
 122:12,19 123:1,14
 123:14,15,17 124:6
 126:8,16,18 127:2,2,4
 127:8,8,11,13 129:7
 130:10,12,13 132:22
 133:2,17,21 134:1,2,4
 134:5,10 135:14
 136:11,14 142:15,21
 146:20 148:20,21
 152:6,19 154:6 159:2
 160:2
knowing 14:22 66:6
knows 76:18
Kris 88:10,18 123:5
 146:9
Kris' 113:22
Kristen 1:20 2:17 88:6

L

lack 46:13,13
ladder 38:13 115:22
Lake 91:19
lamented 118:7
language 29:22 57:4
 159:15
languages 33:17
laps 136:12
large 9:19 53:2 81:3
 146:16
largely 60:1 86:21
 107:2
largest 9:18 12:18
 61:12
lastly 77:18
late 20:19 118:7
laudable 102:1 107:21
launched 109:17

launching 14:1
Laura 1:14 74:3 153:3
laurels 118:2
law 77:11 92:11 93:16
 120:2,9 130:16
 133:22
laws 108:22
layered 69:13
laying 96:5
LEA 32:4,14 33:14
 61:12 67:4 69:1 72:6
 72:9,16 77:21 78:16
 79:6,12,12,15 81:15
 82:7,16 95:17,20
 102:9 103:16
LEA's 59:6 61:12
lead 51:5 81:17 127:9
 148:18
leaders 8:20 42:13
 72:16 79:12,15 82:16
 99:8,9
leadership 2:15 89:21
 94:11 128:9
leading 139:12 150:8
learn 40:2 65:10
learned 79:20 80:11
 89:14
learners 30:1 63:21
learning 9:2,8 35:20
 36:12 39:11 67:21
 89:13 93:5 114:5
 119:3 131:10,15
 133:9 134:2,16
LEAs 47:6 64:13 76:11
 78:8,21 80:5,13 81:12
 82:1,11 92:4,6 102:7
leave 26:4 47:2,17,20
 82:6 88:20 92:1
 133:12
leaving 46:7
led 145:21
leeway 88:2,5
left 23:14 25:22 32:2
 62:19,21 90:6 114:13
 114:21 116:1 123:16
 154:17
legislation 90:6 114:22
length 33:19 145:18
 146:8
lesser 139:19
lessons 79:20 80:11
let's 13:21 25:3 105:11
 138:20 139:13 151:14
 155:6 156:15 160:3,5
level 23:3 25:21,22 26:4
 26:15,20 27:4,5,10,13
 27:13,21 29:12,14
 32:4 34:4,5 36:6,19

36:22 37:1,19 38:6
 46:14 51:19 52:2,5,6
 54:3 55:4 59:12 60:7
 60:22 61:15 62:10
 67:6 68:2,6,9,22 69:1
 71:18 72:5,22 77:20
 77:22 78:1,1,16 83:21
 84:2,7,12 86:8 90:22
 91:12 98:13,15
 100:17 103:2 104:2
 104:19 124:3
levels 25:20 26:1,7,9,22
 28:18 30:12 38:11,13
 54:13 57:3 62:17 65:5
 65:6 68:2 83:20 84:9
 91:14
library 75:13,16
life 13:11 72:9
lifelong 131:10
lift 130:15
lifting 112:15 140:20
 141:14
lights 89:5
limit 21:21
limited 159:16
line 15:5,18 53:22 54:2
 54:5,6,10,11 71:11
 83:10,14 90:1,21 95:9
 97:2,9 100:10 122:6
 122:16,22 133:21
 158:19
lines 14:7 96:5,11
links 31:19
list 134:11,15
listed 92:15 123:21
listening 110:20 111:11
 111:13
lists 93:20
literacy 70:2
literally 154:16
literary 32:12
little 41:12 43:6 67:7
 83:6 84:20 86:20
 88:21 94:2 98:3 105:7
 106:10 112:8 113:22
 141:17 147:1 159:5,6
live 33:12
living 14:3 26:10
local 67:6 93:17 98:6,17
 106:18 107:1,4
 116:13 125:16
logic 17:21
logistical 76:4
logistics 74:20
long 105:2 132:9
 141:19 145:17
longer 53:22 120:8
longitudinal 74:4,16

longstanding 106:13
look 9:13 22:10 23:13
 23:17,21 24:7 26:18
 27:15,17 29:1,2 30:12
 32:3,17 35:12 37:10
 37:14,18 39:6 40:10
 42:1,20 44:5 49:13
 58:4 60:10 62:4 64:10
 65:17 66:1 69:3 71:20
 74:14 79:10 85:2
 93:16 95:9 97:2 101:6
 115:5 118:22 128:15
 128:18,18 132:18
 133:1 134:2 135:17
 136:15 137:3 158:5
looked 29:17 134:6
looking 13:19 14:13,19
 15:19,22 27:21 28:14
 28:21 29:5 30:5,8
 37:8,10 38:9 42:15,19
 44:1 56:7,14 57:18,19
 58:1 64:19 69:17 72:4
 80:15 84:14 93:10
 94:20 107:12 123:16
 128:19 131:3 136:20
 145:13
looks 24:17 94:7,21
Lord 1:14 3:17,18 7:10
 17:13,16 18:15,16
 19:9,10 53:1,3 54:15
 55:1 56:22 58:7 66:14
 73:21 81:3,4 82:20
 85:5 105:13,16
 109:12,13 112:9
 114:11 116:8 132:12
 140:17,18 142:4
 152:1,2 157:1,2
 158:11,13 160:12,14
Lord's 144:4
losing 81:9
lost 45:18 108:15
lot 12:16 31:3 37:17
 42:6 44:22 53:9 63:18
 67:12,13,13 74:15
 75:11 83:22 88:8
 97:13 98:19,19 100:2
 100:15,15 102:3
 103:10 110:4 112:15
 113:11 114:2 118:3
 125:1,4,22 126:20
 127:1,1,18 129:2
 134:16 136:22 140:20
 141:14 143:2 144:11
 154:15
lots 41:21 159:12
love 16:9 35:7 40:16
 50:13 71:9 105:22
 118:12

low 61:15 85:18 117:15
lower 38:13 63:19
 85:19 128:8
lowest 27:4,13 120:7
lunch 120:8

M

machinery 113:15
main 13:13
major 99:1
majority 29:20 48:16
 56:12 82:9
making 21:14 49:12,19
 65:9 76:10 78:19 85:9
 91:13 110:11 113:13
 125:20 147:11 149:21
 154:15 158:3
man 90:11
management 99:20
managing 142:18
mandate 59:22
mandated 53:15
manifest 134:8
manifested 133:22
March 96:9 100:5,8,8
 113:20 115:4 122:10
 123:7 133:13
Lord 1:13
Mary 1:14 105:13
match 55:4
materials 33:12 105:6
 114:2 118:17 129:1
math 20:16 23:13,14
 25:9 30:11 35:13 36:2
 40:13 48:20 55:7
 122:12
Mathematica 26:12
mathematics 27:2,21
 28:5,16 30:5 48:14
matter 73:17,19 160:21
matters 10:14 137:19
 151:18 155:14
Mayor 40:21 63:11,11
mean 55:15 57:14 61:5
 83:9,9,20 95:10,11
 104:13 120:14 122:2
 124:6 125:8 127:6
 128:20 129:2 135:4
 142:9,20 151:2 154:5
meaningful 92:4 93:18
means 53:21 54:9
 93:22 94:1
meant 30:20
measure 35:20 36:16
 54:20 56:4 57:12
 92:18 93:2 115:2,3,8
 117:2 125:6 132:20
 135:13

measured 57:2 135:3
measurement 115:8
measures 22:13 93:7
 115:7 128:15 131:20
measuring 93:6,6
 117:12,14 119:8
 134:3
mechanisms 111:22
 134:18
Medic 12:21 14:9
meet 25:21 104:10
 137:2 138:7 155:21
meeting 1:7 3:5 4:20
 7:22 10:9,12,16 20:9
 76:16 79:12 94:9
 131:16 144:7 145:1,2
 146:3 153:18
meetings 8:1,21 9:1
 114:3 140:10 148:14
 149:9 150:11
member 1:12,13,13,14
 1:14,15,15 3:18,21
 4:2,5,8,11 5:2,5,10,17
 6:14 7:5,8 10:14
 17:10,13,17,20 18:16
 19:10,13,16,19,22
 20:3 34:18 39:2 41:7
 41:11 46:18 47:1
 49:15,17 53:2,3 54:15
 55:1 56:22 58:7 66:15
 70:9,13 72:19 73:22
 78:11 80:22 81:3,4
 82:20 85:5 88:14
 105:11,16,22 106:21
 107:7 108:14 109:8
 109:13 112:9 114:11
 116:9 118:11 119:16
 120:20 121:9,14
 123:8,19 124:13
 125:10 126:12 137:10
 138:18 139:1,10,16
 139:20,22 140:8,18
 142:22 143:16 144:1
 144:5,7,10 146:5
 148:3 150:8 151:7,21
 152:2 153:4,8,13,15
 153:20 154:18 155:9
 156:14 157:2,5,8,11
 157:14,17 158:5,13
 159:19 160:12
members 1:10 4:21
 7:18 8:4 17:1,4 34:16
 41:5 53:1 60:16 66:5
 85:11 87:5 105:10
 109:12 136:5 138:14
 140:12 142:8 145:17
 154:7 156:10 158:9
membership 138:14

156:9
memory 88:15
mentioned 31:16 48:11
 48:19 56:9 57:18
 64:11 65:20 82:4
 94:17
Merilyn 1:18 2:9 10:19
 11:11
message 83:18 133:11
met 30:10,13
methodologies 102:10
methodology 103:17
methods 102:6 108:8
Metro 159:2
microphones 89:1
middle 28:10 29:1
 35:21,22 48:19 53:16
 63:15 67:12 68:3
migrating 146:7
military 83:11 98:7
 120:4
mind 71:8 143:11
minds 150:9
mine 53:5
minority 63:20
minute 46:15 64:3
 66:13 88:20
minutes 2:6 6:6,8,10,22
 7:2,4 11:3,8 22:1
 34:16 46:7 96:14
 105:12
misleading 44:2
missed 63:13
missing 76:1
mobility 50:19 51:19
modeling 22:15
models 117:7 118:19
 119:3 126:13
modest 20:21
moment 159:5
money 122:3 126:6
month 8:2 158:14,15,16
monthly 79:11,18
months 147:6
morning 126:18
motion 5:16,22 6:5,10
 6:16,20 7:4,10,14
 17:11,15 19:1 20:5
 137:11,17 138:17,19
 153:9,10,11 155:7
 157:22 160:11
move 5:2,5 20:9 49:9
 66:11 96:19,22
 104:22 128:3 130:8
 147:21 149:2
moved 5:17,18 6:11,12
 6:16 7:5,6,11 67:11
 111:8 122:9 160:12

160:13
movement 38:12 50:7
 57:5 113:18 148:22
moves 119:2
moving 27:8 39:17 48:7
 49:7,7 54:1,5,10
 68:12 123:2,15 137:7
 152:12
multi 114:9
multiple 36:14 37:14
 42:21 59:3,8 92:22
 115:1 147:18 151:17
 160:2
musical 90:11
musicians 130:13

N

N 70:15 71:16,21 73:8
 91:1 99:2
N.W 1:8
name 7:15 22:3
named 137:18,22 138:3
 155:10,12,17
NASB 2:17 88:8 94:1
 109:22 113:4 146:9
NASB's 105:13
nation 35:7
nation's 8:7
national 8:11 36:21
 88:4,7 136:18
nationally 35:3
nature 149:16
Nay 19:5,8
nays 6:2,17
NCLB 131:2
necessarily 29:14 39:9
 85:7 123:6 129:3
necessary 137:20
 155:14
need 2:11 14:6 22:16
 22:18 23:7,19 25:17
 30:20 35:18 36:15
 39:11 40:3,7 54:3
 59:16 63:3,5,5 66:7
 67:17 68:7,9 74:13
 76:9 77:2,6 84:17,19
 106:8 107:18 111:4
 141:15 144:18 147:12
 147:15 149:1 150:13
 151:9,18 154:2
needed 13:1 56:15
 106:4
needs 47:16 77:2
 104:10 113:10 116:3
 119:5 131:16 137:2
 147:14
needy 120:11
negative 128:13

neglect 65:22
neither 146:22
never 53:18
new 8:8 14:1,13 15:4
 21:5 22:4 79:2,3
 80:15 88:2,5 97:8
 98:5 99:6,12,18
 103:21 104:3 106:2
 107:2 118:9 120:2,3
 123:1 127:4 128:15
 129:8 149:18
news 14:4
newspapers 42:16 43:2
night 39:19,20 135:5
nine 150:2
ninth 15:21 29:6
nitty 154:15
nominated 139:11
non 70:20 101:22 103:4
 103:7 106:5
non- 134:14
non-academic 131:20
non-traditional 111:17
 111:18 112:12
nonprofit 11:14
note 22:19 24:17 28:4
 43:18 69:15 70:6
notice 61:16
noticed 60:20
November 101:17
nuance 50:14
nuanced 48:21
nuclear 129:20
number 27:5 33:22
 44:18 45:13 47:7,8
 68:1 75:15 76:6 77:8
 79:5 85:19,19 90:22
 93:7 124:4 142:10
 152:3
numbers 36:2
nuts 113:12
NW 8:3

O

objections 5:12
obligations 154:11
observation 150:15
obviously 72:22 82:16
occur 80:2
occurred 116:18
October 89:9 138:8
 155:22
offer 9:6 113:5 130:4
offers 88:1
Office 8:15 22:4
officers 88:13 144:16
offices 16:21
official 52:4 148:11

153:1
officials 47:10
officio 144:1 158:6
okay 32:12 35:14 73:22
 81:5 107:7 108:14,15
 109:8 111:8 121:11
 121:14 137:10 153:6
old 8:2 108:5
omitting 145:9
once 11:7,10 15:21
 16:3 48:3,5 88:22
 137:14 138:8 155:21
ones 11:17,18 62:21
 92:15
ongoing 102:14 123:5
 125:19 138:1
online 9:5 22:21
open 100:19 101:15
 103:10,11,18 110:6
 138:21 144:7 148:14
 149:5
opening 10:6
operation 45:18 46:3
operational 53:21
 140:9
operationalized 23:9
opportunities 66:3
 79:11 80:11,14 129:9
 131:14
opportunity 16:10
 32:17 57:9 58:4 63:13
 65:10,22 68:21 69:9
 79:14 80:3,5 81:19
 82:21 85:1 87:12 91:5
 92:11 99:6 109:15
 116:5 128:15 131:13
 132:14,15 136:4
opposed 6:4,20 7:14
 109:17 117:3 144:22
opposite 83:1
opt 57:5 113:18
options 54:19 144:21
order 2:2 3:7 149:2
 150:13
ordinarily 111:20
Oregon 93:9
organizations 113:3
 114:8 122:5 136:16
organize 154:21
original 127:22 153:10
OSSE 2:14 8:10 20:19
 21:3 37:13 41:8 44:12
 45:9 47:15 48:10 50:7
 56:3 59:22 70:5 74:8
 81:12 85:18 86:16
 87:15 110:22
OSSE's 31:20 45:11
 54:15

ought 107:11
outcomes 98:8 124:19
outlined 108:18
outreach 12:17
outside 112:7 113:3
outsized 154:10
overall 20:21 26:18
 30:11 32:2,6 33:2
 39:3 52:16 97:2
oversight 17:4
overview 34:4
ownership 149:12

P

P-R-O-C-E-E-D-I-N-G-S
 3:1
p.m 1:9 3:2,4 160:22
pace 8:9
pacing 81:14
packages 100:19
page 31:20
pages 99:18
pairing 114:4
panel 53:12 85:13
panels 5:9
papers 118:6
paramedic 12:22
parameters 86:5
PARCC 2:12 20:10,13
 20:14 22:12 23:2,5,12
 23:20 24:8,12 25:19
 26:10 34:5 35:4 36:22
 44:13 54:4 56:5 57:2
 58:15 59:2 60:4,6
 67:16 76:20 83:3
 112:17 128:11 135:3
parent 34:20 50:22 52:4
 53:12 135:5
parents 8:19 25:16
 31:14 33:10 39:5,18
 41:15 43:4 60:9 110:2
 141:2
parity 101:21 106:4
 107:1
part 13:8 35:4 38:21
 44:11 54:16 59:4 62:2
 62:11 66:21 78:14
 85:20 94:17,19 107:9
 109:2 121:10 122:21
 124:13,14 126:4,4
 130:16 141:4 144:12
 144:19
participate 9:22 141:15
participating 143:3
participation 8:5 9:15
 10:11 30:9,10,15,22
 61:6,7,14,17,22 62:14
 62:15 140:21 158:6

particular 48:14 62:5
 64:17 65:2 69:10
 89:16,16 101:13
 110:15 112:19 149:5
particularly 25:7 26:15
 26:17 28:15,19 32:5,9
 53:10 60:3 73:2 83:3
 110:1 115:6 124:10
 132:12 141:16
particulars 18:20
partly 118:21
partnering 70:4
partners 8:10 9:12 72:7
 72:9 111:17 119:14
partnership 22:7
passage 8:17 87:20,21
passed 146:9
passes 20:6 157:22
path 31:8
pathway 56:13
PAUL 1:16
PCSB 64:18
PCSB's 57:20
peers 35:7
penalized 36:7,8
 128:12
pending 90:1
people 11:15 12:6,19
 13:2,2,5,6,16 14:2,7,8
 14:15,20 15:11 16:11
 34:1 42:1,6 43:3,8,20
 45:13,15 46:1,6 50:17
 75:11 94:9 104:19,21
 110:9 111:6 125:4,22
 130:13 137:14,16
 139:17 141:2 142:14
 143:7 149:7,13 150:2
 152:7 154:17
percent 22:20,22 30:10
 35:13 36:1,2 40:11,13
 51:14 55:12 68:7 83:7
 91:16,18,22 99:7,10
 150:22 151:2
percentage 26:22 27:1
 160:3
perfect 93:12 119:8,9
 129:4
perfectly 107:20
perform 51:3
performance 25:20
 26:8,20 27:4 33:5,7
 54:3,13,16 60:7 83:20
 83:21 84:9 99:20
 132:10 142:19
performed 16:22 61:2
performing 55:11 73:4
 128:8 134:12
performs 128:10

period 100:16 105:4
permission 132:18
person 15:2 79:18
 129:19 146:12 153:9
 153:11 158:21
personal 150:15
personally 149:7
personnel 98:17,17
 113:15 137:18 138:9
 142:15,17 143:14,16
 146:18 150:20,22
 151:8 152:12 155:12
 156:1
Personnel/Administr...
 146:21
perspective 50:2 71:21
 140:9,12,19 150:17
perspectives 148:4
perturbed 83:6
perverse 83:16
Peter 1:21 2:18 88:12
 89:10,22 90:17 93:13
 96:11,15 111:13
 132:5
PhD 129:19
Phelan 1:14 3:20,21
 6:14,16 7:5,7 17:10
 17:15,17,19,20 18:17
 19:12,13 49:16,17
 52:22 65:19 66:13
 70:11,13 72:19 87:6
 105:21,22 106:21
 107:7 108:14 109:8
 138:18 139:10,20
 140:8 148:3 153:3,4
 153:13 156:14 157:4
 157:5
Phelan's 85:15
phenomenal 66:20
pick 81:5 113:22
picked 42:16
picking 114:12
picture 12:11 50:18
 152:11
piece 59:19,22 69:20
 107:8,16 113:7
 114:22 117:10 124:19
pieces 68:16
pilot 132:8
pilots 101:9
pitfalls 96:20
place 15:17 31:5 47:9
 47:17 62:14 75:9 76:5
 98:10,11 102:21
 106:16
places 94:4 109:22
 130:4
plan 86:18 91:8 96:11

97:22 99:13,19
 100:13 101:5 108:13
 110:22 122:15 135:1
planned 136:21
planning 8:22 97:4
 101:2
plans 62:13 78:10 80:1
 93:17 97:8 103:22
 104:1,6,10,11 107:11
 123:18
play 62:7
please 3:10 6:18 7:12
 9:3 10:1,16 88:17
 108:12
plenty 53:5
plug 159:20
plummet 43:9,13
plus 137:3 143:9
poet's 24:10
point 18:4 26:22 27:1
 27:19,19 29:3,6 37:5
 37:20 40:6 41:21
 48:22 57:17 58:18
 60:2 61:19,20,21 64:9
 64:16 65:7,8 71:16
 72:3 77:1 83:5 92:8
 95:17,18 110:14
 113:22 129:13 144:4
 147:5 155:2
points 43:14 58:18 61:3
 78:18 89:19 91:12
 95:21 110:15 140:14
 143:20
polar 125:9
policy 8:20 73:16 113:5
 127:21 134:19 147:10
 147:11,12
politically 126:17
populations 50:22
portfolios 132:15 135:3
portion 4:20
portions 32:7 33:3
position 76:12
positive 129:15 130:16
possible 14:8 50:16
 72:12 78:21 132:7,10
post 46:10 84:15
potential 9:3 96:20
 98:12 102:5
potentially 69:8 99:1
 102:4 140:14
poverty 57:3
power 69:11
practice 33:21 60:8
 81:13,17 82:11
 127:19
practitioners 130:7
precisely 108:1

predicting 26:11
predictive 26:13
preparatory 18:3
prepare 101:3
prepared 58:17 98:21
 104:11
prescriptive 114:22
presence 3:9
present 1:10,17 3:13,18
 3:21 4:2,5,8,11 22:6
 37:22 50:8 73:1
presentation 21:22
 23:1 34:13 57:20 65:1
 88:19 112:16
presented 118:18
 144:21 146:10
president 1:9,11 2:2,7
 3:3,13 4:14,17,18 5:3
 5:8,11,18,21,22 6:4
 6:12,13,15 7:6,9,16
 11:2,5,11 16:14,18
 17:14,18 18:14,21
 19:5,8 20:5,7 21:7,9
 21:12,18,20 34:7,10
 34:15 41:2 46:16,20
 49:14 52:21 53:3
 60:15 61:7 63:1 66:4
 70:11 73:20 81:2
 85:11 86:14 87:3,8,17
 96:16 105:9,13,20
 109:11 116:7 119:17
 119:18 128:2,3
 130:18,19 136:5,14
 137:5 138:16,20
 139:8,13,21 140:1,1,6
 140:17 142:3 143:20
 143:22 144:1,3
 145:15 146:7 147:7
 150:16,17 152:1,18
 153:6,19,22 155:4
 156:12,15,19 157:22
 158:1,7 159:18
 160:10,13,16,19
presidential 103:21
presidents 147:8
presiding 1:9
press 42:14 63:10
 92:21
pressure 139:20
presumably 139:18
pretty 94:2
prevented 120:15
previous 30:16 33:7
 45:19 72:8 76:16 83:3
primarily 63:15,16
 102:7
principals 52:19 66:8
 141:2

principle 99:8
prior 138:8 155:21
priorities 145:8,18,19
prioritizing 70:7
priority 49:9 53:18 54:7
 56:19 70:1 128:21
 145:9 158:3
privacy 71:6,8,15,17,22
 86:10
probably 42:5 66:5
 68:19 105:10 127:22
 133:3
problem 22:14 23:22
 46:13 47:16 74:18,18
 74:20 92:9,10 111:1
 116:13
problems 24:7 75:2
procedural 62:7
proceed 4:19
proceeds 63:3
process 9:11 62:2
 104:5 110:11 111:12
 114:15 115:11 123:5
 127:1 128:19 141:11
 141:16
proctor 76:3,19
produce 36:22
produced 79:21
producing 52:7
professional 59:17
proficiency 36:19 38:14
 55:12 83:9 91:17,18
 95:20 117:22
proficient 35:14 36:1,9
 39:7 40:12 55:14 83:4
profile 97:12
program 13:9,10,22
 14:15 15:15 77:16
 84:20 127:9 136:21
 159:14,15
programmatically
 126:6
programming 125:18
programs 51:4 82:8
 99:21 109:7
progress 27:7 31:2
 34:2 54:22 85:22
 149:21
prominently 44:21
promise 26:10
promised 75:4
promote 67:21 101:21
 133:9
properly 6:1,16 7:11
proposal 121:22 137:8
proposals 138:4 148:17
 155:18
propose 138:5

proposed 99:14 100:6
 100:20,22 101:19
 102:15 103:13 124:18
 137:21 138:1,2
 155:15,19
protect 71:8,14
protecting 71:6
proud 110:3
proved 110:15
proven 128:8
provide 12:5 32:6 37:4
 37:13 38:4 47:4 62:22
 69:13 87:12 106:7
 141:8 147:18 150:14
provides 22:17
providing 31:9 59:18
 70:1 141:21
provision 77:11
provisions 77:22
 108:18
proxies 57:3
proxy 120:8
psychology 149:17
public 2:8 3:5 7:20,21
 9:18,19 10:9,10,12,13
 10:15,15,18 16:4 20:9
 23:4 31:18 38:19
 40:11 60:22 61:1,2,13
 66:20 71:5,21 72:16
 73:19 74:12 85:17
 86:13 91:4 97:13,17
 101:11,15 110:17
 112:1 132:19 145:1
 149:9
publicly 38:4 60:5
 86:17
publish 98:22
published 73:7
pull 32:11 42:2
pulled 75:19 76:2
Punctuality 159:1
pupil 98:15 101:21
purpose 69:3,4,18
 71:17,22 106:6
purposes 72:6,6
push 58:5
put 13:16 21:21 46:8
 47:2 49:19 50:14
 83:13,18 98:11 100:2
 106:16 120:22 122:14
 127:15 136:10,12
 140:18
putting 107:5

Q

qualified 129:14
quality 20:15 22:12
 65:15 86:10 92:13

131:21
quartiles 117:18
question 23:17 38:9
 46:21 52:14 53:19
 55:2,18 56:1 58:11
 59:5,20 67:19 68:16
 70:14 85:15 91:11
 102:20 106:12 108:15
 112:13 114:12 120:5
 123:20 124:1 129:5
 145:5 155:6
questionnaires 92:20
questions 33:10 34:11
 41:5 49:16 51:5 52:22
 53:4 60:16,18 85:12
 85:14 99:4 102:15
 103:10,11,18 105:11
 105:19 109:12 119:22
 127:2,18 136:6 149:8
 149:20 150:9,12
quick 70:14 119:22
 123:19,21 159:20
quickly 50:6 51:13 74:1
 74:2 90:8 96:19 98:11
 100:3 105:18 140:14
quite 12:14 23:15 39:19
 82:19 128:6
quorum 2:3 3:9 4:17,18
quote 94:7

R

race 71:1,3
races 73:9
radar 98:1 121:3
radio 112:2
rain 24:11
raise 41:13 44:11 47:18
 52:1 64:1 74:19 79:15
 131:7
raised 45:14 77:7 78:18
raising 47:12 66:3
 131:6
random 98:3
range 93:11
ranging 25:20 27:18
rank 135:9
rankings 131:4
rare 49:5 73:8
Rarick 95:2
rate 30:10,22 60:21
rates 30:15 55:12 61:4
 61:6,8,14,17,22 62:5
 63:15 132:22
ratings 92:7
reach 65:14 66:8
 111:17,21
reactions 36:21
read 24:13 31:22

113:16,20 155:7
readiness 22:8 26:11
 79:21,22 134:6,17
reading 36:5 40:9 68:5
ready 26:5 31:6 35:15
 40:12 84:2 88:11,22
 95:8,10,11,18,19
reaffirming 22:11
real 22:14 23:8,8 58:20
 59:3 94:4 105:3
 114:18
realistic 40:8 50:18
 85:2
realize 42:7
realizing 13:1
really 14:3 15:3 25:2
 26:10 27:18 32:18
 40:16 42:6,12 43:22
 44:7,10 45:6 46:5
 47:3 49:21 50:17,20
 51:1,10,22 52:12
 55:17,20 60:17 63:12
 64:9 65:9 69:9,9,18
 70:7 72:15 73:13,19
 74:2,2,11 77:1,5,9,9
 78:19,20 83:19 85:2
 85:13 92:20 94:20
 101:4 111:2 114:7,10
 116:5,10 118:14
 126:1,14,14 128:6
 130:5,7,22 131:22
 134:4 150:14 154:14
 154:21
reason 43:13 44:5 83:1
 89:17 95:15 122:4
 129:17 131:6 135:11
reasons 44:15 62:15
 75:20
reauthorize 87:19 90:5
receive 34:20 84:6
received 11:7 20:12
 84:5
receiving 32:20 103:22
 106:20
recession 113:6
recognize 90:9 131:21
 147:19
recognized 5:4
recollection 145:22
recommend 128:17
recommendation
 120:13
recommendations
 111:9
reconstituted 43:21
record 41:3 149:3
 160:22
recruit 39:13 138:15

156:11
redesign 91:6
reduce 67:17 87:11
reduced 106:19
reducing 85:19 118:13
reduction 38:12
reference 28:13
referring 26:7 84:3
refine 30:21
refining 133:7
reflect 24:14 41:3 68:21
reflected 135:8
reflects 16:22 29:9,12
 119:10
reform 109:16
regard 74:7,11
regarding 143:21
registered 93:8
regs 101:6
regular 1:7 76:21
regularly 7:22 141:20
regulation 99:15
regulations 86:3 90:1
 100:7,20 101:1
 102:16 103:13 104:4
 124:18
reinvent 114:1
reiterate 133:18
reject 100:12
rejects 121:22
relate 24:2
related 10:14 16:20
 49:2 71:1 138:4
 146:19 148:14 149:4
 149:10,22 151:13
 155:18
relatively 48:21 50:6
 79:9 96:19 103:12
release 25:14 48:11
 60:8 65:2 79:4
released 20:19 26:12
 33:18,20 63:11
relevant 45:7 51:20
 148:21
reliability 55:8 56:4
reliable 56:6
reliance 72:8
rely 55:20
remain 148:1
remains 56:22 103:14
 126:21
remarks 10:6
remember 61:3 104:18
 114:20 148:5
remembering 96:9
reminiscent 108:5
removing 144:15
replace 116:11

replicate 115:21
report 33:16 37:1 42:22
 53:14 61:22 62:1,17
 70:18 86:16 98:6
 117:2 126:4,5 132:19
 135:14 141:20
reported 62:20 98:15
reported 70:21
reporting 53:7 72:6
 85:17 86:22 98:4,13
 99:4 101:8
reports 32:20 34:21
 42:13,21 74:10
representation 38:1
representations 38:17
representative 7:16
representatives 144:14
represented 90:17
reputation 36:7
request 5:12 34:20
 100:12 125:11
requested 79:7
requesting 82:1
require 102:9 107:3
 120:10
required 28:12 45:12
 48:13 78:14 98:6
 120:16 147:17 151:10
 159:21
requirement 30:9 48:1
 85:10 86:18 109:4
 121:2 129:14 153:17
 159:22
requirements 47:22
 48:12 99:19 130:15
 145:10,14 146:1
 148:7 149:1 153:2
requires 86:16 92:12
 98:14 120:2 148:12
research 26:9 56:5 84:3
 102:12
resident 10:22
residents 8:13
resignations 152:7
resolution 17:7,8,11
 18:20
resolutions 16:19 17:5
 19:2 20:8
resolved 18:12,18
resources 25:15 31:9
 31:12 33:22 59:15
 68:9 147:16
respect 26:8
respond 46:21 68:17
 87:1 143:1 154:19
response 70:10
responsibility 148:7
 152:15

responsible 146:16
rest 76:14 155:1
result 39:15 45:17 75:8
 75:15 81:17 91:9
results 2:12 20:10,13
 20:19 21:4 22:7 23:2
 23:3 25:3,4,8,18
 26:13,19 27:8 30:5
 32:3,7,21 34:5 36:11
 51:15 58:10 63:10
 67:15 68:13 70:3
 72:17 83:3
results.osse.dc.gov
 31:19
retreat 145:16 146:11
reveal 70:14
review 108:20
revise 74:9
revisit 30:20
reward 12:8 117:21
 118:14
rewards 12:2 15:20
rich 37:4 83:22 132:1
richer 133:1
right 11:9,16,18,19 13:6
 18:21 32:5 37:9 39:2
 50:22 51:7,12 63:3,4
 63:7,8 64:2 114:19
 124:16 125:20,21
 149:16 152:12 153:21
 154:7,13
rigor 24:19
risk 30:2 116:14,19
 125:17,17,18
river 55:13
role 64:13 92:3 108:16
 132:1
roll 3:8,10 19:1 58:17
 126:2 135:1 155:6
 156:16
rolled 124:12
room 21:1 75:22
root 61:19 62:12
roughly 16:4
round 34:16 49:15 53:1
 60:17 66:12 121:17
 121:18,19
route 4:15
row 25:9 28:16
rule 44:17 101:15
 106:13 141:5
rules 30:21 44:12 45:11
 47:5 48:10,11 49:3,11
 56:8,18 78:4 101:12
 106:14
run 73:22
running 15:7 147:7
runs 78:19

Ruth 1:15 138:12
139:14 156:4

S

safe 10:8
safety 92:18
salaries 107:14
salutatorians 11:22
16:1
sample 23:11
samples 32:1
sanctions 115:22
save 60:19
saved 153:17
saw 15:7 25:5 27:9,22
28:15 30:6 54:4 66:19
88:10
saying 43:17 44:5 74:7
77:21 108:10 111:8
123:5 133:8
says 84:8 90:10,11
92:12 93:17
SBOE 137:17
SBOE.dc.gov 10:2
SBOE.dc.gov/ESSA
9:4
SBOE@dc.gov 10:16
scenarios 49:2
scenes 144:12
scheduled 8:1
scheduling 80:10
school 8:8 9:7 12:7
13:7,9,22 14:14 15:15
15:20 16:5,6 20:10,20
26:4 28:11 30:14,19
32:4,11 33:6,14 35:2
35:22,22 36:13 37:19
38:5,6,19 39:7,17,18
39:19,20 40:10,11
45:20 47:10 48:3,6,13
48:16,19 51:6 52:2,6
53:16,17 55:4,9,21
56:8,17 60:21 61:15
62:9 66:9,18 67:11,12
68:3 70:19 71:18 73:8
73:10,18 75:8,9,16
76:6,14 77:19 80:7
81:10 83:2 84:15
88:13 92:13,17 93:1
95:17 97:6 98:13,14
99:8,9 100:14 103:4,5
103:8,9 106:20
107:13 109:16 115:20
117:14,16 118:1
120:7 122:13 124:11
126:4 127:3,4,5,7,7
127:13,15 128:10
129:16 131:21 134:10

135:5,14,16 158:21
159:8,9,17
school's 36:7,19 51:13
schools 9:18,19 13:12
16:5 23:4 31:4 32:22
37:17,22 39:13 41:16
43:4,20 45:20 50:3,18
50:21 51:2 52:7,20
55:11,12 57:8 58:9,21
59:6,9,13,14 60:22
61:1,2,13 62:5 63:14
63:16,16,20,20 64:2
64:17 65:3 66:6,7,19
67:1,8 69:21 71:2
73:3 74:10,21 75:1
76:12 77:9 79:22
80:14 86:9 88:3 91:6
92:4 97:16 101:22
103:3,4 107:18
113:13 115:16 116:17
117:13,21 118:15
122:22 125:21 127:10
128:8 131:5,17 132:2
132:20 134:13 135:9
135:16 160:2,5
science 53:14,16,21
54:19 81:16 132:13
score 32:20 33:2,16
43:9,13,19 51:15
60:13
scores 20:20 25:5
39:22 40:18 45:5
53:14 55:8 58:13
117:3 131:6,7,22
132:21 135:2,17,21
scoring 54:13 74:17
screen 23:14,18 26:1
32:1
screening 89:5
SEA 78:1 99:5 103:16
SEA's 109:2
search 40:22
seats 9:20
second 5:19,20,21 6:13
6:14,15 7:7,8,9 17:13
17:15 20:13 25:9
27:15 28:16 41:20
43:6 53:13 58:14
66:11 74:17 83:5
89:18,21 95:4 108:16
117:19 121:14,18,19
130:11 138:16,18
143:12 145:16 156:12
160:14,15,16
secondary 70:5 87:20
seconded 6:1,17 7:11
153:11
seconds 40:6 134:22

secretary 104:21
122:20
sector 33:14 63:7 118:8
sectors 61:18
see 13:15,21 14:5 23:9
23:11,15,18 24:4,9,21
25:7,10 26:1,13,19,21
27:2,9,12,18,22 28:3
28:17,20 29:4,19 30:3
32:2 35:7,9 42:12,21
50:13 51:14 53:13
59:15 63:2 64:12
68:13 70:15 71:4,11
73:3,11,16 74:15
81:13 85:6 89:10
90:15 107:18 109:14
114:18 131:14 133:21
135:21 145:3 160:8
seeing 5:15 21:15 27:5
28:5,20 29:8 31:3
34:2 36:14 57:4 64:8
66:22 73:2 84:9
129:10 137:3 142:1
seek 101:21
seen 10:18 25:12 58:1
63:22 67:10 93:12
103:14 112:1 116:15
126:21
select 23:20 51:6
seminars 13:12
send 75:22 118:4,5
135:17
sends 83:16
senior 104:19
sense 45:4 75:6 86:7
90:3 141:20 143:2
149:7
sent 32:22
separate 47:18 150:20
150:20
September 1:5 3:5 6:22
7:2,21 32:22 100:5
series 42:12 51:5 95:1
114:3
serious 155:1
seriously 72:18 94:13
serve 82:14 86:9
139:22 140:5 142:8
143:13 144:3 145:5
served 152:2
serves 88:15
service 103:6 112:2
143:21
session 6:7,22 144:6
sessions 18:1
set 47:18 86:5 91:13,19
94:22 99:5,6,10
114:16 120:3 149:20

setting 54:3 92:4 115:4
seven 28:7
seventh 29:2,10,13
35:12 37:8
shaded 29:8,12
Shana 1:19 21:2 37:19
share 31:11 37:3 41:14
64:12 65:3 80:3,5
shared 106:3
sharing 23:1 54:14
sheer 113:12
shelf 117:10
shift 116:5
shifting 116:15
short 100:16 125:11
158:10
shorter 66:12
shortfalls 152:6
shout 52:10,14,16
160:7
show 13:17 24:5,10
38:19,21 41:21,22
57:11 58:19 76:21
83:3 106:18 110:12
131:13,18
showed 20:21
showing 26:9 32:1
117:22 123:15
shown 38:10 41:19
64:7
shows 31:21
shuffle 39:15
shut 75:17
side 23:14 24:7 25:22
sides 99:6
SIG 108:5,7
sign 159:10
signal 83:16
signature 13:13
significant 21:1 127:21
150:14
significantly 88:1
sil 142:10
sil 142:10
sil 142:10
silos 112:11
similar 23:16 64:22
149:8
simple 125:5 137:11
simply 23:19 142:19
single 16:6,6 24:22
31:7 55:13 112:6
147:22 155:8
singular 61:19
sink 120:22
sit 111:3
sitting 76:16 118:2
situated 98:18
situation 49:6 80:7

- 121:16
situations 48:18 80:1
82:18
six 28:4 75:17 83:2 89:3
138:13
sixth 23:13 24:12 35:22
68:6
size 70:19 86:9 91:1
108:3
sizes 85:18 99:3 108:4
skills 13:12 22:14 23:7
slide 22:9 23:11 29:16
35:10
slides 26:5 65:2 121:17
slight 29:4
slightly 53:22 69:7
137:13,13
small 102:12 112:17
144:18
smaller 97:20 151:19
smart 82:22
smooth 78:22
smoothly 78:19
social 93:4
Society 12:22 14:10
socioeconomic 71:3
soft 60:18 63:9
solid 29:7,8,9
solvable 76:8
solve 23:19,22 24:6
47:16 77:18
solved 47:12 76:9
solving 22:15 46:13
somebody 76:17,17
113:10
somewhat 35:9
soon 103:12
sorry 7:10 74:18 96:13
143:11 156:8
sort 49:22 50:1 53:13
55:22 58:11,20 74:11
77:17 82:12 86:10
89:14,18 91:11 96:21
97:6,17,19 98:3,12,21
99:3,12 100:15,17
101:3,18 102:19,21
103:3,19 106:13,13
107:3,5 109:1,2,4,5,6
110:11 111:15,16
112:5 113:21 114:1,4
115:14,22 116:3
118:18,22 119:8
121:2,6,7 122:11
123:4 125:8 126:2,17
126:20,22 128:21
129:5,6,9 133:19
134:18,19 143:1,17
150:8 152:14 156:5
- sorted** 89:15
sorts 150:11
sounds 148:20
source 98:16
space 134:10
Spanish 9:6
speak 10:15 34:13
123:12
speaker 24:10
speaking 34:8
speaks 112:12
special 29:22 64:11
specialized 70:5
specific 25:12 29:18,20
30:6,12 33:15 40:3
42:10 44:6 149:22
specifically 65:3 111:9
123:12
speed 98:12
spend 143:8 147:15
spending 21:10 83:1
150:10
spent 81:13 152:16
spots 57:19,21 64:10
spread 150:2
spreadsheet 38:5 49:22
spreadsheets 33:15,15
spring 22:20,22
spur 131:5
SR16-5 17:7
St 1:8
staff 10:16 11:6 17:1
18:3 21:3 142:18
144:18 147:17,20
151:16
staffed 152:17
staffing 143:18
stakeholder 93:16 94:6
94:12,17,21 119:12
stakeholders 93:20
96:6 97:5
stakes 45:22
stand 56:2 160:19
standard 23:15
standards 24:20 65:11
65:13,14
standing 135:12
stands 56:3
start 14:16 22:11 38:8
41:11 101:4 105:11
106:9 132:4 133:20
138:22 159:8
started 12:22 46:12
119:2
starting 45:9 122:13
state 1:3,8 2:7,15 3:6
4:19 7:16,19,22 8:4,7
8:12,15,15 9:14 10:4
10:10 16:18,21 17:3,7
21:14 22:5 23:3 32:3
32:14 33:14 34:4
58:13 61:22 62:9
68:22 72:5 74:8 78:1
78:9 88:7,9,13 89:20
89:20,21 90:18,19
92:3 93:9,17,19 94:11
94:11,22 95:6,14,21
96:10 97:4,8,22 98:6
98:16 99:7,8,13,19
100:1,12,12 101:5
102:17 103:22 104:1
104:6,8,13 106:18
107:1,4,11 108:17
109:20 110:3 111:10
112:17 115:21 118:5
121:3 123:18 126:5
130:2 131:13 133:5
133:19 134:11 144:5
state's 104:10 109:2
stated 26:12
statements 60:7 158:10
states 20:14 48:5 79:1
80:12 85:16 88:1,4
89:19 90:14 92:16
93:5 94:1 96:21 98:19
104:2,12 108:11
110:16 111:7,16
112:1,13 113:6 114:4
114:5,22 118:22
124:7 127:1 128:17
129:1 133:10,16
134:5
statewide 22:7 69:7,10
statistical 70:15
statisticians 118:4
status 38:14
statute 98:14 120:15
statutes 99:14
statutory 129:9
stay 11:16 127:20
step 17:2 31:13 129:15
144:19
stepping 144:14
Stewart 10:21 11:2
stick 131:1
sticks 132:3
stores 159:11
stories 92:21
story 39:12 43:11
strategic 133:19
strategies 40:19 97:15
streamlined 68:18 69:1
69:15
streamlining 69:17
80:18
Street 8:3
- strength** 32:15 84:18
strengths 85:3
strikes 130:22
striking 60:20
strive 52:5
strong 25:8 28:15 51:4
stronger 124:21,22
strongly 51:11,11
structure 141:20
145:11 148:12,13
149:19
struggling 57:11
stuck 107:19
student 8:14 9:8,15,16
9:21 10:1,3 24:9
35:19 36:18 71:6,14
72:22 73:4 84:4 87:13
87:22 92:14 95:17,18
98:7 99:11 102:11
113:8 124:3 135:2
138:3 141:10 155:17
159:22
student's 131:16
students 8:19 9:3,17
12:13 16:4,5,5,16
20:17 22:16,19,21
23:6,19,21 24:5,13,22
25:13,16 26:13 27:4
27:13 28:7,9 29:2,5
29:10,18,20,21,21,22
30:1,2,4 31:4,7,14
32:7,12 35:13,14,18
36:5,8,14 38:12 39:6
39:10,13,16 40:14,15
44:12 45:19,20 46:9
46:10 47:11 48:2,16
48:19 51:2 52:8,8
53:15 55:5 56:12
57:11 59:16,18 60:9
62:18,19,20 64:12
65:5,10,12 66:2 67:17
67:21 68:1,5,8,12
70:18 71:4 82:14,18
83:7 86:17 91:14 93:7
95:7 106:5,8 116:21
117:3 125:17 128:13
130:8 131:9 141:3
147:14 154:9 160:4
studied 149:17
study 26:11
stuff 115:7 125:7 129:3
143:4 154:22 159:12
stupid 129:21
subcommittees 139:12
subgroups 58:2 64:8
85:15 98:5 121:6
subject 28:1 33:15 38:7
subjective 102:19

subjects 25:6 59:12,19
submission 123:4
submit 110:22 121:18
submits 159:20
submitting 11:3 96:10
substantial 97:12
 115:13,19
succeed 22:16 87:13
 106:8
succeeding 121:8
Succeeds 8:14 87:22
 113:8 138:4 141:10
 155:17
success 83:8 92:14
 128:16
successful 9:7 113:9
 122:8
suddenly 43:14
suggest 18:11 146:18
 147:4,22 153:15
 156:5
suggested 147:6,8
 153:7
suggesting 18:7 78:2
suggestion 123:3
suggestions 149:22
summary 34:2 56:16
summative 95:14
summer 145:6
Sunshine 2:10 10:20
 11:13 15:10,18 16:11
Sunshine.org 15:16
super 70:13 71:7
Superintendent 8:16
 9:9 10:5 22:5 63:12
 88:14
superintendents 104:8
supplant 101:15 106:1
 106:12 120:1 125:12
 125:14
supplement 101:14
 106:1,12 116:11
 120:1 125:12,14
support 8:6 12:8,14
 13:5 14:2,17 15:22
 16:8,11 18:16 22:18
 24:19 31:4 51:11
 64:13,14 78:21
 141:13 149:19
supported 12:15,20
 128:1
supporting 16:3 24:11
 24:18 52:19 116:20
supports 25:15 31:9,12
 32:19 59:17 62:22
 65:15 84:14,16 99:11
 102:2 106:7,8 134:16
supposed 116:19

125:16,17
sure 11:6 12:1,5,8,19
 13:15 14:4 15:7,9,13
 21:15 22:2 39:19 44:7
 46:17 49:12,19 51:22
 62:16,18 65:9 66:2
 67:16 68:8 69:14
 76:10 78:19 83:17
 87:5 89:1 91:2 98:18
 104:8 113:13 114:13
 116:18 117:12 125:20
 142:9,12 144:13
 147:13,15 151:14
 152:16,19 160:5
surfaced 141:6
surgery 89:4
survey 9:5 54:20 79:4,8
 110:5
surveyed 81:12
surveying 129:10
suspects 111:19
sustainable 54:1,5,11
swimmingly 122:10
switch 30:18
SY2015-2016 2:12
sympathetic 41:20
synthesize 24:14
system 8:9,18 77:2
 95:5,22 99:20 119:9
 119:15 128:12,14
 131:5,8,14 133:6
 134:5,9 136:1
systems 97:14,16 98:9
 123:1

T

table 17:11,16 18:11
 19:2 140:13 153:12
tabled 20:8
tabulated 121:5
tackle 55:16
tactics 64:3
tag 112:3
take 14:17 25:18 27:15
 31:15 37:14 44:19
 45:2,15 46:1,5 52:12
 53:15 64:10 67:15
 75:20 77:10 88:17
 91:11 97:8 117:10
 122:2 130:7 159:5
takeaways 25:5
taken 65:7 72:3 94:12
 96:13
takes 76:5 149:12
talk 12:2 25:3 26:6
 35:19 39:18 43:6 58:7
 63:21 67:7 74:17
 80:12,13,13 89:11,22

95:3 96:12 111:5
 114:9 132:9 139:17
 143:17 150:19
talked 29:15 122:20
 124:5 131:19
talking 14:5 38:2 39:1
 39:21 77:18 90:2,14
 102:8 113:12 124:7,8
 132:13
talks 33:2
tangent 67:19
tank 46:11 108:6 118:7
target 30:11
targets 30:13 92:6
task 136:9,15
tasks 95:1
taught 14:22 15:3
taxpayer 52:3
taxpayers 41:17
teach 15:1 129:20
teacher 32:10 52:4
 59:21,22 77:19 78:3
 97:16 107:20 128:11
 128:16 129:14 130:3
 135:20
teacher's 159:13
teachers 8:20 33:11
 36:6 47:10 52:18
 58:14,19,21 59:6 67:2
 76:2,19 81:8 82:10,14
 107:14,19 110:1
 128:9 129:17 131:7,9
 132:2
teaching 14:21 65:15
team 9:9 70:5 118:20
technical 12:9 119:13
technically 147:12
technology 47:19 74:20
 79:6,21 80:9
televised 13:14
tell 12:17 14:6 15:13
 36:4 39:11 45:7 73:13
 93:21 94:3 108:1,11
 108:12 122:17
telling 104:7
tells 45:5
temporary 120:11
ten 11:2 21:22 86:17
 88:20 119:1
Tennessee 117:9
tenth 48:7 84:10
term 72:8
terms 37:22 41:14 61:4
 64:5 65:4 71:5 78:8
 78:10 80:18 96:5
 110:16 113:2 118:9
 139:3 147:20 149:4
terrible 75:3

terrific 34:15 74:13 89:6
 95:4 136:21 137:6
test 27:8 28:10,12
 29:11 32:8 33:3,18,19
 39:21 40:18 44:13
 48:2,5 50:2 51:15
 55:6 76:13 78:18 79:4
 79:6,13,19 80:15
 81:11,18 93:1 112:17
 128:13 131:6,7,22
 132:21 135:2
testimony 10:13 11:4
testing 45:8,11,18
 47:22 48:6,12 67:12
 67:13,14,18,18 75:10
 76:20 77:12,16 81:6
 113:16,20
tests 33:21 44:19 45:3
 45:15,16,21 60:8
 67:20,20 75:20 77:8
 81:13,14,17 82:11,12
text 22:15 24:14,21
 32:12
texts 24:13
thank 9:9 16:13,14,15
 21:12 34:5,7,13,18
 41:2,10 47:21 49:17
 50:9 52:21 53:3 60:15
 63:1 66:3 70:9 73:20
 80:22 81:2,4 87:7,8
 87:14,16 96:18
 106:11 109:8,11,14
 116:7,9,10 119:16,17
 128:5 130:17,18,20
 130:20 136:7 137:5
 138:20 142:3 150:16
 158:1,13
thanks 16:9 20:7 49:14
 119:20 127:20 137:10
 159:17
theirs 117:10
theme 111:16
themes 111:6
theory 91:4,8 114:12
thing 12:22 13:6 29:17
 38:2 40:5 56:1 68:15
 73:16 77:9 79:3 95:16
 96:11 104:15 109:20
 117:1,19,20 120:5
 122:3 124:7,9 129:13
 130:21 137:11 143:12
 154:16 156:6 159:8
things 13:10 15:4 16:10
 38:15 39:5 41:13 44:3
 50:9 51:9 52:12 59:8
 65:4 66:16,20 73:18
 73:19 74:1,13 75:14
 86:1,12 90:19 91:2

93:5 96:2,4 111:19
 113:11 118:10 122:9
 122:14 127:11 128:18
 131:15 132:5,10,20
 133:4 140:18 148:14
 151:12,15 152:5,5
think 25:2 32:8 34:22
 35:18,21 37:11,16
 38:16 39:3 40:17
 42:11 43:2,8,18 46:11
 48:4,9,10 50:18 51:7
 52:3 53:6 55:11 56:1
 56:12,16 57:14,18
 59:1,4,8,21 60:3 61:1
 61:18 64:9,17 65:7
 66:5 67:1,18 69:2,12
 70:7 71:14 72:10 73:9
 74:6 77:1,14 78:7
 80:17 81:18,19 82:8
 82:17 83:12,17,19,21
 84:2 85:8,9 86:2,20
 90:8,16 91:10 93:6,11
 93:12 94:10,13,20
 95:4,16 96:1,7 97:1
 97:11,22 100:1 101:2
 102:7 104:17 105:3,9
 105:16 106:17 108:6
 110:18 111:8 112:6
 112:11,20,22 113:1,2
 113:4,10 115:7,12,20
 116:5 117:4,6,11,19
 117:19 118:7,9 119:1
 119:11 120:14,16,17
 121:19 122:7,12,21
 123:1,5,14 124:8,21
 124:22 125:3,22
 126:9,14,21 129:9,12
 129:15 130:6,12
 132:6,7 133:6,11,17
 135:7 136:3,17
 137:14 139:2 140:9
 141:15,21 143:1,6,9
 144:11,12,20 146:2
 147:14,19 148:8,9,21
 149:11,15,19 151:8
 151:10,14,18,18
 152:9,9 154:7,9 158:8
 159:5
thinking 17:21 22:14
 23:7 27:7 42:11 64:14
 69:16 71:15 73:17
 112:7 129:2 136:2
 140:22 154:22
thinks 43:12
third 8:1 58:20 160:4
Thomas 129:18
thought 87:18 90:7
 106:6 148:3

thoughts 9:7 36:17
 67:8 116:22 118:12
thousands 97:19 99:18
three 11:8 16:20 18:13
 27:1,19 29:3 40:8
 48:2,15 51:16,17
 63:14,15,16 66:12
 67:10 76:2 77:7 99:7
 99:10 101:10 136:18
 137:17 139:2 143:7
 154:17 156:1
tick 122:12
Tierra 1:13 145:21
time 3:4 10:4 15:8
 21:10,21 27:8 38:20
 40:20,20 44:8 46:20
 46:22 49:18 52:12
 53:22 54:2,4,5,10,11
 58:5 75:17 77:22 80:1
 81:10,13 87:9,14
 88:18,20,21 89:22
 96:5,11,15 97:2,9
 100:10,17 105:2
 111:12 122:6,16,22
 127:8 130:21 132:9
 141:12 143:8 145:7
 147:16 154:12 158:8
 158:22 159:7
timely 93:18
times 14:3 16:2 35:12
 114:9 115:1 117:1
 142:11
tiny 50:14 72:20
Title 99:7,11 101:22,22
 103:3,4,7,9 106:4,5,6
 106:20 107:6 109:3,4
 127:5,7
today 10:18 17:2 22:6
 90:13 117:1 142:11
told 44:19
tomorrow 93:22 95:3
tonight 8:11 16:18 21:2
 21:10,13 34:19 49:18
 88:3,9,17 109:14
 116:10 130:21 131:19
 136:8 141:10
tool 141:7
tools 12:9 25:17 115:8
top 9:18 11:22 12:12
 16:6 24:8 57:13 90:21
 107:6 109:18
topic 150:15
total 2:10 10:19 11:13
 15:10,16 16:11 76:6
totally 13:3 41:13
 141:13 143:11 154:22
 155:2,3
tout 158:11

track 11:16,18,19 20:17
 26:2,3,4,6,22 38:14
 52:6 62:17 65:5 83:7
 97:1
tracking 52:8
traditional 9:19 56:13
 70:19
transition 69:16 78:22
 97:6
transitioned 48:6
transitioning 79:2
translate 92:5
translated 33:17
translates 96:1
transparency 18:2
 116:16 152:9
transparent 17:3 49:20
 50:9 60:5 86:12
transportation 103:5
travels 67:16
tremendous 52:16
 104:2 116:5
trend 38:19
trends 59:3,13 73:2
tried 42:4
trip 10:8 159:15
troubling 14:3
truancy 141:1,5
true 35:20 150:3
truly 22:13 49:12 67:15
try 12:8 111:22
trying 43:15 55:15
 120:21 126:1 133:8
TSA 89:5
tuned 127:20
turn 14:4 97:15 105:17
 137:9
TV 13:17,18
twelfth 29:6 45:1,3
twice 57:19
twin 136:22
two 16:6,19 17:5,22
 23:11,21 24:13,15
 26:21 31:22 47:8
 58:18,22 59:2 60:17
 75:19 78:17 85:7,13
 88:4 89:18 94:10
 125:8 126:2 130:4
 132:5 138:7 142:14
 143:7,20 147:8 151:3
 151:10 153:21 155:8
 155:10,20
type 24:19,21 38:22
 59:16
types 33:10 38:1,17
 50:22 62:7 84:13,16
 85:3
typically 143:15 152:3

U

ultimately 103:22
 110:21
un-enrolling 39:16
unacceptable 68:7
uncertainty 100:18
 103:19 104:2 105:4
uncomfortable 154:5
 154:14
underlying 23:15
undermined 46:4
undermines 39:12
underperforming 97:15
understand 21:5 38:22
 44:15,16 46:12 50:1
 62:6 70:3 71:2,5
 75:21 106:3 110:14
 154:2
understanding 24:5,20
 51:1 85:16 86:15
 94:15 108:19 124:1
understands 41:17
 49:13
understood 45:10
underway 80:20
unexpected 152:6
unintended 141:6
unique 80:8
unresolved 18:4,17
untrammelled 115:14
update 151:10
upper 63:15
urged 138:15 156:11
urgent 139:4
urging 111:16
usable 50:5
use 23:6 24:11 58:4,19
 59:3,10,14 60:3 68:3
 68:14 69:13 70:4
 78:10 81:20 82:2 85:1
 102:10 104:6 113:2
 114:7,7 126:2 131:4
 132:6 134:12,18
useful 32:9 110:16
 141:7
user 53:8,10
users 53:12
uses 82:5
usual 111:19
Usually 10:4
utilized 16:21

V

V 2:7
vacation 10:7
valedictorians 11:21
 16:1
valid 56:6

validity 56:4
value 52:12 131:13,15
 131:16 134:4,8 135:1
values 119:10 129:6,8
 134:19
varied 82:19
varies 94:1
variety 25:15
various 51:2
varying 82:5
vast 29:19 48:16 56:12
version 147:6
versus 35:1 55:5 103:4
 148:15 149:13
vetted 140:11
vetting 44:2
VI 2:8
vice 5:22 6:12 119:18
 128:3 130:18 140:1
 147:8 150:17
Vice-President 1:12
 3:16 5:20 6:11 119:20
 128:5 130:17 140:3
 150:18 156:22 160:15
view 115:4,10
viewers 89:2
viewing 7:20
VII 2:11
VIII 2:12
virtue 106:19
vision 133:19 145:3
visit 9:3
visits 135:16
visual 31:22
vocabulary 32:13
voice 141:18 150:3
voices 10:3
voluminous 100:1
volunteer 93:10 138:15
 156:10
vote 93:8 111:3 142:15
 148:13 155:6 156:16

W

waiting 153:10
waiver 114:15 141:14
waivers 97:3
walking 72:16 131:3
Walls 43:8,10 44:4,18
 55:22 74:19
want 7:20 13:21 17:21
 22:11 31:11 42:7 43:5
 43:6,12 44:3 46:16
 47:18 50:11 52:15,15
 62:16 64:1 65:8 66:15
 68:13,15 69:14 70:22
 71:22 74:2,19 75:2
 76:15 83:18 86:12

89:1 92:20 95:7 111:2
 112:19 113:17 115:2
 115:2,7 117:11 120:1
 121:10 123:12 126:10
 129:7 130:14 131:7
 131:10 133:11,15
 134:11 135:17 137:12
 138:22 139:1 142:9
 142:12,15 152:19
wanted 9:8 40:6 60:10
 67:7 116:22 136:7
 137:16 146:13 159:19
wants 15:14 131:15,16
 143:13 151:6 156:5
ward 5:4 7:16 10:21
 14:15 16:7 35:11 39:6
 40:11 41:4,5 49:16
 50:3,12 52:16,20 55:2
 65:20 66:17,19 116:8
 116:17 117:5 128:4
 130:19 140:22 160:3
wards 65:21 66:7 110:5
wash 83:10
Washington 1:8 46:10
 90:9 94:11,21 104:13
 109:20 118:5
watching 47:13
Wattenberg 1:15 4:1,2
 5:2,3,5,10 18:7 19:15
 19:16 41:5,7,11 46:18
 47:1 55:2 66:14 70:12
 73:21,22 78:11 80:22
 81:3 113:11 119:18
 120:20 121:9,14
 123:8,19 124:13
 125:10 126:12 137:8
 137:10 138:12,21
 139:1,16 141:13
 142:22 143:16 146:5
 151:21 153:15,20
 154:18 155:7,9 156:4
 157:7,8 158:2,5

Wattenberg's 5:12
way 15:1 32:17 35:19
 36:15 40:4 41:22
 42:15,20 44:1,1 50:5
 60:11 71:20 74:9
 76:13 77:15 78:7,15
 78:21 91:17 106:15
 112:6 115:21 117:11
 119:8 120:16 128:14
 129:2,11 131:22
 135:8,8,12,13 139:5
 141:21 146:16 151:5
 155:2 158:20
ways 23:22 37:7,15
 41:21 42:3,22 49:22
 50:8 53:8 71:14 77:17

82:22 96:5 117:20
 118:10 131:17
we'll 5:8 10:9 15:22
 34:16 49:15 54:14
 66:11,13 88:3,19 89:7
 89:10 94:3 96:16
 137:3
we're 9:16 11:14 13:16
 13:19 14:1,1,13,18
 15:4,19 16:3,7,8
 21:20 26:7 27:5,7
 30:22 31:2,2,4 32:1
 33:22 34:2 36:14 39:3
 39:4 40:22 41:8,19
 51:20 53:6 55:16
 56:14 57:15,16,22
 64:20 69:16 70:7 72:4
 73:17 89:13 93:22
 95:2 102:8 104:7
 105:3 108:1,10 110:6
 110:8 114:2,3 122:5
 122:18 123:9 128:19
 136:1,20 145:9 149:9
 150:10 152:12 153:10
we've 8:21 11:17 13:11
 13:17 14:11 25:14
 37:12 38:15 40:20
 56:8 58:14,21 59:13
 63:22 64:7 81:22
 110:4 111:16,22
 112:14 116:13,15
 118:18 128:21 129:22
 131:19 133:20 136:21
 140:19 146:2
webinar 93:22 95:2
website 9:4 10:3 31:18
 31:21 33:13 72:17
 118:17
websites 105:6
Wednesday 1:5 3:4
 7:21 8:1
Weedon 1:15 4:10,11
 5:17,19 20:2,3 34:17
 34:18 39:2 41:3,12
 53:4 66:13,15 70:9
 77:7,17 116:8,9
 118:11 119:16,18
 125:13 138:11 139:21
 139:22 144:9,10
 151:7 153:8 157:16
 157:17 158:12 159:18
 159:19
weeds 105:18
week 112:10 114:9
weekend 160:9
weekly 79:17
weeks 18:13 21:8 64:6
 67:11 75:18 76:5,7

83:2 89:3 122:13
 136:18
weigh 152:4
weighing 73:18
weighted 102:11,18
weighting 102:13
welcome 7:20 8:5 87:15
 88:16 109:10
welcomes 10:10
well- 107:16
went 79:5 84:4 114:15
 135:4 160:22
wheel 114:1
white 30:4 63:16
whitest 117:14
wide 25:14 93:10 133:4
widely 94:1
width 75:8 76:4 80:9
 112:14 113:14
Williams 1:12 3:15,15
 3:16 5:20,22 6:11,13
 19:7 119:19,20 128:3
 128:5 130:17,19
 138:10 140:2,3
 150:17,18 156:3,21
 156:21,22 160:15,17
willing 142:6,8
Wilson 1:14 3:20,21
 6:14,16 7:5,7 17:10
 17:15,17,19,20 18:16
 19:12,13 43:8,10 44:4
 44:18 45:6 49:16,17
 52:22 65:19 66:13
 70:11,13 72:19 74:19
 75:7 76:18 85:14 87:6
 105:21,22 106:21
 107:7 108:14 109:8
 138:18 139:10,20
 140:8 148:3 153:3,4
 153:13 156:14 157:4
 157:5
Wilson's 55:21
window 96:22 100:7
windows 79:3 80:16
 123:4
wing 75:13,16
winning 90:11
wisdom 90:9
wish 10:8
witnesses 10:10,13,18
Wobegon 91:19
won 13:17 90:5 109:15
wonderful 11:5,20
 72:15 94:5 137:5
 158:1,18
wondering 112:18
 131:11 134:21,22
 135:22 136:2 145:12

words 24:10 81:20
111:18
work 8:8 9:13,15 12:6
14:7,11 18:3 20:14
26:16 30:17 31:3 34:3
42:8 50:7 52:2,10,13
52:18,20 62:12 63:5
65:19 66:8,10 68:7
84:3 86:5 87:18 90:19
90:19 93:4 100:2,15
101:2 104:22 113:10
118:3 127:19 141:8
141:17 142:2,10,13
142:20 144:11,15
148:17 150:2,4,8
151:5 154:5,10,15
workbook 86:16
worked 37:2 108:8
119:5 140:11 150:5
working 6:7,22 8:16
11:15 14:18 18:1 42:8
46:6 49:1 53:11,13
58:4 62:3,4 64:12
66:1 69:22 74:9 80:6
87:11 94:13,18 95:1
110:8,20 130:8 133:7
133:11 136:16 145:1
148:8,16 149:9
150:10 153:18
works 40:18 41:1,1
57:18 58:2 90:15,16
106:14 143:18
world 22:14 23:8
worry 94:2 150:1
worth 85:8
wouldn't 122:17 123:11
write 24:15
writing 22:15 84:21
written 11:3 24:1 32:13
wrong 45:16

X**X** 2:21**Y**

Yea 19:10,22
year 2:11,11 12:4,10,10
12:13,16 13:8 17:8
20:10,13,20,21 25:9
26:14 28:11,12,16,17
30:16 32:2,2 33:21
35:16 36:2,11,18,19
38:7,7,10,11,12 40:2
42:11 46:3 47:5 48:22
50:5 52:9,9 53:21
54:2,8 58:20 67:10
70:8 71:10 75:4 81:10
86:22 87:17 97:7

100:14 101:7,17
103:15 107:20 122:13
158:17
year's 35:13
years 12:21 33:8 36:14
45:19 53:22 58:22
59:2,3 119:1 123:17
151:11 159:2
yeas 6:1,17
yesterday 39:17
yield 124:19
young 1:19 11:15 12:6
12:19 13:2,2,6 14:2,8
14:15,20 15:2,10
16:11 21:2 34:8,9,12
37:20 59:1 61:5,16
64:21 72:2 78:5,13
81:21 85:21 86:19
87:7 90:11
youth- 13:18

Z

Zamora 1:21 2:18 88:12
96:18 105:5 106:11
106:22 109:1,10
111:15 113:21 115:12
118:16 120:14 121:1
122:21 123:11 124:17
126:11,15 128:20
133:14,17
zero 55:14,17

0**1**

1 2:9,13,17 25:21 27:4
27:13 28:8 49:16 50:3
52:16,20 55:7 99:11
101:22,22 103:3,4,7,9
106:4,5,7,20 107:6
109:3,4 127:5,7

1's 66:17**1.1** 40:13**1.2** 36:2**10** 2:10**100** 55:18 68:6 91:16,18
91:22**10th** 103:15**12** 94:13**120** 100:11 121:20,21

122:11

13 35:10**142** 2:21**15** 2:11 43:14**15/16** 20:11**16** 12:21 61:3**17** 35:13 97:7**17.5** 40:11

18 97:8
19 2:14
1970 106:17
1st 104:14

2

2 2:18 7:16 27:11,21
28:11 90:10

20 51:14 147:6**2001** 1:8

2015 8:17 22:22 25:5
26:21 27:14,16 33:18
53:20

2015/16 20:20

2016 1:5 3:5 6:6 7:21
22:9,20 25:4 26:21
27:14,16 34:5 37:2
53:20

2017 2:11 17:8**2017/18** 100:14**2018** 2:11**202-575-0462** 15:19**202-741-0888** 10:17**21** 1:5 3:5 7:21**2107** 15:21**22** 15:21**24** 70:17 71:10

25 43:14 70:16 71:7,15
71:17,21 73:8 83:7
85:19

27 6:6**29** 83:7**2A** 99:7**3**

3 2:2 5:4 35:11 41:6
50:12

3's 55:2**30** 51:14**4**

4 2:4 26:1,7 27:1 38:11
84:12 140:22

441 1:8 8:3**4th** 1:8**5**

5 2:5 25:22 26:1 27:1
38:11 84:12

5:30 1:9**5:38** 3:2,4**53** 134:21**5th** 100:9 138:8 155:22**6**

6 2:6 39:6 40:11 50:12
66:19 116:8,17

6th 96:10 100:5,8,8

115:4 121:19 122:10

7**7** 2:7 10:21**70** 12:13 16:4**75** 40:13**78** 2:17**7th** 6:22 7:2 101:17**8**

8 14:15 41:4 128:4
130:19

8:01 160:22**80** 40:13**85** 2:19**9****9.2** 36:1**90** 150:22**92** 22:22**95** 30:10 150:22 151:2**98** 55:11**99** 22:20

C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: Board Meeting

Before: DC State Board of Education

Date: 09-21-16

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.



Court Reporter

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS

1323 RHODE ISLAND AVE., N.W.

WASHINGTON, D.C. 20005-3701