

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

1

D.C. State Board of Education

Public Meeting

Conducted by Jack Jacobson

441 4th Street NW

Washington, DC 2001

Wednesday, November 18, 2015

5:34 p.m.

(866) 448 - DEPO

www.CapitalReportingCompany.com © 2015

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

2

1 A P P E A R A N C E S

2

Jack Jacobson

3

John-Paul Hayworth

4

Mark Jones

5

Tierra Jolly

6

Laura Wilson Phalan

7

Joe Weedon

8

Brian Contreras

9

Ruth Wattenburg

10

D Kamili Anderson

11

Mary Lord

12

Karen Williams

13

Hansuel Kang

14

Merilyn Holmes

15

16

17

18

19

20

21

22

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

3

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

2 MR. JACOBSON: Good afternoon. The time
3 is 5:34 p.m. on October 21st, 2015 and this public
4 meeting of the District of Columbia State Board of
5 Education is now called to order.

6 The role will now be called to determine
7 the presence of the quorum.

8 Mr. Hayworth?

9 MR. HAYWORTH: Mr. Jacobson?

10 MR. JACOBSON: Present.

11 MR. HAYWORTH: Ms. Williams?

12 MS. WILLIAMS: Present.

13 MR. HAYWORTH: Ms. Lord? Ms. Lord?

14 Ms. Wilson Phalan?

15 MS. WILSON PHALAN: Present.

16 MR. HAYWORTH: Ms. Wattenburg?

17 MS. WATTENBURG: Present.

18 MR. HAYWORTH: Ms. Anderson?

19 MS. ANDERSON: Present.

20 MR. HAYWORTH: Mr. Jones? Mr. Jones?

21 Mr. Weedon?

22 MR. WEEDON: Present.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

4

1 MR. HAYWORTH: Ms. Jolly?

2 MS. JOLLY: Present.

3 MR. HAYWORTH: Mr. Contreras?

4 MR. CONTRERAS: Present.

5 MR. HAYWORTH: Ms. Whittington? Ms.

6 Whittington?

7 Mr. President, you have a quorum.

8 MR. JACOBSON: Going to start by

9 correcting the record. It is not October 21st, it
10 is November 18th.

11 A quorum has been determined and the
12 State Board will now proceed with the business
13 portion of our meeting.

14 Members, we have a draft agenda before
15 us. I would like to add a new item related to the
16 Elementary and Secondary Amendment Act
17 reauthorization after the task force update. That
18 will be provided by Ms. Lord.

19 Are there any other objections? Are
20 there any other corrections or additions to the
21 agenda?

22 (Brief pause.)

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

5

1 MR. JACOBSON: There being no further
2 corrections or additions, I would entertain a
3 motion to approve the agenda.

4 MS. WILLIAMS: So moved.

5 MR. JACOBSON: Moved by Ms. Williams.

6 Is there a second?

7 MS. WILSON PHALAN: Second.

8 MR. JACOBSON: By Ms. Wilson Phalan.

9 The motion being properly moved and
10 seconded, I will ask for the yays and nays.

11 All in favor please say aye.

12 MULTIPLE SPEAKERS: Aye.

13 MR. JACOBSON: Any opposed?

14 (Brief pause.)

15 MR. JACOBSON: The motion is approved.

16 Next on our agenda is approval of the
17 minutes from the working session on November 4th,
18 2015. Are there corrections or additions to the
19 minutes?

20 (Brief pause.)

21 MR. JACOBSON: Hearing none I would
22 entertain a motion to approve the minutes.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

6

1 MS. JOLLY: So moved.

2 MR. JACOBSON: Moved by Ms. Jolly.

3 Is there a second?

4 MR. WEEDON: Second.

5 MR. JACOBSON: By Mr. Weedon.

6 The motion being properly moved and
7 seconded, I ask for the yays and nays.

8 All in favor please say aye.

9 MULTIPLE SPEAKERS: Aye.

10 MR. JACOBSON: Any opposed?

11 (Brief pause.)

12 MR. JACOBSON: The motion is approved
13 and the record will reflect that Mr. Jones is here
14 as well.

15 Good evening, my name is Jack Jacobson
16 and I am the President and Ward 2 representative
17 of the State Board of Education. On behalf of the
18 members of the District of Columbia State Board of
19 Education, I want to welcome you, our quests and
20 our viewing public to our Wednesday, November
21 18th, 2015 public meeting. I also want to welcome
22 our State Superintendent of Education, Hansuel

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

7

1 Kang.

2 The Board holds its regularly scheduled
3 meetings on the third Wednesday of every month
4 here in the Old Counsel Chambers at 441 4th Street
5 NW. The members of the State Board welcome your
6 participation and support in our efforts to
7 improve education in the Nation's capital.

8 Tonight's agenda includes the next step
9 of the Board's inquiry into awarding a State
10 Diploma to individuals who pass the General
11 Educational Development, or GED exam, or complete
12 the National External Diploma Program, NEDP.

13 The Board has been considering this
14 issue over the course of this year and tonight we
15 will consider a resolution that, if approved,
16 would initiate the process for OSSE to promulgate
17 regulations establishing a State Diploma for GED
18 and NEDP recipients.

19 We will also receive an update on our
20 High School Credit Flexibility Task Force chaired
21 by Ms. Wilson Phalan of Ward 1. I was able to
22 attend the Task Force meeting last Tuesday and I

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

8

1 was impressed with the thoughtful discussion
2 taking place.

3 In particular, the Task Force was able
4 to hear directly from students whose perspective
5 is incredibly important as we consider any policy
6 changes. I thought that was very refreshing and I
7 appreciated that aspect of the meeting. I look
8 forward to hearing more about the Task Force work.

9 We'll now hear introductory comments for
10 our State Superintendent of Education, Hansuel
11 King.

12 MS. KANG: Good evening, President
13 Jacobson and members and the public. It's great
14 to be here.

15 I just wanted to say I'm grateful for
16 the Board's continued engagement around the State
17 Diploma. We continue to believe at OSSE that the
18 State Diploma has the potential to remove barriers
19 to employment and higher education creating new
20 pathways to success for adults who have passed the
21 GED or completed the NEDP and I'm looking forward
22 to the vote this evening.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

9

1 If the Board chooses to pass the
2 resolution that is on the table, OSSE will proceed
3 with the role making process and return to the
4 Board for approval of the final role making to the
5 implement the State Diploma.

6 I also appreciate your collaboration on
7 the credit flexibility work. I know the Task
8 Force has done a thorough job of researching
9 alternatives to the current unit requirements and
10 exploring potential options for going forward.
11 I'm excited for the potential of these new
12 approaches for students to demonstrate mastery of
13 rigorous content and I'm eager to learn more about
14 the findings of the Task Force and discuss next
15 steps.

16 MR. JACOBSON: Thank you, Superintendent
17 Kang.

18 The Board welcomes public participation
19 in our activities under its authority. At every
20 public meeting we begin testimony from public
21 witnesses on education related witnesses. If you
22 are a member of the public and would like to speak

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

10

1 at a public meeting please contact our staff at
2 SBOE@DC.gov or by calling
3 202-741-0888.

4 Our public witnesses -- actually, I
5 think we only have one tonight. Ms. Marilyn
6 Holmes, Executive Director of Total Sunshine, Inc.

7 If you would come to the podium you'll
8 have -- or the table, you'll have three minutes.
9 You how the microphone works. Press the button.
10 Make it green. Thank you so much, Ms. Holmes.

11 MS. HOLMES: Okay. Well, good evening.
12 It's been quite a while since I've been here. I'm
13 happy to be back.

14 My name a Marilyn Holmes, I'm the
15 Executive Director of Total Sunshine, Inc. I'm
16 also the founder. Total Sunshine is a 501(c)(3)
17 D.C. based, tax exempt non-profit organization and
18 television show. I began this journey of
19 supporting students and promoting smiles 15 years
20 ago as my experiences as a paramedic in our city
21 really galvanized me into working for the
22 community.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

11

1 Thank you for the opportunity to share
2 with you our efforts to support D.C. students our
3 School Grade Incentive Program at Total Sunshine,
4 Inc. And this program provides technological
5 tools to D.C.'s valedictorians and salutatorians
6 citywide, public and charter schools annually.
7 The 8th annual ceremony is scheduled for June 2016
8 and we're looking forward to meeting those
9 fabulous young people, the hardest workers that we
10 have. It's just an exciting time every time for
11 me.

12 So far we have supported 456 D.C.
13 valedictorians and salutatorians. It's
14 not an easy thing, I'll tell you.

15 Now, our School Grade Incentive Program,
16 we also support diligent students with technologic
17 tools as well as we provide anti-violence life
18 coping skills seminars in schools with anti-
19 bullying measures. We know that bullying is a
20 huge problem nowadays and we try to address it as
21 much as we can.

22 Of course, when I come with my

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

12

1 experiences as a paramedic and talk to the young
2 people they always tend to listen up because I've
3 seen them out there in different situations as a
4 paramedic and so they can relate to a lot of the
5 things that I say.

6 Onward, let's see, our School Grade
7 Incentive Program televises recognition for
8 diligent students. We try to put the word out
9 that there are good students here in the city and
10 we like to put them on the spot if they're
11 interested in being televised.

12 We also provide community service
13 opportunities. But there's an open invitation
14 with Total Sunshine to every young person in the
15 city to attend the Martin Luther King Annual Peace
16 Walk and Parade. I generally am on the committee.
17 I am, once again, on the committee again.

18 They can come out and get their
19 community service opportunity and ours with us.
20 And have some fun, do some chatting and some
21 cheering. Martin Luther King said I have a dream.
22 I'll be out there with the Total Sunshine banner.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

13

1 It's going to be a huge yellow and black banner.

2 And we'll also have a banner for little
3 James Perkins, the 2009 student of Johnson Middle
4 School. He passed away, but he was a fantastic
5 young scholar. He was a salutatorian and I'll
6 tell you, it's really a sad loss for Ward 8.

7 However, we go out there and his family comes out
8 and carries his banner every year. And so anyone
9 that wants to come out and participate with us is
10 more than welcome.

11 All right. I'll now share a brief
12 letter from one of our supported valedictorians
13 from the class of 2015. Don't want to go too far
14 over my time. Okay.

15 All right. So Dear Total Sunshine, I
16 would like to take this opportunity to thank you
17 and your entire organization for having me in mind
18 this year. I am humbled by -- to be honored by
19 Total Sunshine for a scholarship in recognition of
20 being the valedictorian of Phelps Architecture,
21 Construction and Engineering High School's 2015
22 class. I worked extremely hard for my

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

14

1 accomplishments and it is organizations like yours
2 that support and encourage me on my journey to
3 continued success.

4 In the fall I will be attending Thompson
5 University majoring psychology and kinesiology.
6 Your scholarship award will go far to support my
7 long term goals of becoming a relationship
8 counsellor and/or physical therapist.

9 He said a few more things, but I just
10 thought it was so freaking awesome and so I was
11 like, okay, well, let's share some of the outcomes
12 of our hard work. It's been 15 years and I'm a
13 volunteer. I'm a paramedic and a few other things
14 in the city as well, but it's been an interesting
15 journey.

16 The invitation is open for each and
17 every one of you to come to our annual rewards
18 ceremony to applaud our valedictorians and
19 salutatorians and we welcome you to come and give
20 them advice for the future as well. In the past
21 we've had some members from the Board to come and
22 I'll look forward to hopefully seeing you all

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

15

1 there as well.

2 So if someone wants more information
3 about our School Grade Incentive Program, they can
4 feel free to log on to TotalSunshine.org or call
5 us at
6 202-575-0462.

7 Thank you again for this wonderful
8 opportunity to address you and I'll be happy to
9 correspond with anyone that's looking to support
10 diligent students. Thank you.

11 MR. JACOBSON: Thank you, Ms. Holmes.

12 MS. HOLMES: Okay.

13 MR. JACOBSON: And thank you for coming
14 down.

15 MS. HOLMES: All right.

16 MR. JACOBSON: All right. Now we're
17 moving to the State Diploma issue. The State
18 Board has been examining a policy change that
19 would award a State Diploma to individuals who
20 successfully pass the GED or complete the NEDP
21 program. We'll begin with some introductory
22 comments and then I'll ask our Executive Director

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

16

1 to read the resolution into the record. After
2 that, some Board members are aware we will
3 recognize members for discussion and amendments.

4 To start I'm happy to recognize my
5 colleague from Ward 8, Ms. Jolly.

6 MS. JOLLY: Thank you, Mr. President.

7 Tonight we finally have a resolution for
8 our consideration that would allow the
9 promulgation of regulations to award a State
10 Diploma for District residents who either pass the
11 General Educational Development Exam or complete
12 the National External Diploma Program.

13 I want to thank my colleagues on the
14 Board, especially my Ward 3 colleague and
15 committee colleague Ruth Wattenburg, for their
16 months of effort on a topic that is very important
17 to me and my constituents.

18 Mr. President, over 60,000 District
19 adults do not have a high school diploma. This
20 fact restricts not only their current employment,
21 but severely limits their ability to receive
22 promotions or move up the economic ladder. The

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

17

1 majority of these residents live east of the river
2 in Wards 7 and 8.

3 Currently, the District of Columbia
4 municipal regulations restrict applications for
5 GED testing and certification to those 18 years or
6 older who also meet additional criteria.
7 Similarly, NEDP is designed for individuals over
8 the age of 25. These restrictions will not change
9 if the Board adopts this resolution.

10 Both the GED and the NEDP are aligned to
11 the college and career readiness standards of
12 adult education. These standards are an
13 adaptation of the common core specifically
14 tailored to adult learners and are approved by the
15 U.S. Department of Education.

16 Previous iterations of the GED were seen
17 as an easy way for high school dropouts to move
18 on. This new GED is not like that. Most
19 individuals require two years of study in order to
20 be ready to take the new GED exam.

21 The NEDP is not an easy way out either.
22 The first part of the NEDP, the diagnostic phase,

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

18

1 requires students to be at the 9th grade level
2 before they can move on to the assessment phase.
3 The assessment phase requires a demonstration of
4 100 percent mastery of 70 academic and life
5 skills, competencies and one specialized
6 competency.

7 During the Board's inquiry into the
8 State Diploma, a number of questions were raised.
9 I believe those questions have been fully
10 answered. The rigor of the GEDP and the NEDP and
11 not in question. The residents eligible for the
12 tests are not in high school. In fact, it is only
13 in rare circumstances where a waiver for the age
14 restrictions currently in place will be issued.

15 Neither the GED nor the NEDP provide the
16 full breadth of experience we are hoping our high
17 school graduates will have. But what they do
18 offer is a pathway forward for thousands of
19 District residents. I'm pleased that the Board
20 will be helping my residents on that path.

21 Thank you, Mr. President.

22 MR. JACOBSON: Thank you for those words

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

19

1 and that introduction, Ms. Jolly.

2 Now we'll move to Mr. Wattenburg, our
3 colleague from Ward 3, who has been working on
4 this issue for quite some time.

5 MS. WATTENBURG: Well, first thanks to
6 my colleague Tierra Jolly.

7 I'm going to pass on this. I have
8 several amendments so it will give me an
9 opportunity to make some comments then, but I do
10 want to thank the Board and everybody involved in
11 this for moving this proposal forward. It's begun
12 -- it was on the table as I was elected and I'm
13 very glad that we're going to have a chance to
14 vote on it before the end of the year.

15 MR. JACOBSON: Thank you, Ms.
16 Wattenburg.

17 I will now ask our Executive Director to
18 read the resolution into the record. It will then
19 require a motion and a second.

20 MR. HAYWORTH: The State Board of
21 Education Resolution. The State Superintendent
22 presents the following resolution for members of

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

20

1 the State Board of Education to approve the State
2 Diploma, SR 15-4.

3 Whereas the District of Columbia law
4 requires State Board of Education approval of high
5 school graduation requirements.

6 Whereas the current regulatory framework
7 does not provide the District's non-traditional
8 and adult students with multiple pathways to
9 obtaining a high school diploma.

10 Whereas approximately 60,000 District
11 adults, 85 percent of whom are 25 or older, lack a
12 high school diploma or its equivalency.

13 Whereas the unemployment rate for
14 residents without a high school diploma is 19
15 percent versus 18 percent for those with a high
16 school diploma, 15 percent with some college and 4
17 percent with a bachelor's degree or higher.

18 Whereas 36.8 percent of District
19 families headed by an individual without a high
20 school diploma live in poverty as compared to a
21 2.4 percent poverty rate for District families
22 headed by an individual who has completed a

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

21

1 bachelor's degree or higher.

2 Whereas Georgetown University's Center
3 on Education and the Work Force as reported that
4 by 2020 only 24 percent of District jobs will
5 require a high school diploma or less, a lower
6 percentage than any other jurisdiction in the
7 nation.

8 Whereas the U.S. Bureau of Labor
9 Statistics reports that personal income and
10 employment rates are significantly correlated and
11 the average wage earner in the United States makes
12 about \$815 per week as compared to \$472 a week for
13 an adult without a high school diploma or
14 equivalent.

15 Whereas the State superintendent
16 therefore proposes offering a State Diploma to a
17 resident who has successfully passed the General
18 Education Development, GED, test in compliance
19 with Title 5-E, District of Columbia Municipal
20 Regulations, DCMR Sections 2320, the General
21 Educational Development, GED, testing or
22 successfully completed the requirements of the

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

22

1 National External Diploma Program, NEDP, on or
2 after July -- excuse me, January 1st, 2014.

3 Whereas the State Diploma shall be
4 recognized as an equivalent to a high school
5 diploma granted pursuant to the District's
6 graduation requirements.

7 Whereas the State's Superintendent and
8 members of the State Board of Education have
9 engaged in extensive periods of public engagement
10 including receiving testimony from the public and
11 from the Office of the State Superintendent of
12 Education regarding the proposed State Diploma at
13 public meetings held on November 19th, 2014, July
14 15th, 2015 and October 21st, 2015 as well as at
15 working sessions held on July 1st, October 7th and
16 November 4th, 2015.

17 Whereas the State Board included in its
18 independent review current research on high school
19 equivalency policies, practices and learning
20 outcomes in other states.

21 Whereas members of the public, employers
22 and research underscored the need for

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

23

1 accountability, transparency and annual reporting
2 by providers of high school equivalency programs
3 to identify and replicate best practices including
4 such measures as exam passage rates, transient
5 enrollment and feeder patterns, academic growth
6 and employment rates 6, 12, and 24 months after
7 successful completion of the GED, NEDP or other
8 approved high school equivalency exam.

9 Whereas, in the District, an applicant
10 for the GED test shall be at least 18 years old
11 and an applicant for the NEDP shall be at least 25
12 years old with limited exceptions to the age
13 requirement for both the GED and the NEDP as
14 approved by the State Superintendent.

15 Whereas the State's -- excuse me.
16 Whereas the State Diploma provided for passing the
17 GED test or successfully completing the NEDP shall
18 not be included in the District's state or school
19 level calculation of the adjusted cohort
20 graduation rate.

21 Whereas the State Board of Education has
22 reviewed the elements of the proposed State

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

24

1 Diploma and finds they may eliminate barriers and
2 ensure District residents have additional
3 opportunities to access educational and career
4 pathways to the middle class regardless of past
5 experiences.

6 And whereas the State Board of Education
7 requests that the State Superintendent provide a
8 report to the State Board assessing and evaluating
9 the aggregate impact of the State Diploma every
10 five years beginning in January 2019 that
11 includes, but is not limited to, the successful
12 passage of the GED test and successful completion
13 of the NEDP for those residents enrolled in
14 publicly funded adult educational programs.

15 Now, therefore be it resolved, that on
16 November 18th 2015, the State Board advises that
17 the State Superintendent promulgate proposed role
18 making that includes the elements of the State
19 Diploma as proposed in this resolution.

20 MR. JACOBSON: Thank you, Mr. Hayworth.

21 I want the record to reflect that Ms.
22 Lord, our at large member, has joined us.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

25

1 MS. LORD: No thanks to Metro.

2 MR. JACOBSON: I would now entertain a
3 motion on the resolution.

4 MS. ANDERSON: I move that the
5 resolution be passed in its entirety.

6 MR. JACOBSON: Moved by Ms. Anderson.
7 Is there a second on the resolution?

8 MS. JOLLY: Second.

9 MR. JACOBSON: Seconded by Ms. Jolly.
10 Thank you. The motion has been properly
11 move and had seconded.

12 Is there discussion? Or amendments?

13 MS. WATTENBURG: I'd like to make an
14 amendment.

15 MR. JACOBSON: Ms. Wattenburg from Ward
16 3.

17 MS. WATTENBURG: First I'll read the
18 amendment and then I will motivate it.

19 And can I ask, do I have three minutes
20 for the total of those two things? Is that how
21 that words?

22 MR. JACOBSON: If you could keep it

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

26

1 around there. We'll give you a little latitude.

2 MS. WATTENBURG: Okay. All right.

3 Whereas the GED was recently rewritten
4 to include more rigorous content than was included
5 in the past consistent with the common core state
6 standards and whereas the development of the GED
7 and the threshold for passing the GED was
8 established based on substantial research
9 including field testing, equating and reliability
10 procedures and analysis and a nationwide norming
11 study.

12 And whereas it is designed to represent
13 the level of performance defined as quote, not too
14 high as to hold adult learners to a higher
15 standard than that of graduating high school
16 seniors and not too low as to threaten validity of
17 the results for use in awarding a GED test
18 credential.

19 And whereas the norming study
20 establishes that GED recipients have reached an
21 achievement level that is at least as high as 40
22 percent of current high school graduates.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

27

1 And whereas we believe that students
2 reaching this threshold have earned the right to
3 be awarded a diploma.

4 And whereas we intend and hope the city
5 will also publicize the high achievement
6 represented by a State Diploma.

7 And my motivation for this is, in the
8 lead up to this vote, I did a lot of research. I
9 worked with my colleagues. I visited two of our
10 adult ed charter schools that provide GED
11 preparation. The Academy of Hope and Carlos
12 Rosario. The work that these schools are doing is
13 amazing. The work that the students are doing is
14 amazing. The work that the staff is doing is
15 amazing.

16 One of the great benefits to me of
17 working on this issue was really discovering for
18 the first time the incredibly vibrant adult ed
19 sector that exists here in D.C. I was very
20 impressed by it and I look forward to working with
21 them in the future.

22 In addition to the visits, we have heard

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

28

1 testimony from students, providers and employers.
2 When I was at these schools and when we heard from
3 these groups in testimony, one thing was constant.
4 And Board member Jolly referenced this as well.
5 Individuals felt that despite their hard work, the
6 GED was stigmatized by employers.

7 They believed that, despite what they
8 did, despite reaching a very high standard of
9 achievement, many employers did not take their
10 applications seriously and if hired they weren't
11 taken seriously for promotions and advancement.

12 They expressed to us their great hope
13 that issuing a State Diploma would help overcome
14 this stigma. In fact, it's really the main reason
15 for adopting this policy. Most colleges and all
16 community colleges already accept a GED for
17 admission.

18 The issue is largely about overcoming
19 employer resistance. And according to testimony
20 from students and providers, simply awarding a new
21 diploma without also reaching out to employers and
22 to the broader community to explain and

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

29

1 communicate the rigor of the new GED. If we don't
2 do that we will only be partially effective.

3 The reality -- is that me? No.

4 The reality is, the GED is rigorous.

5 The further reality, based on what I saw, is that
6 the students who are preparing for this new
7 rigorous GED are working hard and demonstrating
8 the kind of effort, initiative and persistence
9 that employers say they want.

10 We need to send that message very
11 strongly. We need to communicate it strongly to
12 the city and we need to communicate to OSSE that
13 we really want that to be a very high priority
14 once we adopt this new diploma. And I'd like to
15 start to push forward that message through the
16 adoption of this amendment.

17 MR. JACOBSON: Is that a motion on your
18 amendment?

19 MS. WATTENBURG: So moved.

20 MR. JACOBSON: Is there a second?

21 MS. WILSON PHALAN: Second.

22 MR. JACOBSON: Seconded by Ms. Wilson

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

30

1 Phalan.

2 Discussion? If not, I have a friendly
3 amendment.

4 Oh, I'm sorry. Ms. Lord?

5 MS. LORD: So just to be clear, we're
6 discussing the proposed amendment.

7 MR. JACOBSON: Correct.

8 MS. LORD: I totally support the need to
9 publicize and to celebrate the rigorous work that
10 our students are doing. I guess my question would
11 be, is this appropriate in the resolution advising
12 the State Superintendent to promulgate a rule?
13 Because it doesn't feel very rule-ly to me, but
14 I'm willing to entertain discussion otherwise.

15 MR. JACOBSON: Ms. Wattenburg?

16 MS. WATTENBURG: Yeah, I would just say
17 that in other resolutions that we've adopted, we
18 have included some of the argumentation in it, so
19 it seems to me that it's totally appropriate. You
20 have way more seniority than me, but you've helped
21 me edit my own resolutions and it seems to me that
22 we have done that in the past so it seems

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

31

1 appropriate to me.

2 MR. JACOBSON: Mr. Weedon?

3 MR. WEEDON: I'd like to echo the
4 concerns my colleague from Ward 3 that merely
5 passing this resolution without also substantial
6 outreach to the employer community won't
7 accomplish our goal.

8 I've had many conversations with
9 students, with the service providers, with the
10 adult charters, many constituents and I believe
11 this is the right thing to do for the students.
12 But we also have to make sure we're not making
13 false promises. That we're not promising the hope
14 of better jobs, of employment, of jobs in the
15 first place, of higher wages without also pushing
16 the employers to do what's right and recognize
17 these higher standards.

18 MR. JACOBSON: Thank you, Mr. Weedon.

19 Additional comments? If not, I'd like
20 to propose a friendly amendment. And I'm going to
21 wing it here, but I think it should be fairly
22 concise.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

32

1 I would suggest that after every
2 instance of GED we include the words or NEDP.

3 MS. WATTENBURG: I would not accept that
4 as friendly because we don't have the same
5 evidence for that and the resolution specifically
6 talks about the evidence and it talks about the 40
7 percent threshold.

8 MR. JACOBSON: Okay. Thank you.

9 Any additional discussion? If not,
10 we'll have a role call on the amendment.

11 Mr. Hayworth?

12 MR. HAYWORTH: The question is on the
13 amendment.

14 Mr. Jacobson?

15 MR. JACOBSON: No.

16 MR. HAYWORTH: Ms. Williams?

17 MS. WILLIAMS: No.

18 MR. HAYWORTH: Ms. Lord?

19 MS. LORD: No.

20 MR. HAYWORTH: Ms. Wilson Phalan?

21 MS. WILSON PHALAN: Yes.

22 MR. JACOBSON: Ms. Wattenburg?

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

33

1 MS. WATTENBURG: Yes.

2 MR. HAYWORTH: Ms. Anderson?

3 MS. ANDERSON: No.

4 MR. HAYWORTH: Mr. Jones?

5 MR. JONES: Yes.

6 MR. JACOBSON: Mr. Weedon?

7 MR. WEEDON: Yes.

8 MR. HAYWORTH: Ms. Jolly?

9 MS. JOLLY: No.

10 MR. HAYWORTH: Mr. Contreras?

11 MR. CONTRERAS: Yes.

12 MR. HAYWORTH: Mr. President, with a

13 vote of 3 to 5 -- no, excuse me -- 4 to 5, the

14 motion fails.

15 MR. JACOBSON: And the record will

16 reflect that Mr. Contreras also voted aye?

17 MR. HAYWORTH: Correct.

18 MR. JACOBSON: Thank you.

19 Additional amendments?

20 Ms. Wattenburg?

21 MS. WATTENBURG: Yes, I have another

22 amendment here. One second.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

34

1 (Brief pause.)

2 MS. WATTENBURG: Okay. This is on your
3 papers. Amendment two. I'll read it and then
4 I'll motivate it.

5 Whereas this research -- and this refers
6 to the research that we've done. Whereas this
7 research, including research by Nobel Award winner
8 James Heckman and the National Educational
9 Longitudinal Study suggests that making high
10 school equivalency certificates more accessible
11 and prestigious can have the unintended effect of
12 leading some teenagers and current high school
13 students to opt out of a traditional high school
14 program in the belief that the alternative could
15 be easier.

16 And whereas these students could end up
17 with neither a traditional diploma nor a State
18 Diploma.

19 And whereas the State Board wants to
20 minimize such unintended consequences.

21 I will motivate it. When we first began
22 work on this issue, part of what I said was that

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

35

1 we would really try to look at the tradeoffs
2 because virtually any policy does, in fact, come
3 with tradeoffs. And I have been very impressed in
4 looking at the GED research. I feel like it's a
5 very good policy.

6 And the one tradeoff is, as I say, that
7 it could lead some students to decide not to
8 pursue their high school diploma in the
9 traditional schools. And I think if they're teens
10 and they're in those schools that would be very
11 unfortunate.

12 I've raised this -- we've raised this
13 research in meetings and I am very happy to say
14 that OSSE agreed on a compromise on this or put
15 forward an idea which was the make sure that in
16 calculating the high school graduation statistics,
17 students who earned equivalency certificates would
18 not be included in those statistics at the school
19 level or the city or State level.

20 And that's terrifically important
21 because it continues then to leave the
22 responsibility with the schools to make sure they

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

36

1 do what is necessary to help those students get
2 through and earn those diplomas.

3 So just as in the previous amendment, I
4 thought it was important to communicate to
5 employers, the rigor of the GED. With this
6 amendment, I think it's very important to
7 communicate again to our schools, to our agency,
8 to our community, to our kids, to our parents that
9 we want them to continue school and they should
10 not be misinformed that this will be an easy out.
11 It will not be.

12 And the one other thing I'd like to say
13 is, there's a -- I have here -- this is a
14 newsletter from the National Dropout Prevention
15 Center. And in talking about why students develop
16 out of high school they talk about a survey done
17 by the National Educational Longitudinal Study,
18 one of the most respected studies that we have.

19 And in that survey they ask students why
20 they dropped out. And the number one reason was
21 students said they missed too many school days.
22 And the number two reasons was they thought it

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

37

1 would be easier to get a GED.

2 And how many of them actually decided to
3 develop out and take a GED and didn't get either
4 the GED or the diploma we don't know, be that's
5 not what we want to have happen. And so that's
6 why I'm proposing this.

7 MR. JACOBSON: And you so moved it?

8 MS. WATTENBURG: I so move it.

9 MR. JACOBSON: Is there a second on the
10 motion?

11 MR. JONES: Second.

12 MR. JACOBSON: Seconded by Mr. Jones.

13 Is there a discussion?

14 Ms. Jolly?

15 MS. JOLLY: So I am concerned about this
16 amendment because my own research of the states
17 that have already taken on the GED as a criteria
18 for a State Diploma shows no actual impact on the
19 graduation rates.

20 Additionally, I've looked at Heckman's
21 study and my close reading of this study shows
22 that graduation rates, when they dropped, it was

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

38

1 only in two states. First in California after the
2 GED was initially introduced in the state in the
3 1970s. And then again graduation rates dropped in
4 some districts in Oregon when those districts
5 signed up for a program called Options which
6 allowed schools to receive public funding, but
7 also allowed them to transfer at risk students to
8 GED programs.

9 So to me, not only is this quite
10 outdated information and information too that -- I
11 mean, in the way this it's being presented, it
12 leaves out this other policy move. It also is in
13 reference to earlier versions of the GED, not the
14 far more rigorous version of it that was
15 introduced in 2014.

16 MR. JACOBSON: Thank you, Ms. Jolly.

17 Is there additional discussion from
18 Board members?

19 Ms. Lord?

20 MS. LORD: The concern that you have
21 just expressed from the research and others is one
22 that I share. Not because the test is more

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

39

1 rigorous or whatever. It's just having raised two
2 teens myself. Teens do impetuous things.

3 So I'm wondering if there isn't a way to
4 combine, in a friendly amendment, the first
5 whereas half sentence of proposed amendment number
6 one whereas the GED was recently rewritten to
7 include more rigorous content that is consistent
8 with the common core state standards which are our
9 standards.

10 And then somehow reduce what is in
11 amendment two to note that, whereas the GED is now
12 more rigorous, and research suggests that it may
13 be a false lure into dropping out. That we
14 register the State Board wants to minimize such
15 unintended consequences.

16 So we essentially take the top part of
17 your first amendment and combine it with the
18 latter part of your second amendment to just get
19 the point out there that these are new and
20 rigorous and that in the past there have been
21 these unintended consequences and the Board is
22 comfortable moving forward with this proposal

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

40

1 having completely considered the possibility that
2 there could be these unintended consequences.

3 And I haven't wordsmithed it, but that's
4 sort of feels like a good balance.

5 MS. WATTENBURG: So in other words it
6 would take the -- like, the first --

7 MS. LORD: So it would acknowledge that
8 the GED was recently rewritten to reflect the more
9 rigorous standards of the common core state
10 standards and then it would go sort of into -- let
11 me just see here.

12 And whereas it was recently rewritten,
13 the State Board wants to minimize such unintended
14 consequences which in the past have included an
15 incentive for students to consider dropping out.

16 MS. WATTENBURG: I mean, it sounds fine
17 to me. I don't see how you can get to the desire
18 not to have the unintended consequences without
19 mentioning the research. So I'm just not
20 following you there.

21 MS. LORD: No, you say --

22 MS. WATTENBURG: Oh, I see. Okay.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

41

1 MS. LORD: And say wants to avoid
2 unintended consequences that have been presented
3 in research. Because we don't really say how a
4 rule can prevent those unintended consequences,
5 we're just signaling our awareness.

6 MS. WATTENBURG: Yeah. And I would say
7 part of the resolution does talk about it in terms
8 of how we're going to count grad requirements and
9 how we're going to handle accountability. So I
10 think it is in there.

11 MS. LORD: Let me see if I can put
12 something on --

13 MS. WATTENBURG: Okay.

14 MS. LORD: -- a Word document.

15 MR. JACOBSON: If I could make a
16 suggestion. I want to first start with a
17 clarification that Federal law does not allow GED
18 and NEDP to be included in the graduation rate. I
19 just wanted to make that clear.

20 In the meantime, is this concept
21 acceptable to the mover and the second? So Ms.
22 Wattenburg and Mr. Jones, have you comfortable

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

42

1 with concept? Should we postpone this and move to
2 the next amendment while it's wordsmithed or would
3 you reject the concept that Ms. Lord is proposing?

4 MS. WATTENBURG: It works for me if it
5 works for Mark.

6 MR. JACOBSON: Since it seems like this
7 would be a friendly amendment --

8 MS. WILSON PHALAN: Point of discussion.

9 MR. JACOBSON: Yeah. Ms. Wilson Phalan?

10 MS. WILSON PHALAN: Yeah, I also -- I
11 actually want to go back to amendment one for just
12 a minute. I believe that the context that Ruth
13 has provided associating with why we are even
14 considering the GED as an equivalent to a high
15 school diploma right now is extraordinarily
16 important to communicate to the public. And so I
17 had intended to offer -- reoffer Ruth's amendment
18 with just the last bit stricken.

19 And so before we go wordsmithing and
20 adding those elements, I want to just put that out
21 there for consideration because I think we lose
22 too much of what's in the first resolution if we

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

43

1 only take the first component.

2 So from what I heard from the discussion
3 from the State Board members that voted against
4 this first amendment was that they didn't --

5 MR. JACOBSON: The first amendment is
6 off the table. It's been --

7 MS. WILSON PHALAN: Yes, but I'm saying
8 --

9 MR. JACOBSON: -- dealt with.

10 MS. WILSON PHALAN: -- I would intend to
11 reintroduce it as a different amendment under my
12 name using Ruth's language and the last --

13 MR. JACOBSON: Then we need to finish
14 the discussion on the motion that's currently on
15 the table.

16 MS. WILSON PHALAN: Right. And as that
17 discussion is being -- if they're already going to
18 take and parse apart amendment one, I want to make
19 sure my intention is clear so that's considered as
20 they parse together a new version of amendment
21 two.

22 MR. JACOBSON: We're on amendment two

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

44

1 right now.

2 MS. WILSON PHALAN: I understand that,
3 Jack.

4 MR. WEEDON: Point of information.

5 MR. JACOBSON: Mr. Weedon?

6 MR. WEEDON: The conversation can
7 pertain both to the amendment and the underlying
8 resolution, correct?

9 UNIDENTIFIED FEMALE: I think so.

10 MR. JACOBSON: Is discussion right now
11 is the motion on the friendly amendment that is on
12 the table.

13 MS. WATTENBURG: Jack, can we ask Laura
14 to present what she is going to -- what she's
15 talking about so that we can consider as a Board
16 whether that's a preference or how we might -- the
17 idea here is to come up with something that people
18 are supportive of.

19 I mean, formally, I suppose you could
20 propose it as a substitute while Mary is working
21 if you want to do it that way, but it seems
22 awfully bureaucratic.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

45

1 MR. JACOBSON: One moment. We're going
2 to confer with our parliamentarian.

3 (Brief pause.)

4 MR. JACOBSON: Our parliamentarian,
5 Executive Director, Mr. Hayworth, will give us a
6 rundown of where we are and next steps.

7 MR. HAYWORTH: So in parliamentary
8 procedure, there's an amendment and it has been
9 proposed to be friendly amended. So we can't
10 entertain a motion to change that friendly
11 amendment until that's already off the table.
12 Once that's completed you can offer a second
13 friendly amendment to offer to change the text in
14 the way that you'd like to add additional language
15 from the first amendment.

16 MS. WILSON PHALAN: Thank you. But
17 there is discussion allowed on the friendly
18 amendment or not?

19 That is what I'm bringing up. Is
20 discussion on the friendly amendment that's been
21 offered by Mary to make sure that it's understood
22 what the intention could potentially be down the

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

46

1 road as you're considering that friendly
2 amendment.

3 So what I'm suggesting is, is there a
4 way to just edit your friendly amendment and edit
5 amendment two in a way that's acceptable to Ruth
6 that doesn't necessarily parse out amendment one?

7 MS. LORD: I think that was the
8 intention was to get the spirit of amendment one
9 into a friendly amendment for two that addresses
10 the concerns, includes the research and
11 acknowledges that the GED is more rigorous and
12 aligned with our -- and consistent with our common
13 core state standards. That's sort of what the --
14 what I felt would be beneficial.

15 MS. WILSON PHALAN: Right. My thought
16 would be that those are two very different points.
17 I see amendment two as being about ensuring we're
18 not incentivizing students to drop out of high
19 school so I'm wonder if we can't just say whereas
20 the State Board has no intention to incentivize
21 students to drop out of high school in favor of
22 taking a standardized test to replace all of high

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

47

1 school or -- I mean, that language isn't correct,
2 but rather than --

3 I hear Tierra's point that actually, the
4 research is old and so relying on that research
5 actually weakens the point we're trying to make
6 which is just that we don't want students to drop
7 out. Isn't that right, Ruth?

8 MS. WATTENBURG: It is half right I
9 would say. A lot of research is old because we
10 can't do research on things that happened last
11 year. I will say the research that was put
12 together on this, it's three different experiments
13 plus the report from the National Longitudinal
14 Survey. It was put together and is coming out in
15 a book by a Nobel Prize winner, James Heckman, who
16 is the same person whose research -- also very
17 old, much older, frankly -- underlies the national
18 push and the D.C. push for early childhood
19 education because research done probably 40 or 50
20 years ago was the beginning for the research that
21 shows how effective early childhood education is.

22 So I really don't accept that the

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

48

1 research is not high quality. I think it
2 terrific. And again, research is research. It
3 tells us what to be concerned about. It doesn't
4 tell us this will happen. I don't believe it will
5 happen because I think we're going to be careful
6 about it. But part of being careful about it is
7 being up front about it and that's why I'm eager
8 to put it in.

9 MR. JACOBSON: I'm going to propose a
10 path forward which is to ensure all members have
11 had an opportunity to speak on amendment two
12 offered by Ms. Wattenburg if they so choose. Then
13 to move to Ms. Wattenburg's third amendment,
14 dispose of that, do a brief adjournment to hammer
15 out these friendly amendments and then come back
16 in, take this pending amendment off the table and
17 dispense with it at that point.

18 Ms. Jolly?

19 MS. JOLLY: I have to say, I find it
20 frustrating though, especially as someone coming
21 from an academic background that when we look at
22 the dozens, even scores of studies of GED, all of

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

49

1 them except for this one point to GED not having
2 an impact on graduation rates. This one though, I
3 just -- I feel as though it's inappropriate to
4 exclude a study -- or to include a study that is
5 an outlier in our resolution to approve this State
6 Diploma.

7 MS. WATTENBURG: Can I make a comment?

8 I don't believe there are any --

9 MR. JACOBSON: You can make a very brief
10 --

11 MS. WATTENBURG: Yeah, I don't believe--

12 MR. JACOBSON: Ms. Wattenburg, you can
13 make --

14 MS. WATTENBURG: I'm not aware --

15 MR. JACOBSON: Ms. Wattenburg.

16 MS. WATTENBURG: Yeah. I'm not aware of
17 --

18 MR. JACOBSON: You may make a very brief
19 comment and then we're going to entertain a motion
20 to table this amendment --

21 MS. WATTENBURG: Okay.

22 MR. JACOBSON: -- so that we can move

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

50

1 forward and have some discussion --

2 MS. WATTENBURG: That's fine.

3 MR. JACOBSON: -- about maybe a possible

4 --

5 MS. WATTENBURG: That's fine. I'm just
6 not aware of any research that says it does not
7 induce dropouts. The only research that's been
8 done on that question, to my knowledge, is this
9 research. But I would be very happy over the
10 break to look at contrary research. I have not
11 seen any of it.

12 So I'm not aware that it's an outlier.
13 But if it is, I'm very happy to look at that.

14 MR. JACOBSON: I think all Board members
15 except Ms. Williams and Ms. Lord have spoken on --
16 or Ms. Anderson. Those three are the last three
17 to be able to speak and then we're going to
18 hopefully table this amendment so that we can come
19 to some agreement and come back to it.

20 So, Ms. Williams?

21 MS. WILLIAMS: I would just like to say,
22 Ms. Wattenburg, that while this research might

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

51

1 have been very relevant when it was a 12 week
2 program -- I would opt out of two years of high
3 school to take a 12 week program. But since now
4 the new GED is at least a two year program, I
5 don't see that that's an easy way out.

6 And I agree that we should publicize
7 this information to our students and employers,
8 but I don't think it should be included in the
9 resolution.

10 MR. JACOBSON: Ms. Lord?

11 MS. LORD: Okay. So here's what I
12 think, getting the gist of the discussion, we
13 could possibly, as a friendly amendment, say
14 something like, whereas the GED was recently
15 rewritten to include more rigorous content that is
16 consistent with the common core state standards
17 and thus should not induce high school students to
18 see the GED as an easier route to a diploma and
19 drop out as research has found.

20 That covers the research, that covers
21 the concern and it doesn't sort of advise OSSE to
22 put something in a rule that we have no way of

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

52

1 implementing. But by contrast, we do have a way
2 of putting in a rule, the requirement to measure.
3 How many students went through the program, how
4 many earned a GED. We can watch the dropout
5 rates. They will not be counted.

6 So I think that captures the essence,
7 but I am willing to be dissuaded.

8 MS. WATTENBURG: Can I respond, Jack?
9 In terms of the friendliness?

10 MR. JACOBSON: Are you offering that as
11 your friendly amendment?

12 MS. LORD: I'm offering that as my
13 friendly amendment.

14 MR. JACOBSON: Then it's to Ms.
15 Wattenburg and Mr. Jones to accept or reject with
16 brief comments.

17 MS. WATTENBURG: My problem with that is
18 it suggests that because it's a rigorous exam,
19 this issue does not exist at all. And I don't
20 think that's the case. The problem is that people
21 don't yet understand that and people will think --
22 because that's what teenagers do. They will have

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

53

1 the idea that it's easier.

2 And so all I'm saying is that let's just
3 be aware of that as we go forward and make sure
4 that we do everything possible to prevent that.

5 MR. JONES: Well, I think it's a fair
6 friendly amendment, however, but it's not my
7 original amendment, but I think it's a fair
8 compromise. The last friendly amendment.

9 MR. JACOBSON: I'd like to give Ms.
10 Anderson an opportunity.

11 MS. ANDERSON: I looked at Heckman's
12 research on this and I have a problem with the
13 couple of things in it. First of all, his
14 research looks at dropouts. They ask dropouts.
15 People who have already dropped out of college or
16 people who are already in GED programs why they're
17 actually in those programs.

18 Now, a person who has already dropped
19 out of school would of course say something was
20 easier in retrospect. To go back it would be
21 easier -- you know, getting a GED would be easier
22 than getting -- going to get a high school

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

54

1 diploma. So I think that the wording in some of
2 his question items, his survey items, was vague
3 and ambiguous and it led to some vague and
4 ambiguous statements.

5 I also found that in his research, much
6 of his research, he concludes that -- in related
7 areas he concludes that programs such as -- I
8 think not referring to specifically Head Start,
9 but some other programs such as job training
10 programs and other programs that have acknowledged
11 some level of efficiency in terms of addressing
12 moving -- like we say in the District, moving
13 underserved students or students who have gone
14 through the GED route to the middle class.

15 His conclusion is that those programs
16 have not been effective and I think that there's
17 been some research that shows that perhaps, you
18 know, he's mistaken in that regard.

19 But I think particularly that for both
20 amendments, I think that -- I have a problem with
21 an amendment that says that these students have
22 earned the right to be awarded a diploma. I think

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

55

1 that this state -- this resolution itself
2 indicates that we are deeming these students to
3 have a right. And I think if we say that they
4 have a right it makes it -- it sounds just so kind
5 of haughty to me. It just sounds very --
6 actually, I think it's actually a very
7 stigmatizing phrase in that first amendment.

8 But I think that, the amendment as it
9 stands is appropriate and fulfills most of the --
10 fulfills the intention of the Board. I think if
11 we have things -- if we insert things that say we
12 want to -- what we intend and what we -- you know,
13 I think that gets very subjective and it's
14 probably also very hard to substantiate in a
15 resolution. So those are my problems with both of
16 these friendly amendments.

17 MR. JACOBSON: We can call to question
18 on this amendment or we can table this amendment
19 to allow for the friendly amendment.

20 MS. LORD: Motion to table.

21 MR. JACOBSON: Is there a second on the
22 motion to table the friendly --

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

56

1 MR. JONES: Second.

2 MR. JACOBSON: -- amendment offered by
3 Ms. Lord?

4 Second by Mr. Jones. And there's --

5 MR. WEEDON: Point of order. The
6 original sponsor of the friendly amendment did not
7 accept it so we should not need to vote on this,
8 do we?

9 MR. JACOBSON: Correct. Thank you.

10 So there won't be a vote on the friendly
11 amendment because it was not accepted so --

12 MS. WILSON PHALAN: Motion to table the
13 consideration of amendment two.

14 MR. JACOBSON: Is there a second on the
15 motion to table the underlying amendment?

16 MR. JONES: Second.

17 MR. JACOBSON: Second by Mr. Jones.

18 I will ask our Executive Director to
19 call the role on the motion to table the
20 Wattenburg amendment two.

21 MR. HAYWORTH: The question is on
22 amendment two offered by Ms. Wattenburg.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

57

1 Mr. Jacobson?
2 MR. JACOBSON: Aye.
3 MR. HAYWORTH: Ms. Williams?
4 MS. WILLIAMS: Yes.
5 MR. HAYWORTH: Ms. Lord?
6 MS. LORD: Yes.
7 MR. HAYWORTH: Ms. Wilson Phalan?
8 MS. WILSON PHALAN: Yes.
9 MR. HAYWORTH: Ms. Wattenburg?
10 MS. WATTENBURG: Yes.
11 MR. HAYWORTH: Ms. Anderson?
12 MS. ANDERSON: Yes.
13 MR. HAYWORTH: Mr. Jones?
14 MR. JONES: Yes.
15 MR. HAYWORTH: Mr. Weedon?
16 MR. WEEDON: Yes.
17 MR. HAYWORTH: Ms. Jolly?
18 MS. JOLLY: Yes.
19 MR. HAYWORTH: Mr. Contreras?
20 MR. CONTRERAS: Yes.
21 MR. HAYWORTH: Mr. President, the motion
22 is tabled.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

58

1 MR. JACOBSON: Thank you.

2 Board members, I think we're going to
3 try and rework that behind the scenes. In the
4 meantime, do any members have additional
5 amendments or any other members have amendments?

6 Ms. Wattenburg?

7 MS. WATTENBURG: Thank you. This is my
8 last one you all will be happy to know. And you
9 have it in your hand out. It strikes the word
10 NEDP and several phrases using the term NEDP in
11 various places in the resolution. And let me
12 motivate that.

13 As I've said, I am very impressed with
14 the rigor of the GED. Some people may know I
15 started out very much as a skeptic, but I very
16 much believe that recipients should be awarded a
17 State Diploma.

18 The GED took very seriously the
19 complaints about its rigor. You know, it used to
20 be called the good enough diploma. They took
21 those complaints seriously. Complaints they got
22 from employers, complaints they got from students

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

59

1 who felt that lack of rigor fueled the
2 stigmatization and it remade its test.

3 In remaking it, it convened multiple
4 panels of independent reviewers, of assessment
5 experts, of teachers, adult ed providers and
6 conducted reviews of each item to determine that
7 each item reflected the common core standards that
8 it was based on. And it went through the
9 stringent process to assure that beyond the
10 credibility of each item, the threshold for
11 passing was rigorous.

12 Field tests were conducted to determine
13 how it actually works among real students.
14 Norming studies were done as I've discussed
15 before. That's what the GED did and this is a
16 public report of those efforts. It is 125 pages.
17 It is available online. You can look at it, you
18 can see who did these reviews, you can see the
19 evidence that this assessment reflects high school
20 level work.

21 I would be happy to consider awarding a
22 State Diploma for another equivalency test that

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

60

1 could provide us with similar evidence. But we're
2 being asked to support an alternative for which we
3 have not been provided evidence.

4 I have no reason to favor or oppose the
5 other equivalency certificate, but I have not been
6 given the evidence. I want to trust, but I need
7 to verify. That is my job.

8 I asked at our meeting two weeks ago
9 what level of achievement this other equivalency
10 represented. I was told in a meeting that it's
11 standard's reflected 11th and 12th grade common
12 core standards. I asked the next day for the
13 evidence because that is just a claim.

14 The response that I got I believe from
15 the provider itself was this. Students need to
16 achieve 100 percent mastery of 403 -- I don't know
17 why it's different from the 70 -- performance
18 tasks linked to 11th and 12th grade common core
19 standards for college and career readiness. I
20 hope that answers your question.

21 Well, it does not answer my question.
22 That is a claim. That is not evidence. In the

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

61

1 common core era, pretty much every educational
2 vendor claims that it is common core aligned.
3 That does not mean they are.

4 National Public Radio recently ran and
5 story in which it mocked the many vendors of
6 educational products who simply affixed a gold
7 star to their products claiming that these
8 products were now aligned to the common core.
9 Their claims were described in this NPR story by
10 other policymakers and researchers as snake oil.

11 I have no idea if this assessment
12 assesses what it says. I hope it does. I want to
13 provide a diploma to people who earn it, but I
14 don't know. I asked OSSE if the claims for this
15 assessment could be reviewed by its
16 psychometricians. I have not had a response.

17 With this amendment to pull out the NEDP
18 we would be asking OSSE to bring us back the
19 evidence. At which point I would be happy to
20 support this. And in the meantime, we can go
21 forward tonight and endorse the State Diploma for
22 the GED. People have been waiting for it, I am

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

62

1 eager to vote for it and others are eager to vote
2 for it.

3 And then as soon as we have evidence for
4 another alternative, we can add that one as well.
5 No one will be disadvantaged by waiting a month
6 and the credibility of the entire process and of
7 the new State Diploma will be greatly enhanced.

8 MR. JACOBSON: Is there a motion on the
9 table?

10 MS. WATTENBURG: So moved.

11 MR. JACOBSON: Is there a second?

12 MR. JONES: Second.

13 MR. JACOBSON: Is there discussion?

14 Ms. Wilson Phalan and then Ms. Jolly.

15 MS. WILSON PHALAN: I just want to
16 applaud my colleague from Ward 3 for raising this
17 issue. And not necessarily because I agree that
18 the NEDP should not be included in what we're
19 offering today. But I do think the issue of
20 evidence and rigor as we work with our colleagues
21 at OSSE is one that is very, very much on my mind.

22 I think that there is -- and I hear this

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

63

1 from constituents, danger that we are passing
2 things because we feel political pressure to do so
3 and not because we have seen the data and the
4 evidence to make a very sound decision.

5 I'm not necessarily saying that this is
6 a particular case and I want to share why I think
7 this especially with you, Ruth. But I do worry a
8 lot about this Board acting as a rubber stamp for
9 things that are priorities of other bodies in this
10 government. And so I just want to put out there on
11 the record that that is a worry of mine. And as
12 we have carried forward discussion on the High
13 School Credibility Task Force, I have personally
14 felt that pressure.

15 On the NEDP specially, I have read the
16 competencies that are associated with passage of
17 the NEDP and I'm impressed by the level of rigor
18 that's just embodied in those competencies. And I
19 want to talk specifically about a couple of them
20 because I understand Ruth's point that, in the
21 first category of reading and writing you could
22 take a text that was not at a high school level

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

64

1 and ask students to meet those competencies.

2 It's true. You could do that. However,
3 if you look at the other ones, there are grade
4 level connotations associated with those
5 competencies. They include allusions to the
6 Constitution and needing to analyze and assess
7 pieces of the Constitution which is not a middle
8 or elementary school activity.

9 They refer to certain math standards
10 that are at a high school level. And then on top
11 of it all, the NEDP does require that all students
12 pass a 9th grade level of proficiency standards
13 before they can even enter into the program.

14 And for those reasons I am comfortable
15 with this being a high school level assessment
16 although I agree that we have asked for evidence
17 associated with this. And in some cases Ruth has
18 been belittled for asking for such evidence and
19 told that she's asking too many questions.

20 And I don't think that that is
21 appropriate for our Board to do to any member. We
22 should be encouraging thorough investigation

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

65

1 associated with all of the questions on the table
2 that affect our students. Our students deserve
3 that in and this city deserves that set of
4 questioning.

5 And so with that, I am in favor of the
6 NEDP staying as part of it because I am
7 comfortable with the competencies as they're
8 listed. Although I understand your point that we
9 have not seen the rubrics against which is meeting
10 those competencies would be required.

11 That is important as we consider the
12 next phase of this -- of flexibility associated
13 with high school graduation and credit because we
14 will be recommending most likely some type of
15 competency based approach and avenue for students
16 and I don't want that go forward or implemented in
17 any sort of way that doesn't have rigorous rubrics
18 associated with it.

19 And so I share all of that in the
20 broader context of high school credit flexibility
21 and with significant support for the questions
22 that are being raised by my colleague.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

66

1 MR. JACOBSON: Thank you, Ms. Wilson
2 Phalan.

3 Ms. Jolly?

4 MS. JOLLY: I echo Ms. Wilson Phalan's
5 belief that the NEDP standards are in fact
6 rigorous and common core aligned.

7 As an educator who has worked to develop
8 standard based lessons and to implement standards
9 based lessons not just in classrooms, but in after
10 school programs, in museums for over a decade, I
11 know how to read standards.

12 And it's very, very clear to me that the
13 competencies that are being assessed in the NEDP
14 are in fact aligned to the common core. It was
15 clear to me the moment that we received the
16 crosswalk for them. It was clear to me with my
17 further research.

18 Additionally, I'm concerned because
19 again, one of the reasons why we're doing this is
20 to give constituents very much like mine and my
21 colleague from Ward 7, we're giving them the
22 opportunity to earn a State Diploma that will help

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

67

1 make them competitive with residents of Maryland
2 and Virginia. Two states that already offer a
3 State Diploma for a successful NEDP completion.

4 And I'm worried that by striking NEDP,
5 especially when it is very clear to an educator
6 that this is common core aligned and rigorous,
7 that we will be continuing to disadvantage
8 residents like mine as they compete in a tristate
9 employment market.

10 MR. JACOBSON: Thank you, Ms. Jolly.
11 And thank you for bringing your perspective as a
12 current educator and teacher.

13 Ms. Lord?

14 MS. LORD: Thank you, Mr. President.

15 I would like to echo the comments of my
16 Ward 1 colleague and I would just like to say, if
17 everybody in this government of ours performed the
18 same kind of deep thoughtful conversations and
19 research that this Board has done over this issue,
20 we would have evidence based policy. We would not
21 be caving or susceptible to political pressures
22 because the data would be our evidence for moving

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

68

1 forward.

2 And I would like to commend our Board
3 for putting into our resolution the fact that we
4 want to see evidence that the intended policy had
5 the intended consequences for our students.

6 I also would like to remind us that our
7 mission is to prepare students for college,
8 careers and civic life. And civic life
9 engagement, depends a lot of on getting a job. So
10 the competencies that the NEDP assesses, whether
11 they are common core contained or not, are
12 definitely the ones that we need for life and I
13 wish more of our students learn them.

14 For example, how to compare credit card
15 offers so that you don't get into credit card
16 trouble. That's something the NEDP covers.

17 Furthermore, we already are offering
18 diplomas for people who complete the NEDP. So
19 since the 1980's we have been essentially issuing
20 diplomas. So I'm a little more comfortable with
21 that than perhaps I would otherwise be.

22 And then finally I see that this is an

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

69

1 opportunity to underscore the dire need for every
2 single one of our residents. Whether they're in
3 high school, whether they've dropped out -- to go
4 beyond high school. In this resolution it points
5 out that there is a one percentage point
6 difference in the unemployment rates for those who
7 have no high school diploma and those who are only
8 a high school diploma.

9 Now, that's thousands of people, but
10 this is not some magic formula. This is not a key
11 to a golden door that, you know, you get a GED and
12 you're set for life. This is going to help people
13 who probably already are in the workforce or are
14 soon to be there.

15 So I'm -- I appreciate the hard work,
16 but I think that at this point, we are not voting
17 on the proposal, we're noting to advise OSSE to
18 create a rule that we will then vote on after it's
19 been properly posted in the -- for public comment.
20 So this is ample time, I think, between then and
21 now to wordsmith, to craft, to add and to refine.
22 So thank you.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

70

1 MR. JACOBSON: Mr. Jones?

2 MR. JONES: Thank you, Mr. President. I
3 want to just say for the public record, I don't
4 feel pressure politically from anyone because I'm
5 not built like that. No one in this city can
6 pressure me to do anything that I don't believe is
7 the right thing to do at any time. I want that to
8 be on the record, first of all.

9 Ms. Lord, I appreciate your last
10 comments because we do have time. And whatever we
11 vote on today does not guarantee an actual vote in
12 December. Do I want to see this done? Yes.
13 Because I've been working on seeing the GED since
14 I became a Board member.

15 I've been working organizations to get
16 it done. Became more convinced after the new GED
17 came into place in January of 2014. NEDP, we're
18 all -- they're already getting diplomas so I
19 honestly don't understand the point.

20 Now, in reference to what Ms. Wattenburg
21 said about standards and what providers are
22 offering as far as content and text, she's

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

71

1 absolutely right and I'm speaking from experience
2 because my business has been a reseller for a
3 number of these products. So I'm not just
4 speaking off the top of my head and research, but
5 actual offering them.

6 And then I look at the texts and I'm
7 like, this isn't right. And you're right, come of
8 them are stamping, putting stuff on it and it
9 isn't appropriate. And then, guess what? I have
10 not offered those. But there are others that do
11 it.

12 I honestly don't think -- at the end of
13 the day I want to see this happen, but I still
14 don't believe we're going far enough. I wish we
15 could do something to put in the resolution to
16 suggest what OSSE should do in reference to an ad
17 campaign because whatever we do today or in
18 December, if they don't hit the ground and hit the
19 streets and set the constituents know that this is
20 the new GED, it won't matter.

21 You can talk to the Chamber, the Board
22 of Trade, the National Business League. And I'm

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

72

1 associated with all three. They'll support it.

2 But guess what? They're a small segment of the

3 employers in this city that's real. A small

4 segment.

5 So OSSE has to go to DOES who has the

6 database for all of the employers in this city.

7 And there as to be a campaign. Not just a media

8 campaign, but a campaign to OSSE to speak to every

9 employer. Send out mail and send out information

10 as you do for wage determinations. Send it out to

11 the employer so they can post it, so their human

12 resources people get and it so that they know.

13 And then we don't have to be concerned about

14 whether someone is going to be prejudiced or not.

15 That's the big issue here. That is the

16 real big issue. Otherwise are we going this? We

17 want to give individuals an opportunity to be

18 successful in life. But we're going to give them

19 an opportunity and then we're not going to tell

20 the world that it's changed and that they've

21 worked hard and there is rigor whether it's in the

22 NEDP or the GED? Personally, I think it's time for

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

73

1 us to do something and just move on.

2 Now, we do have time between now and
3 December. And we just need to put our shoulders
4 to the grindstone and get the work done.

5 So that's my comments, Mr. President.

6 MR. JACOBSON: Thank you so much.

7 I just wanted to clarify that if this
8 moves forward, and there is a rule making, the
9 earliest we could vote would be January and that
10 would be shocking on a promulgated rule. And more
11 likely in February after the public comment period
12 had ended. So it's going to be a little while
13 unfortunately.

14 I would also like to say that I
15 appreciate the comments of my colleagues. In
16 terms of pressure, I have to disagree. I have
17 enormous pressure from my constituents. I have
18 enormous pressure and empathy for the people who
19 have come before us. The students, the families,
20 the adults. That's pressure to me. I do feel
21 that pressure and I'm so glad that we are moving
22 forward on this with a vote tonight.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

74

1 Other Board members with comments?

2 Ms. Williams?

3 MS. WILLIAMS: Thank you, Mr. President,
4 even though you forgot my name.

5 I'd just like to echo the sentiments of
6 the other Board members. I think that this is an
7 especially important issue especially for the
8 citizens of my ward and Ms. Jolly's ward. We --
9 our citizens are the most affected by this rule
10 making and I wanted to thank all of the Board
11 members who have put so much effort into making
12 this happen.

13 Every day I get questions from my
14 constituents as I travel around my ward asking how
15 this -- is this going to happen? This is really
16 important to me. So I'm glad to see this we have
17 come to some kind of agreement and we're going to
18 put forth this draft for OSSE to finish the rule
19 making.

20 Thank you all.

21 MR. JACOBSON: Are there any additional
22 Board members that wish to speak?

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

75

1 MS. WATTENBURG: I would just like to --

2 MR. JACOBSON: Ms. Wattenburg --

3 MS. WATTENBURG: -- comment on the
4 comments.

5 So I want to thank my colleagues for
6 their thoughtful comments on my comments. And I
7 do want to say, I also want to give multiple
8 opportunities, terrific opportunities, to the
9 folks in the city who want to get an education and
10 who have not been able to get into the jobs that
11 they deserve to be in.

12 But I want to give those opportunities
13 based on credible programs and I want them to be
14 able to know that the programs are credible and
15 the employers to know that they're credibility.

16 And I'll just say, reading standards,
17 standards are not the same as the assessment.
18 Tasks are not the same as a rubric for assessing
19 the standards. So I do want to say I don't think
20 we've been given the evidence. I hope that we
21 will be given the evidence prior to December
22 because everybody deserves that.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

76

1 And with that, I move this amendment.

2 MR. JACOBSON: The amendment has been
3 moved. Are you calling question, I'm assuming?

4 MS. WATTENBURG: I guess so, yeah.

5 MR. JACOBSON: Ms. Wattenburg has called
6 the question. We will have a roll call vote.

7 Mr. Hayworth?

8 MR. HAYWORTH: Motion is on amendment
9 three offered by Ms. Wattenburg.

10 Mr. Jacobson?

11 MR. JACOBSON: No.

12 MR. HAYWORTH: Ms. Williams?

13 MS. WILLIAMS: No.

14 MR. HAYWORTH: Ms. Lord?

15 MS. LORD: Nay.

16 MR. HAYWORTH: Ms. Wilson Phalan?

17 MS. WILSON PHALAN: No.

18 MR. HAYWORTH: Ms. Wattenburg?

19 MS. WATTENBURG: Yay.

20 MR. HAYWORTH: Ms. Anderson?

21 MS. ANDERSON: No.

22 MR. HAYWORTH: Mr. Jones?

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

77

1 MR. JONES: Yes.

2 MR. HAYWORTH: Mr. Weedon?

3 MR. WEEDON: Yes.

4 MR. HAYWORTH: Ms. Jolly?

5 MS. JOLLY: No.

6 MR. HAYWORTH: Mr. Contreras?

7 MR. CONTRERAS: No.

8 MR. HAYWORTH: Mr. President, the motion
9 fails.

10 MR. JACOBSON: Thank you.

11 Now I would suggest that we recess for
12 five minutes to figure out how to dispense with
13 Wattenburg amendment number two. Five minute
14 recess.

15 (Whereupon, a short recess was taken.)

16 MR. JACOBSON: And we are now back in
17 session.

18 So we are currently discussing the
19 resolution number 4 related to a State Diploma.
20 Do Board members have any additional amendments
21 related to this resolution?

22 Ms. Lord?

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

78

1 MS. LORD: Yes. I would like to, with
2 the help of my colleagues, propose an amendment to
3 the resolution. It would read, thus, whereas the
4 GED was recently rewritten to include more
5 rigorous content that is consistent with the
6 common core state standards and that the threshold
7 for passing the GED was established based on
8 substantial research including field testing and
9 normed so that the achievement level is at least
10 as high as 40 percent of high school graduates.

11 Whereas research on previous versions of
12 the GED found that among number of dropouts, the
13 possibility of getting a GED incentivized them to
14 leave school. An unintended consequence the State
15 Board urges OSSE to take steps to minimize.

16 MR. JACOBSON: That is a motion by Ms.
17 Lord. Is there a second?

18 MS. WILSON PHALAN: Second.

19 MR. JACOBSON: Seconded by Ms. Wilson
20 Phalan.

21 Is there discussion?

22 MS. JOLLY: I'm confused. Initially --

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

79

1 MR. JACOBSON: Ms. Jolly?

2 MS. JOLLY: Oh, excuse me. Sorry for
3 jumping the gun there.

4 I'm confused. Initially I thought that
5 there were two separate amendments. I thought
6 that the break in the text meant that there were
7 two separate amendments.

8 MR. JACOBSON: They're being moved in
9 block. These -- this is two separate clauses, a
10 single amendment.

11 MS. JOLLY: Understood. I guess I would
12 say then that again, as someone that has looked at
13 the breadth of the research, it's not something
14 that I can vote for because of the second portion.

15 MS. LORD: So this friendly amendment to
16 turn both into -- two into one? Each separate?

17 MR. JACOBSON: That -- we have a single
18 amendment on the table. And we will work as a
19 single amendment --

20 MS. JOLLY: Motion for friendly
21 amendment. I move to turn the two -- the single
22 amendment into two.

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

80

1 MS. WILSON PHALAN: Okay. But I'm not
2 offering that. You should offer that.

3 MS. JOLLY: Motion to strike the second
4 whereas of the amendment and vote on it
5 separately.

6 MR. JACOBSON: Is there is second?

7 Is that friendly amendment, Ms. Lord,
8 and Ms. Wilson Phalan, to strike the second half
9 and have us -- we'll reintroduce that as a
10 separate amendment?

11 MS. ANDERSON: I second that.

12 MS. LORD: Okay. So I'm -- okay. I'm a
13 little confused.

14 MR. JACOBSON: Is question is on the
15 Jolly potentially friendly amendment to strike the
16 second whereas phrase. That would need approval
17 from Ms. Lord and --

18 MS. LORD: In other words --

19 MR. JACOBSON: -- Ms. Wilson Phalan.

20 MS. LORD: -- it would -- instead of
21 having two whereas's, we would just have the first
22 and not mention the research?

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

81

1 MR. JACOBSON: Correct. That could be
2 introduced as Lord amendment number two if you so
3 choose.

4 MS. LORD: I do not accept that friendly
5 amendment.

6 MR. JACOBSON: It's not a friendly
7 amendment. Do you want to vote on your amendment?

8 MS. WILSON PHALAN: There's no amendment
9 to vote on, no.

10 MR. JACOBSON: Okay. Then we are still
11 on the Lord amendment number one. Any additional
12 discussion?

13 MS. LORD: I'm perfectly willing to have
14 friendly amendments for wording. No problem at
15 all with that.

16 MS. WILSON PHALAN: I'd like to move the
17 question on this amendment.

18 MR. JACOBSON: Mr. Hayworth, would you
19 call the role?

20 MR. HAYWORTH: Mr. Jacobson?

21 MR. JACOBSON: Aye.

22 MR. HAYWORTH: Ms. Williams?

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

82

1 MS. WILLIAMS: Aye.

2 MR. HAYWORTH: Ms. Lord?

3 MS. LORD: Aye.

4 MR. HAYWORTH: Ms. Wilson Phalan?

5 MS. WILSON PHALAN: Aye.

6 MR. HAYWORTH: Ms. Wattenburg?

7 MS. WATTENBURG: Aye.

8 MR. HAYWORTH: Ms. Anderson?

9 MS. ANDERSON: Nay.

10 MR. HAYWORTH: Mr. Jones?

11 MR. JONES: Aye.

12 MR. HAYWORTH: Mr. Weedon?

13 MR. WEEDON: Aye.

14 MR. HAYWORTH: Ms. Jolly?

15 MS. JOLLY: No.

16 MR. HAYWORTH: Mr. Contreras?

17 MR. CONTRERAS: Aye.

18 MR. HAYWORTH: Mr. President, the motion

19 passes.

20 MR. JACOBSON: Thank you.

21 Do any Board members have additional

22 amendments?

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

83

1 (Brief pause.)

2 MR. JACOBSON: Then I would like to call
3 to question on the underlying resolution.

4 Mr. Hayworth, please call the role.

5 MS. WATTENBURG: Wait. Can we have
6 comments on the -- comments on the resolution?

7 Can we talk about the resolution we made --

8 MR. JACOBSON: The resolution as
9 amended?

10 MS. WATTENBURG: Yeah.

11 MR. JACOBSON: Ms. Wattenburg?

12 MS. WATTENBURG: Yes. So thank you.

13 So I have found this is very interesting
14 process to go through. I have learned a lot. I
15 have tried mightily to convince my colleagues that
16 I was right on a number of these issues and I did
17 convince some on some and I'm happy for that. And
18 I did not succeed in convincing every one of all
19 of them.

20 So I wanted to say that I hope that --
21 we have a month. As Mark and others have said, we
22 have a month. There is time for people to come

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

84

1 forward with more evidence or to reconsider
2 whether or not we want have to have a high school
3 diploma for which we don't have evidence. So I am
4 ever hopeful for that.

5 But I did want to say that I am going to
6 vote for this. I really want this to go forward
7 for the students who have earned the GED. People
8 have been clamoring for us to vote on this for a
9 long time and so I want it to move forward. So I
10 just thought I wanted to -- I should explain my
11 vote.

12 MR. JACOBSON: Thank you.

13 Do any other Board members have comments
14 on the motion as amended? The resolution as
15 amended?

16 (Brief pause.)

17 MR. JACOBSON: Then we will have a roll
18 call vote.

19 Mr. Hayworth, please call the role.

20 MR. HAYWORTH: The question is on the
21 motion to approve the resolution as amended.

22 Mr. Jacobson?

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

85

1 MR. JACOBSON: Aye.

2 MR. HAYWORTH: Ms. Williams?

3 MS. WILLIAMS: Aye.

4 MR. HAYWORTH: Ms. Lord?

5 MS. LORD: Aye.

6 MR. HAYWORTH: Ms. Wilson Phalan?

7 MS. WILSON PHALAN: Yes.

8 MR. HAYWORTH: Ms. Wattenburg?

9 MS. WATTENBURG: Aye.

10 MR. HAYWORTH: Ms. Anderson?

11 MS. ANDERSON: Aye.

12 MR. HAYWORTH: Mr. Jones?

13 MR. JONES: Aye.

14 MR. HAYWORTH: Mr. Weedon?

15 MR. WEEDON: Aye.

16 MR. HAYWORTH: Ms. Jolly?

17 MS. JOLLY: Aye.

18 MR. HAYWORTH: Mr. Contreras?

19 MR. CONTRERAS: Aye.

20 MR. HAYWORTH: Mr. President, the motion

21 passes.

22 MR. JACOBSON: Thank you. And thank you

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

86

1 to my colleagues for the lively discussion and the
2 cooperative nature in which we have all worked
3 even when we haven't agreed. I think it speaks
4 highly of this body of and of each individual
5 Board member. So thank you very much.

6 Now we're going to move on to an update
7 on the High School Credit Flexibility Task Force.
8 We will -- for that update we will turn to our
9 Ward 1 Board member and the Chair of the Task
10 Force, Ms. Laura Wilson Phalan.

11 MS. WILSON PHALAN: Great. Thank you.

12 I just want to update the public on the
13 last Task Force meeting and explain a bit about
14 the pathway forward.

15 So as was mentioned at the beginning of
16 our meeting today, we met last week at Belew
17 (Phonetic) High School with about 20 high school
18 students from about 20 different high schools
19 across the city. And I'm indebted to my
20 colleague, Cosby Hunt, from Inspired Teaching who
21 had his history class come to our -- which is a
22 multi-school history class -- come to our meeting

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

87

1 to make this all happen.

2 They were from both traditional and
3 charter public schools and it gave us the
4 opportunity to test some of the ideas that we have
5 been talking about to really understand what the
6 impact could potentially be on a set of students.
7 And that was very illuminating.

8 We heard about their own experiences
9 earning credit. We did hear about cases where
10 they had to duplicate classes. We heard about
11 experiences and frustrations associated with
12 repeating material that they knew or not having
13 enough time to continue with the material that
14 they didn't completely understand. And that really
15 grounded and re-enforced the work that we've been
16 doing.

17 We continued to discuss five different
18 pathways to earning credit in Washington, D.C.
19 One being sustaining the Carnegie Unit. The
20 second being some type of competency based
21 education approach. The third being credit
22 through some kind of assessment. The fourth being

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

88

1 a credit recovery program. And the fifth being a
2 way to introduce partial credit into our system in
3 a rigorous consistent way.

4 As you can imagine, those five topics
5 are very nuanced and complicated especially when
6 we as a Task Force are not the individuals who
7 would be implementing those kinds of provisions
8 and therefore, there are varied levels of comfort
9 with recommending any of those pathways forward
10 out understanding better what the implications
11 could be.

12 Thus our conversation at what was
13 supposed to be our final meeting did not conclude
14 in consensus. Therefore, we will hold one more
15 meeting on Thursday, December 3rd at 4:30 in this
16 building, 441 4th Street, but in room 1114 in
17 order to try to reach resolution and present a set
18 of findings to the State Board of education for
19 consideration. And that meeting will be open to
20 the public and I welcome anyone to come. Thank
21 you.

22 MR. JACOBSON: Thank you, Ms. Wilson

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

89

1 Phalan.

2 I think I speak for the entire Board
3 when saying that we look forward to the Task
4 Force's recommendations.

5 Now on to the item that we added to the
6 agenda. An update on the Elementary and Secondary
7 Education Act. As many of you know, Congress is
8 considering a reauthorization of ESEA. It's
9 expected that the bills pass by the House and
10 Senate will be in conference this week to resolve
11 remaining differences.

12 Our at large member, Mary Lord, who is
13 also the current President of NASBE until January,
14 I believe, has asked for a few minutes to discuss
15 what we might see in a final bill.

16 Ms. Lord?

17 MS. LORD: Thank you.

18 I just wanted to take a quick
19 opportunity to say thank you so to many of the
20 Board members who attended the NASBE annual
21 conference in Baltimore last month at which we had
22 something called Real Clear Politics. Carl Cannon

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

90

1 was sort of real clear ESEA. This is also known as
2 No Child Left Behind.

3 And at that time, not one month ago, the
4 betting was there's no way Congress is going to
5 reauthorize this legislation. And there were some
6 bets made. Suffice it to say, I've never worked
7 so hard to lose a bet in my life.

8 But it moved -- it seems from
9 information I just received today that the House
10 and Senate conferees were named, gathered today,
11 met, this is only meeting they will have. And
12 it's very possible that by the beginning of
13 December we will have a reauthorized bill.

14 And what I wanted to say is not only
15 will that give State boards of education and State
16 education agencies more juice and more
17 responsibility, it will allow us to innovate, but
18 we will acquire a lot to do and sort of no
19 playbook on how to do it. So it's going to be a
20 really interesting time.

21 And the revised -- the reauthorized
22 version, while not perfect, reflects a lot of what

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

91

1 the District of Columbia has been doing. What our
2 constituents have been saying. We have a very
3 strong voice in this reauthorization through our
4 national organization, NASBE.

5 And I just want to thank all of you and
6 all of the people who have ever come out to give
7 public testimony and comment or caught me in the
8 Safe-Way or the Whole Foods or the Trader Joe's
9 that we may not have a vote in congress, but your
10 vote and your voice is absolutely at the table
11 setting national policy.

12 So I wanted to give you that update and,
13 you know, as we move forward we probably should
14 assume our agenda may change a little bit from
15 week to week and month to month. Thank you.

16 MR. JACOBSON: Do any other Board
17 members have brief updates?

18 Mr. Weedon?

19 MR. WEEDON: I would just like to
20 encourage the public to engage in the budget
21 process over the coming months. Especially for D
22 CPS. They have announced a series of meeting to

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

92

1 engage LSATS. Local School Advisory Teams. That
2 information is available on DCPS's website.

3 And I'd also like to encourage schools
4 that are in the renovation process to be active
5 and engaged insuring that we have clear
6 transparency and good budget so that every student
7 in this city is in a building that is safe and
8 meets the educational needs of that program.

9 MR. JACOBSON: Thank you, Mr. Weedon.

10 And before we close, I have one final
11 congratulations. Several of our colleagues
12 participated in Dancing with the Scholars over the
13 weekend.

14 My colleague from Ward 8 is rolling her
15 eyes.

16 I want to --

17 MS. JOLLY: I was robbed, Mr. President.
18 I was robbed.

19 MR. JACOBSON: I wanted to congratulate
20 --

21 MS. LORD: Sequins. Sequins.

22 MR. JACOBSON: I wanted to congratulate

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

93

1 Mary Lord, our at large member, for winning
2 Dancing with the Scholars benefitting the William
3 O. Lockridge Foundation. She and her student took
4 first place.

5 MS. WATTENBURG: Go Mary.

6 MS. LORD: I would love to take credit
7 for it, but everybody who came out, and I include
8 Mr. Jones and Ms. Jolly, were winners. The
9 students won scholarships. It was a blast and it
10 was the first time for HD Woodson so once a
11 warrior, always a warrior.

12 And thank you to my dancing partner
13 Demonte McCloud (Phonetic). He put a -- he
14 brought it home.

15 MR. JACOBSON: Wonderful. I'm sorry I
16 couldn't be there. I'm sure it was fascinating
17 and to benefit a good foundation.

18 So with that I would entertain a motion
19 to adjourn.

20 MS. ANDERSON: So moved.

21 MS. JOLLY: Second.

22 MR. JACOBSON: Moved by Ms. Anderson,

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

94

1 seconded by Ms. Jolly.

2 All those in favor say aye.

3 MULTIPLE SPEAKERS: Aye.

4 MR. JACOBSON: We're adjourned.

5 (Whereupon, the D.C. State Board of
6 Education Public Meeting concluded at
7 7:18 p.m.)

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

95

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

CERTIFICATE OF NOTARY PUBLIC

I, KY HARRISON, the officer before whom the foregoing proceeding was taken, do hereby certify that the proceedings were recorded by me and thereafter reduced to typewriting under my direction; that said proceedings are a true and accurate record to the best of my knowledge, skills, and ability; that I am neither counsel for, related to, nor employed by any of the parties to the action in which this was taken; and, further, that I am not a relative or employee of any counsel or attorney employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.



A handwritten signature in cursive script that reads "Ky Harrison".

KY HARRISON
Notary Public in and for the
District of Columbia

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

96

1

CERTIFICATE OF TRANSCRIBER

2

3

4

5

6 I, ALICIA GREENLAND, do hereby certify that this
7 transcript was prepared from audio to the best of
8 my ability.

9 I am neither counsel for, related to, nor employed
10 by any of the parties to this action, nor
11 financially or otherwise interested in the outcome
12 of this action.

13

14

15

16

17

18



19 December 3, 2015

ALICIA GREENLAND

20

21

22

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p><u> </u> \$ <u> </u> \$472 21:12 \$815 21:12 <u> </u> 1 <u> </u> 1 7:21 67:16 86:9 100 18:4 60:16 1114 88:16 11th 60:11,18 12 23:6 51:1,3 125 59:16 12th 60:11,18 15 10:19 14:12 20:16 15-4 20:2 15th 22:14 18 1:11 17:5 20:15 23:10 18th 4:10 6:21 24:16 19 20:14 1970s 38:3 1980's 68:19 19th 22:13 1st 22:2,15 <u> </u> 2 <u> </u> 2 6:16 2.4 20:21 20 86:17,18 2001 1:10 2009 13:3 2014 22:2,13 38:15 70:17 2015 1:11 3:3 5:18 6:21 13:13,21</p>	<p>22:14,16 24:16 96:19 2016 11:7 2019 24:10 2020 21:4 202-575-0462 15:6 202-741-0888 10:3 21st 3:3 4:9 22:14 2320 21:20 24 21:4 23:6 25 17:8 20:11 23:11 <u> </u> 3 <u> </u> 3 16:14 19:3 25:16 31:4 33:13 62:16 96:19 36.8 20:18 3rd 88:15 <u> </u> 4 <u> </u> 4 20:16 33:13 77:19 4:30 88:15 40 26:21 32:6 47:19 78:10 403 60:16 441 1:9 7:4 88:16 456 11:12 4th 1:9 5:17 7:4 22:16 88:16 <u> </u> 5 <u> </u> 5 33:13 5:34 1:12 3:3 50 47:19</p>	<p>501(c)(3) 10:16 5-E 21:19 <u> </u> 6 <u> </u> 6 23:6 60,000 16:18 20:10 <u> </u> 7 <u> </u> 7 17:2 66:21 7:18 94:7 70 18:4 60:17 7th 22:15 <u> </u> 8 <u> </u> 8 13:6 16:5 17:2 92:14 85 20:11 8th 11:7 <u> </u> 9 <u> </u> 9th 18:1 64:12 <u> </u> A <u> </u> ability 16:21 95:8 96:8 able 7:21 8:3 50:17 75:10,14 absolutely 71:1 91:10 academic 18:4 23:5 48:21 Academy 27:11 accept 28:16 32:3 47:22 52:15 56:7 81:4 acceptable 41:21 46:5</p>	<p>accepted 56:11 access 24:3 accessible 34:10 accomplish 31:7 accomplishments 14:1 according 28:19 accountability 23:1 41:9 accurate 95:7 achieve 60:16 achievement 26:21 27:5 28:9 60:9 78:9 acknowledge 40:7 acknowledged 54:10 acknowledges 46:11 acquire 90:18 across 86:19 Act 4:16 89:7 acting 63:8 action 95:10,14 96:10,12 active 92:4 activities 9:19 activity 64:8 actual 37:18 70:11 71:5 actually 10:4 37:2 42:11 47:3,5 53:17 55:6 59:13 ad 71:16 adaptation 17:13 add 4:15 45:14</p>
--	---	--	---

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>62:4 69:21 added 89:5 adding 42:20 addition 27:22 additional 17:6 24:2 31:19 32:9 33:19 38:17 45:14 58:4 74:21 77:20 81:11 82:21 Additionally 37:20 66:18 additions 4:20 5:2,18 address 11:20 15:8 addresses 46:9 addressing 54:11 adjourn 93:19 adjourned 94:4 adjournment 48:14 adjusted 23:19 admission 28:17 adopt 29:14 adopted 30:17 adopting 28:15 adoption 29:16 adopts 17:9 adult 17:12,14 20:8 21:13 24:14 26:14 27:10,18 31:10 59:5 adults 8:20 16:19 20:11 73:20 advancement 28:11</p>	<p>advice 14:20 advise 51:21 69:17 advises 24:16 advising 30:11 Advisory 92:1 affect 65:2 affected 74:9 affixed 61:6 afternoon 3:2 against 43:3 65:9 age 17:8 18:13 23:12 agencies 90:16 agency 36:7 agenda 4:14,21 5:3,16 7:8 89:6 91:14 aggregate 24:9 ago 10:20 47:20 60:8 90:3 agreed 35:14 86:3 agreement 50:19 74:17 ALICIA 96:6,19 aligned 17:10 46:12 61:2,8 66:6,14 67:6 allow 16:8 41:17 55:19 90:17 allowed 38:6,7 45:17 already 28:16 37:17 43:17 45:11 53:15,16,18 67:2 68:17 69:13 70:18</p>	<p>alternative 34:14 60:2 62:4 alternatives 9:9 am 6:16 12:16,17 13:18 35:13 37:15 52:7 58:13 61:22 64:14 65:5,6 84:3,5 95:8,11 96:9 amazing 27:13,14,15 ambiguous 54:3,4 amended 45:9 83:9 84:14,15,21 amendment 4:16 25:14,18 29:16,18 30:3,6 31:20 32:10,13 33:22 34:3 36:3,6 37:16 39:4,5,11,17,18 42:2,7,11,17 43:4,5,11,18,20, 22 44:7,11 45:8,11,13,15,18 ,20 46:2,4,5,6,8,9,17 48:11,13,16 49:20 50:18 51:13 52:11,13 53:6,7,8 54:21 55:7,8,18,19 56:2,6,11,13,15, 20,22 61:17 76:1,2,8 77:13 78:2 79:10,15,18,19,2 1,22 80:4,7,10,15 81:2,5,7,8,11,17 amendments 16:3 19:8 25:12 33:19</p>	<p>48:15 54:20 55:16 58:5 77:20 79:5,7 81:14 82:22 among 59:13 78:12 ample 69:20 analysis 26:10 analyze 64:6 and/or 14:8 Anderson 2:10 3:18,19 25:4,6 33:2,3 50:16 53:10,11 57:11,12 76:20,21 80:11 82:8,9 85:10,11 93:20,22 announced 91:22 annual 11:7 12:15 14:17 23:1 89:20 annually 11:6 answer 60:21 answered 18:10 answers 60:20 anti 11:18 anti-violence 11:17 anyone 13:8 15:9 70:4 88:20 anything 70:6 apart 43:18 applaud 14:18 62:16 applicant 23:9,11 applications 17:4 28:10</p>
---	---	--	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>appreciate 9:6 69:15 70:9 73:15</p> <p>appreciated 8:7</p> <p>approach 65:15 87:21</p> <p>approaches 9:12</p> <p>appropriate 30:11,19 31:1 55:9 64:21 71:9</p> <p>approval 5:16 9:4 20:4 80:16</p> <p>approve 5:3,22 20:1 49:5 84:21</p> <p>approved 5:15 6:12 7:15 17:14 23:8,14</p> <p>approximately 20:10</p> <p>Architecture 13:20</p> <p>areas 54:7</p> <p>argumentation 30:18</p> <p>aspect 8:7</p> <p>assess 64:6</p> <p>assessed 66:13</p> <p>assesses 61:12 68:10</p> <p>assessing 24:8 75:18</p> <p>assessment 18:2,3 59:4,19 61:11,15 64:15 75:17 87:22</p> <p>associated 63:16 64:4,17 65:1,12,18 72:1 87:11</p>	<p>associating 42:13</p> <p>assume 91:14</p> <p>assuming 76:3</p> <p>assure 59:9</p> <p>attend 7:22 12:15</p> <p>attended 89:20</p> <p>attending 14:4</p> <p>attorney 95:12</p> <p>audio 96:7</p> <p>authority 9:19</p> <p>available 59:17 92:2</p> <p>avenue 65:15</p> <p>average 21:11</p> <p>avoid 41:1</p> <p>award 14:6 15:19 16:9 34:7</p> <p>awarded 27:3 54:22 58:16</p> <p>awarding 7:9 26:17 28:20 59:21</p> <p>aware 16:2 49:14,16 50:6,12 53:3</p> <p>awareness 41:5</p> <p>away 13:4</p> <p>awesome 14:10</p> <p>awfully 44:22</p> <p>aye 5:11,12 6:8,9 33:16 57:2 81:21 82:1,3,5,7,11,13, 17 85:1,3,5,9,11,13, 15,17,19 94:2,3</p> <hr style="width: 20%; margin-left: auto; margin-right: auto;"/> <p style="text-align: center;">B</p>	<p>bachelor's 20:17 21:1</p> <p>background 48:21</p> <p>balance 40:4</p> <p>Baltimore 89:21</p> <p>banner 12:22 13:1,2,8</p> <p>barriers 8:18 24:1</p> <p>based 10:17 26:8 29:5 59:8 65:15 66:8,9 67:20 75:13 78:7 87:20</p> <p>became 70:14,16</p> <p>becomes 14:7</p> <p>begin 9:20 15:21</p> <p>beginning 24:10 47:20 86:15 90:12</p> <p>begun 19:11</p> <p>behalf 6:17</p> <p>behind 58:3 90:2</p> <p>Belew 86:16</p> <p>belief 34:14 66:5</p> <p>believe 8:17 18:9 27:1 31:10 42:12 48:4 49:8,11 58:16 60:14 70:6 71:14 89:14</p> <p>believed 28:7</p> <p>belittled 64:18</p> <p>beneficial 46:14</p> <p>benefit 93:17</p> <p>benefits 27:16</p> <p>benefitting 93:2</p> <p>best 23:3 95:7 96:7</p>	<p>bet 90:7</p> <p>bets 90:6</p> <p>better 31:14 88:10</p> <p>betting 90:4</p> <p>beyond 59:9 69:4</p> <p>bill 89:15 90:13</p> <p>bills 89:9</p> <p>bit 42:18 86:13 91:14</p> <p>black 13:1</p> <p>blast 93:9</p> <p>block 79:9</p> <p>Board 1:4 3:4 4:12 6:17,18 7:2,5,13 9:1,4,18 14:21 15:18 16:2,14 17:9 18:19 19:10,20 20:1,4 22:8,17 23:21 24:6,8,16 28:4 34:19 38:18 39:14,21 40:13 43:3 44:15 46:20 50:14 55:10 58:2 63:8 64:21 67:19 68:2 70:14 71:21 74:1,6,10,22 77:20 78:15 82:21 84:13 86:5,9 88:18 89:2,20 91:16 94:5</p> <p>boards 90:15</p> <p>Board's 7:9 8:16 18:7</p> <p>bodies 63:9</p> <p>body 86:4</p> <p>book 47:15</p> <p>breadth 18:16</p>
--	---	--	---

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>79:13 break 50:10 79:6 Brian 2:8 brief 4:22 5:14,20 6:11 13:11 34:1 45:3 48:14 49:9,18 52:16 83:1 84:16 91:17 bring 61:18 bringing 45:19 67:11 broader 28:22 65:20 brought 93:14 budget 91:20 92:6 building 88:16 92:7 built 70:5 bullying 11:19 Bureau 21:8 bureaucratic 44:22 business 4:12 71:2,22 button 10:9</p> <hr/> <p style="text-align: center;">C</p> <hr/> <p>calculating 35:16 calculation 23:19 California 38:1 campaign 71:17 72:7,8 Cannon 89:22 capital 7:7 captures 52:6 card 68:14,15</p>	<p>career 17:11 24:3 60:19 careers 68:8 careful 48:5,6 Carl 89:22 Carlos 27:11 Carnegie 87:19 carried 63:12 carries 13:8 case 52:20 63:6 cases 64:17 87:9 category 63:21 caught 91:7 caving 67:21 celebrate 30:9 Center 21:2 36:15 ceremony 11:7 14:18 certain 64:9 certificate 60:5 95:1 96:1 certificates 34:10 35:17 certification 17:5 certify 95:3 96:6 Chair 86:9 chaired 7:20 Chamber 71:21 Chambers 7:4 chance 19:13 change 15:18 17:8 45:10,13 91:14 changed 72:20 changes 8:6</p>	<p>charter 11:6 27:10 87:3 charters 31:10 chatting 12:20 cheering 12:21 Child 90:2 childhood 47:18,21 choose 48:12 81:3 chooses 9:1 circumstances 18:13 citizens 74:8,9 city 10:20 12:9,15 14:14 27:4 29:12 35:19 65:3 70:5 72:3,6 75:9 86:19 92:7 citywide 11:6 civic 68:8 claim 60:13,22 claiming 61:7 claims 61:2,9,14 clamoring 84:8 clarification 41:17 clarify 73:7 class 13:13,22 24:4 54:14 86:21,22 classes 87:10 classrooms 66:9 clauses 79:9 clear 30:5 41:19 43:19 66:12,15,16 67:5 89:22 90:1 92:5</p>	<p>close 37:21 92:10 cohort 23:19 collaboration 9:6 colleague 16:5,14,15 19:3,6 31:4 62:16 65:22 66:21 67:16 86:20 92:14 colleagues 16:13 27:9 62:20 73:15 75:5 78:2 83:15 86:1 92:11 college 17:11 20:16 53:15 60:19 68:7 colleges 28:15,16 Columbia 3:4 6:18 17:3 20:3 21:19 91:1 95:19 combine 39:4,17 comes 13:7 comfort 88:8 comfortable 39:22 41:22 64:14 65:7 68:20 coming 15:13 47:14 48:20 91:21 commend 68:2 comment 49:7,19 69:19 73:11 75:3 91:7 comments 8:9 15:22 19:9 31:19 52:16 67:15 70:10 73:5,15 74:1 75:4,6 83:6 84:13</p>
--	--	---	---

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>committee 12:16,17 16:15</p> <p>common 17:13 26:5 39:8 40:9 46:12 51:16 59:7 60:11,18 61:1,2,8 66:6,14 67:6 68:11 78:6</p> <p>communicate 29:1,11,12 36:4,7 42:16</p> <p>community 10:22 12:12,19 28:16,22 31:6 36:8</p> <p>compare 68:14</p> <p>compared 20:20 21:12</p> <p>compete 67:8</p> <p>competencies 18:5 63:16,18 64:1,5 65:7,10 66:13 68:10</p> <p>competency 18:6 65:15 87:20</p> <p>competitive 67:1</p> <p>complaints 58:19,21,22</p> <p>complete 7:11 15:20 16:11 68:18</p> <p>completed 8:21 20:22 21:22 45:12</p> <p>completely 40:1 87:14</p> <p>completing 23:17</p> <p>completion 23:7 24:12 67:3</p>	<p>compliance 21:18</p> <p>complicated 88:5</p> <p>component 43:1</p> <p>compromise 35:14 53:8</p> <p>concept 41:20 42:1,3</p> <p>concern 38:20 51:21</p> <p>concerned 37:15 48:3 66:18 72:13</p> <p>concerns 31:4 46:10</p> <p>concise 31:22</p> <p>conclude 88:13</p> <p>concluded 94:6</p> <p>concludes 54:6,7</p> <p>conclusion 54:15</p> <p>conducted 1:6 59:6,12</p> <p>confer 45:2</p> <p>conferees 90:10</p> <p>conference 89:10,21</p> <p>confused 78:22 79:4 80:13</p> <p>congratulate 92:19,22</p> <p>congratulations 92:11</p> <p>congress 89:7 90:4 91:9</p> <p>connotations 64:4</p> <p>consensus 88:14</p> <p>consequence 78:14</p>	<p>consequences 34:20 39:15,21 40:2,14,18 41:2,4 68:5</p> <p>consider 7:15 8:5 40:15 44:15 59:21 65:11</p> <p>consideration 16:8 42:21 56:13 88:19</p> <p>considered 40:1 43:19</p> <p>considering 7:13 42:14 46:1 89:8</p> <p>consistent 26:5 39:7 46:12 51:16 78:5 88:3</p> <p>constant 28:3</p> <p>constituents 16:17 31:10 63:1 66:20 71:19 73:17 74:14 91:2</p> <p>Constitution 64:6,7</p> <p>Construction 13:21</p> <p>contact 10:1</p> <p>contained 68:11</p> <p>content 9:13 26:4 39:7 51:15 70:22 78:5</p> <p>context 42:12 65:20</p> <p>continue 8:17 36:9 87:13</p> <p>continued 8:16 14:3 87:17</p> <p>continues 35:21</p>	<p>continuing 67:7</p> <p>contrary 50:10</p> <p>contrast 52:1</p> <p>Contreras 2:8 4:3,4 33:10,11,16 57:19,20 77:6,7 82:16,17 85:18,19</p> <p>convened 59:3</p> <p>conversation 44:6 88:12</p> <p>conversations 31:8 67:18</p> <p>convince 83:15,17</p> <p>convinced 70:16</p> <p>convincing 83:18</p> <p>cooperative 86:2</p> <p>coping 11:18</p> <p>core 17:13 26:5 39:8 40:9 46:13 51:16 59:7 60:12,18 61:1,2,8 66:6,14 67:6 68:11 78:6</p> <p>correct 30:7 33:17 44:8 47:1 56:9 81:1</p> <p>correcting 4:9</p> <p>corrections 4:20 5:2,18</p> <p>correlated 21:10</p> <p>correspond 15:9</p> <p>Cosby 86:20</p> <p>counsel 7:4 95:8,12 96:9</p> <p>counsellor 14:8</p>
--	--	---	---

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>count 41:8 counted 52:5 couple 53:13 63:19 course 7:14 11:22 53:19 covers 51:20 68:16 CPS 91:22 craft 69:21 create 69:18 creating 8:19 credential 26:18 credibility 59:10 62:6 63:13 75:15 credible 75:13,14 credit 7:20 9:7 65:13,20 68:14,15 86:7 87:9,18,21 88:1,2 93:6 criteria 17:6 37:17 crosswalk 66:16 current 9:9 16:20 20:6 22:18 26:22 34:12 67:12 89:13 currently 17:3 18:14 43:14 77:18</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p>D.C 1:4 10:17 11:2,12 27:19 47:18 87:18 94:5 D.C.'s 11:5 dancing 92:12 93:2,12</p>	<p>danger 63:1 data 63:3 67:22 database 72:6 day 60:12 71:13 74:13 days 36:21 DC 1:10 DCMR 21:20 DCPS's 92:2 dealt 43:9 Dear 13:15 decade 66:10 December 70:12 71:18 73:3 75:21 88:15 90:13 96:19 decide 35:7 decided 37:2 decision 63:4 deeming 55:2 deep 67:18 defined 26:13 definitely 68:12 degree 20:17 21:1 demonstrate 9:12 demonstrating 29:7 demonstration 18:3 Demonte 93:13 Department 17:15 depends 68:9 described 61:9 deserve 65:2 75:11 deserves 65:3</p>	<p>75:22 designed 17:7 26:12 desire 40:17 despite 28:5,7,8 determinations 72:10 determine 3:6 59:6,12 determined 4:11 develop 36:15 37:3 66:7 development 7:11 16:11 21:18,21 26:6 diagnostic 17:22 difference 69:6 differences 89:11 different 12:3 43:11 46:16 47:12 60:17 86:18 87:17 diligent 11:16 12:8 15:10 diploma 7:10,12,17 8:17,18 9:5 15:17,19 16:10,12,19 18:8 20:2,9,12,14,16, 20 21:5,13,16 22:1,3,5,12 23:16 24:1,9,19 27:3,6 28:13,21 29:14 34:17,18 35:8 37:4,18 42:15 49:6 51:18 54:1,22 58:17,20 59:22 61:13,21 62:7 66:22 67:3</p>	<p>69:7,8 77:19 84:3 diplomas 36:2 68:18,20 70:18 dire 69:1 direction 95:6 directly 8:4 Director 10:6,15 15:22 19:17 45:5 56:18 disadvantage 67:7 disadvantaged 62:5 disagree 73:16 discovering 27:17 discuss 9:14 87:17 89:14 discussed 59:14 discussing 30:6 77:18 discussion 8:1 16:3 25:12 30:2,14 32:9 37:13 38:17 42:8 43:2,14,17 44:10 45:17,20 50:1 51:12 62:13 63:12 78:21 81:12 86:1 dispense 48:17 77:12 dispose 48:14 dissuaded 52:7 District 3:4 6:18 16:10,18 17:3 18:19 20:3,10,18,21 21:4,19 23:9 24:2 54:12 91:1</p>
--	---	--	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>95:19</p> <p>districts 38:4</p> <p>District's 20:7 22:5 23:18</p> <p>document 41:14</p> <p>done 9:8 30:22 34:6 36:16 47:19 50:8 59:14 67:19 70:12,16 73:4</p> <p>door 69:11</p> <p>dozens 48:22</p> <p>draft 4:14 74:18</p> <p>dream 12:21</p> <p>drop 46:18,21 47:6 51:19</p> <p>dropout 36:14 52:4</p> <p>dropouts 17:17 50:7 53:14 78:12</p> <p>dropped 36:20 37:22 38:3 53:15,18 69:3</p> <p>dropping 39:13 40:15</p> <p>duplicate 87:10</p> <p>During 18:7</p> <hr/> <p style="text-align: center;">E</p> <hr/> <p>eager 9:13 48:7 62:1</p> <p>earlier 38:13</p> <p>earliest 73:9</p> <p>early 47:18,21</p> <p>earn 36:2 61:13 66:22</p> <p>earned 27:2 35:17 52:4 54:22 84:7</p>	<p>earner 21:11</p> <p>earning 87:9,18</p> <p>easier 34:15 37:1 51:18 53:1,20,21</p> <p>east 17:1</p> <p>easy 11:14 17:17,21 36:10 51:5</p> <p>echo 31:3 66:4 67:15 74:5</p> <p>economic 16:22</p> <p>ed 27:10,18 59:5</p> <p>edit 30:21 46:4</p> <p>education 1:4 3:5 6:17,19,22 7:7 8:10,19 9:21 17:12,15 19:21 20:1,4 21:3,18 22:8,12 23:21 24:6 47:19,21 75:9 87:21 88:18 89:7 90:15,16 94:6</p> <p>educational 7:11 16:11 21:21 24:3,14 34:8 36:17 61:1,6 92:8</p> <p>educator 66:7 67:5,12</p> <p>effect 34:11</p> <p>effective 29:2 47:21 54:16</p> <p>efficiency 54:11</p> <p>effort 16:16 29:8 74:11</p> <p>efforts 7:6 11:2 59:16</p> <p>either 16:10 17:21</p>	<p>37:3</p> <p>elected 19:12</p> <p>elementary 4:16 64:8 89:6</p> <p>elements 23:22 24:18 42:20</p> <p>eligible 18:11</p> <p>eliminate 24:1</p> <p>embodied 63:18</p> <p>empathy 73:18</p> <p>employed 95:9,12 96:9</p> <p>employee 95:11</p> <p>employer 28:19 31:6 72:9,11</p> <p>employers 22:21 28:1,6,9,21 29:9 31:16 36:5 51:7 58:22 72:3,6 75:15</p> <p>employment 8:19 16:20 21:10 23:6 31:14 67:9</p> <p>encourage 14:2 91:20 92:3</p> <p>encouraging 64:22</p> <p>endorse 61:21</p> <p>engage 91:20 92:1</p> <p>engaged 22:9 92:5</p> <p>engagement 8:16 22:9 68:9</p> <p>Engineering 13:21</p> <p>enhanced 62:7</p> <p>enormous 73:17,18</p> <p>enrolled 24:13</p>	<p>enrollment 23:5</p> <p>ensure 24:2 48:10</p> <p>ensuring 46:17</p> <p>enter 64:13</p> <p>entertain 5:2,22 25:2 30:14 45:10 49:19 93:18</p> <p>entire 13:17 62:6 89:2</p> <p>entirety 25:5</p> <p>equating 26:9</p> <p>equivalency 20:12 22:19 23:2,8 34:10 35:17 59:22 60:5,9</p> <p>equivalent 21:14 22:4 42:14</p> <p>era 61:1</p> <p>ESEA 89:8 90:1</p> <p>especially 16:14 48:20 63:7 67:5 74:7 88:5 91:21</p> <p>essence 52:6</p> <p>essentially 39:16 68:19</p> <p>established 26:8 78:7</p> <p>establishes 26:20</p> <p>establishing 7:17</p> <p>evaluating 24:8</p> <p>evening 6:15 8:12,22 10:11</p> <p>everybody 19:10 67:17 75:22 93:7</p> <p>everything 53:4</p> <p>evidence 32:5,6 59:19</p>
--	---	---	---

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>60:1,3,6,13,22 61:19 62:3,20 63:4 64:16,18 67:20,22 68:4 75:20,21 84:1,3</p> <p>exam 7:11 16:11 17:20 23:4,8 52:18</p> <p>examining 15:18</p> <p>example 68:14</p> <p>except 49:1 50:15</p> <p>exceptions 23:12</p> <p>excited 9:11</p> <p>exciting 11:10</p> <p>exclude 49:4</p> <p>excuse 22:2 23:15 33:13 79:2</p> <p>Executive 10:6,15 15:22 19:17 45:5 56:18</p> <p>exempt 10:17</p> <p>exist 52:19</p> <p>exists 27:19</p> <p>expected 89:9</p> <p>experience 18:16 71:1</p> <p>experiences 10:20 12:1 24:5 87:8,11</p> <p>experiments 47:12</p> <p>experts 59:5</p> <p>explain 28:22 84:10 86:13</p> <p>exploring 9:10</p> <p>expressed 28:12 38:21</p> <p>extensive 22:9</p>	<p>External 7:12 16:12 22:1</p> <p>extraordinarily 42:15</p> <p>extremely 13:22</p> <p>eyes 92:15</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>fabulous 11:9</p> <p>fact 16:20 18:12 28:14 35:2 66:5,14 68:3</p> <p>fails 33:14 77:9</p> <p>fair 53:5,7</p> <p>fairly 31:21</p> <p>fall 14:4</p> <p>false 31:13 39:13</p> <p>families 20:19,21 73:19</p> <p>family 13:7</p> <p>fantastic 13:4</p> <p>fascinating 93:16</p> <p>favor 5:11 6:8 46:21 60:4 65:5 94:2</p> <p>February 73:11</p> <p>Federal 41:17</p> <p>feeder 23:5</p> <p>feel 15:4 30:13 35:4 49:3 63:2 70:4 73:20</p> <p>feels 40:4</p> <p>felt 28:5 46:14 59:1 63:14</p> <p>FEMALE 44:9</p> <p>field 26:9 59:12</p>	<p>78:8</p> <p>fifth 88:1</p> <p>figure 77:12</p> <p>final 9:4 88:13 89:15 92:10</p> <p>finally 16:7 68:22</p> <p>financially 95:13 96:11</p> <p>findings 9:14 88:18</p> <p>finds 24:1</p> <p>fine 40:16 50:2,5</p> <p>finish 43:13 74:18</p> <p>first 17:22 19:5 25:17 27:18 31:15 34:21 38:1 39:4,17 40:6 41:16 42:22 43:1,4,5 45:15 53:13 55:7 63:21 70:8 80:21 93:4,10</p> <p>five 24:10 77:12,13 87:17 88:4</p> <p>flexibility 7:20 9:7 65:12,20 86:7</p> <p>folks 75:9</p> <p>Foods 91:8</p> <p>force 4:17 7:20,22 8:3,8 9:8,14 21:3 63:13 86:7,10,13 88:6</p> <p>Force's 89:4</p> <p>foregoing 95:3</p> <p>forgot 74:4</p> <p>formally 44:19</p>	<p>formula 69:10</p> <p>forth 74:18</p> <p>forward 8:8,21 9:10 11:8 14:22 18:18 19:11 27:20 29:15 35:15 39:22 48:10 50:1 53:3 61:21 63:12 65:16 68:1 73:8,22 84:1,6,9 86:14 88:9 89:3 91:13</p> <p>foundation 93:3,17</p> <p>founder 10:16</p> <p>fourth 87:22</p> <p>framework 20:6</p> <p>frankly 47:17</p> <p>freaking 14:10</p> <p>free 15:4</p> <p>friendliness 52:9</p> <p>friendly 30:2 31:20 32:4 39:4 42:7 44:11 45:9,10,13,17,20 46:1,4,9 48:15 51:13 52:11,13 53:6,8 55:16,19,22 56:6,10 79:15,20 80:7,15 81:4,6,14</p> <p>front 48:7</p> <p>frustrating 48:20</p> <p>frustrations 87:11</p> <p>fueled 59:1</p> <p>fulfills 55:9,10</p>
---	--	--	---

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>full 18:16 fully 18:9 fun 12:20 funded 24:14 funding 38:6 Furthermore 68:17 future 14:20 27:21</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>galvanized 10:21 gathered 90:10 GED 7:11,17 8:21 15:20 17:5,10,16,18,20 18:15 21:18,21 23:7,10,13,17 24:12 26:3,6,7,17,20 27:10 28:6,16 29:1,4,7 32:2 35:4 36:5 37:1,3,4,17 38:2,8,13 39:6,11 40:8 41:17 42:14 46:11 48:22 49:1 51:4,14,18 52:4 53:16,21 54:14 58:14,18 59:15 61:22 69:11 70:13,16 71:20 72:22 78:4,7,12,13 84:7</p> <p>GEDP 18:10 General 7:10 16:11 21:17,20 generally 12:16 Georgetown 21:2</p>	<p>gets 55:13 getting 51:12 53:21,22 68:9 70:18 78:13 gist 51:12 given 60:6 75:20,21 giving 66:21 glad 19:13 73:21 74:16 goal 31:7 goals 14:7 gold 61:6 golden 69:11 gone 54:13 government 63:10 67:17 grad 41:8 grade 11:3,15 12:6 15:3 18:1 60:11,18 64:3,12 graduates 18:17 26:22 78:10 graduating 26:15 graduation 20:5 22:6 23:20 35:16 37:19,22 38:3 41:18 49:2 65:13 granted 22:5 grateful 8:15 great 8:13 27:16 28:12 86:11 greatly 62:7 green 10:10 GREENLAND 96:6,19</p>	<p>grindstone 73:4 ground 71:18 grounded 87:15 groups 28:3 growth 23:5 guarantee 70:11 guess 30:10 71:9 72:2 76:4 79:11 gun 79:3</p> <hr/> <p style="text-align: center;">H</p> <hr/> <p>half 39:5 47:8 80:8 hammer 48:14 hand 58:9 handle 41:9 Hansuel 2:13 6:22 8:10 happen 37:5 48:4,5 71:13 74:12,15 87:1 happened 47:10 happy 10:13 15:8 16:4 35:13 50:9,13 58:8 59:21 61:19 83:17 hard 13:22 14:12 28:5 29:7 55:14 69:15 72:21 90:7 hardest 11:9 HARRISON 95:2,18 haughty 55:5 haven't 40:3 86:3 having 13:17 39:1 40:1 49:1 80:21 87:12</p>	<p>Hayworth 2:3 3:8,9,11,13,16,1 8,20 4:1,3,5 19:20 24:20 32:11,12,16,18,2 0 33:2,4,8,10,12,1 7 45:5,7 56:21 57:3,5,7,9,11,13, 15,17,19,21 76:7,8,12,14,16, 18,20,22 77:2,4,6,8 81:18,20,22 82:2,4,6,8,10,12, 14,16,18 83:4 84:19,20 85:2,4,6,8,10,12, 14,16,18,20 HD 93:10 head 54:8 71:4 headed 20:19,22 hear 8:4,9 47:3 62:22 87:9 heard 27:22 28:2 43:2 87:8,10 hearing 5:21 8:8 Heckman 34:8 47:15 Heckman's 37:20 53:11 held 22:13,15 help 28:13 36:1 66:22 69:12 78:2 helped 30:20 helping 18:20 hereby 95:3 96:6 here's 51:11 hereto 95:13</p>
--	--	--	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>he's 54:18</p> <p>high 7:20 13:21 16:19 17:17 18:12,16 20:4,9,12,14,15, 19 21:5,13 22:4,18 23:2,8 26:14,15,21,22 27:5 28:8 29:13 34:9,12,13 35:8,16 36:16 42:14 46:18,21,22 48:1 51:2,17 53:22 59:19 63:12,22 64:10,15 65:13,20 69:3,4,7,8 78:10 84:2 86:7,17,18</p> <p>higher 8:19 20:17 21:1 26:14 31:15,17</p> <p>highly 86:4</p> <p>hired 28:10</p> <p>history 86:21,22</p> <p>hit 71:18</p> <p>hold 26:14 88:14</p> <p>holds 7:2</p> <p>Holmes 2:14 10:6,10,11,14 15:11,12,15</p> <p>home 93:14</p> <p>honestly 70:19 71:12</p> <p>honored 13:18</p> <p>hope 27:4,11 28:12 31:13 60:20 61:12 75:20 83:20</p>	<p>hopeful 84:4</p> <p>hopefully 14:22 50:18</p> <p>hoping 18:16</p> <p>House 89:9 90:9</p> <p>huge 11:20 13:1</p> <p>human 72:11</p> <p>humbled 13:18</p> <p>Hunt 86:20</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>I'd 25:13 29:14 31:3,19 36:12 53:9 74:5 81:16 92:3</p> <p>idea 35:15 44:17 53:1 61:11</p> <p>ideas 87:4</p> <p>identify 23:3</p> <p>I'll 11:14 12:22 13:5,11 14:22 15:8,22 25:17 34:3,4 75:16</p> <p>illuminating 87:7</p> <p>illusions 64:5</p> <p>I'm 8:15,21 9:11,13 10:12,14,15 14:12,13 16:4 18:19 19:7,12 30:4,14 31:20 37:6 39:3 40:19 43:7 45:19 46:3,19 48:7,9 49:14,16 50:5,12,13 52:12 53:2 63:5,17 66:18 67:4 68:20 69:15 70:4</p>	<p>71:1,3,6,22 73:21 74:16 76:3 78:22 79:4 80:1,12 81:13 83:17 86:19 93:15,16</p> <p>imagine 88:4</p> <p>impact 24:9 37:18 49:2 87:6</p> <p>impetuous 39:2</p> <p>implement 9:5 66:8</p> <p>implemented 65:16</p> <p>implementing 52:1 88:7</p> <p>implications 88:10</p> <p>important 8:5 16:16 35:20 36:4,6 42:16 65:11 74:7,16</p> <p>impressed 8:1 27:20 35:3 58:13 63:17</p> <p>improve 7:7</p> <p>inappropriate 49:3</p> <p>Inc 10:6,15 11:4</p> <p>incentive 11:3,15 12:7 15:3 40:15</p> <p>incentivize 46:20</p> <p>incentivized 78:13</p> <p>incentivizing 46:18</p> <p>include 26:4 32:2 39:7 49:4 51:15 64:5 78:4 93:7</p> <p>included 22:17</p>	<p>23:18 26:4 30:18 35:18 40:14 41:18 51:8 62:18</p> <p>includes 7:8 24:11,18 46:10</p> <p>including 22:10 23:3 26:9 34:7 78:8</p> <p>income 21:9</p> <p>incredibly 8:5 27:18</p> <p>indebted 86:19</p> <p>independent 22:18 59:4</p> <p>indicates 55:2</p> <p>individual 20:19,22 86:4</p> <p>individuals 7:10 15:19 17:7,19 28:5 72:17 88:6</p> <p>induce 50:7 51:17</p> <p>information 15:2 38:10 44:4 51:7 72:9 90:9 92:2</p> <p>initially 38:2 78:22 79:4</p> <p>initiate 7:16</p> <p>initiative 29:8</p> <p>innovate 90:17</p> <p>inquiry 7:9 18:7</p> <p>insert 55:11</p> <p>Inspired 86:20</p> <p>instance 32:2</p> <p>instead 80:20</p> <p>insuring 92:5</p> <p>intend 27:4 43:10 55:12</p>
--	---	---	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>intended 42:17 68:4,5</p> <p>intention 43:19 45:22 46:8,20 55:10</p> <p>interested 12:11 95:13 96:11</p> <p>interesting 14:14 83:13 90:20</p> <p>introduce 88:2</p> <p>introduced 38:2,15 81:2</p> <p>introduction 19:1</p> <p>introductory 8:9 15:21</p> <p>investigation 64:22</p> <p>invitation 12:13 14:16</p> <p>involved 19:10</p> <p>isn't 39:3 47:1,7 71:7,9</p> <p>issue 7:14 15:17 19:4 27:17 28:18 34:22 52:19 62:17,19 67:19 72:15,16 74:7</p> <p>issued 18:14</p> <p>issues 83:16</p> <p>issuing 28:13 68:19</p> <p>item 4:15 59:6,7,10 89:5</p> <p>items 54:2</p> <p>iterations 17:16</p> <p>it's 8:13 10:12 11:10,13 13:1,6 14:12,14 19:11</p>	<p>28:14 30:19 35:4 36:6 38:11 39:1 42:2 43:6 45:21 47:12 49:3 50:12 52:14,18 53:1,5,6,7 55:6,13 60:10,17 64:2 66:12 69:18 72:20,21,22 73:12 79:13 81:6 89:8 90:12,19</p> <p>I've 10:12 12:2 31:8 35:12 37:20 58:13 59:14 70:13,15 90:6</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>Jack 1:6 2:2 6:15 44:3,13 52:8</p> <p>Jacobson 1:6 2:2 3:2,9,10 4:8 5:1,5,8,13,15,21 6:2,5,10,12,15 8:13 9:16 15:11,13,16 18:22 19:15 24:20 25:2,6,9,15,22 29:17,20,22 30:7,15 31:2,18 32:8,14,15,22 33:6,15,18 37:7,9,12 38:16 41:15 42:6,9 43:5,9,13,22 44:5,10 45:1,4 48:9 49:9,12,15,18,22 50:3,14 51:10 52:10,14 53:9 55:17,21 56:2,9,14,17 57:1,2 58:1 62:8,11,13 66:1</p>	<p>67:10 70:1 73:6 74:21 75:2 76:2,5,10,11 77:10,16 78:16,19 79:1,8,17 80:6,14,19 81:1,6,10,18,20, 21 82:20 83:2,8,11 84:12,17,22 85:1,22 88:22 91:16 92:9,19,22 93:15,22 94:4</p> <p>James 13:3 34:8 47:15</p> <p>January 22:2 24:10 70:17 73:9 89:13</p> <p>job 9:8 54:9 60:7 68:9</p> <p>jobs 21:4 31:14 75:10</p> <p>Joe 2:7</p> <p>Joe's 91:8</p> <p>John-Paul 2:3</p> <p>Johnson 13:3</p> <p>joined 24:22</p> <p>Jolly 2:5 4:1,2 6:1,2 16:5,6 19:1,6 25:8,9 28:4 33:8,9 37:14,15 38:16 48:18,19 57:17,18 62:14 66:3,4 67:10 77:4,5 78:22 79:1,2,11,20 80:3,15 82:14,15 85:16,17 92:17 93:8,21 94:1</p>	<p>Jolly's 74:8</p> <p>Jones 2:4 3:20 6:13 33:4,5 37:11,12 41:22 52:15 53:5 56:1,4,16,17 57:13,14 62:12 70:1,2 76:22 77:1 82:10,11 85:12,13 93:8</p> <p>journey 10:18 14:2,15</p> <p>juice 90:16</p> <p>July 22:2,13,15</p> <p>jumping 79:3</p> <p>June 11:7</p> <p>jurisdiction 21:6</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>Kamili 2:10</p> <p>Kang 2:13 7:1 8:12 9:17</p> <p>Karen 2:12</p> <p>key 69:10</p> <p>kids 36:8</p> <p>kinds 88:7</p> <p>kinesiology 14:5</p> <p>King 8:11 12:15,21</p> <p>knew 87:12</p> <p>knowledge 50:8 95:7</p> <p>known 90:1</p> <p>KY 95:2,18</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>Labor 21:8</p>
--	--	--	---

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>lack 20:11 59:1 ladder 16:22 language 43:12 45:14 47:1 large 24:22 89:12 93:1 largely 28:18 last 7:22 42:18 43:12 47:10 50:16 53:8 58:8 70:9 86:13,16 89:21 latitude 26:1 latter 39:18 Laura 2:6 44:13 86:10 law 20:3 41:17 lead 27:8 35:7 leading 34:12 League 71:22 learn 9:13 68:13 learned 83:14 learners 17:14 26:14 learning 22:19 least 23:10,11 26:21 51:4 78:9 leave 35:21 78:14 leaves 38:12 led 54:3 legislation 90:5 less 21:5 lessons 66:8,9 let's 12:6 14:11 53:2 letter 13:12</p>	<p>level 18:1 23:19 26:13,21 35:19 54:11 59:20 60:9 63:17,22 64:4,10,12,15 78:9 levels 88:8 life 11:17 18:4 68:8,12 69:12 72:18 90:7 likely 65:14 73:11 limited 23:12 24:11 limits 16:21 linked 60:18 listed 65:8 listen 12:2 little 13:2 26:1 68:20 73:12 80:13 91:14 live 17:1 20:20 lively 86:1 Local 92:1 Lockridge 93:3 log 15:4 long 14:7 84:9 Longitudinal 34:9 36:17 47:13 Lord 2:11 3:13 4:18 24:22 25:1 30:4,5,8 32:18,19 38:19,20 40:7,21 41:1,11,14 42:3 46:7 50:15 51:10,11 52:12 55:20 56:3 57:5,6 67:13,14 70:9 76:14,15</p>	<p>77:22 78:1,17 79:15 80:7,12,17,18,20 81:2,4,11,13 82:2,3 85:4,5 89:12,16,17 92:21 93:1,6 lose 42:21 90:7 loss 13:6 lot 12:4 27:8 47:9 63:8 68:9 83:14 90:18,22 love 93:6 low 26:16 lower 21:5 LSATS 92:1 lure 39:13 Luther 12:15,21 <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">M</p> <hr style="width: 20%; margin: 10px auto;"/> magic 69:10 mail 72:9 main 28:14 majoring 14:5 majority 17:1 Mark 2:4 42:5 83:21 market 67:9 Martin 12:15,21 Mary 2:11 44:20 45:21 89:12 93:1,5 Maryland 67:1 mastery 9:12 18:4 60:16 material 87:12,13 math 64:9</p>	<p>matter 71:20 may 24:1 39:12 49:18 58:14 91:9,14 maybe 50:3 McCloud 93:13 mean 38:11 40:16 44:19 47:1 61:3 meant 79:6 meantime 41:20 58:4 61:20 measure 52:2 measures 11:19 23:4 media 72:7 meet 17:6 64:1 meeting 1:5 3:4 4:13 6:21 7:22 8:7 9:20 10:1 11:8 60:8,10 65:9 86:13,16,22 88:13,15,19 90:11 91:22 94:6 meetings 7:3 22:13 35:13 meets 92:8 member 9:22 24:22 28:4 64:21 70:14 86:5,9 89:12 93:1 members 4:14 6:18 7:5 8:13 14:21 16:2,3 19:22 22:8,21 38:18 43:3 48:10 50:14 58:2,4,5 74:1,6,11,22 77:20 82:21 84:13 89:20</p>
--	---	---	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>91:17 mention 80:22 mentioned 86:15 mentioning 40:19 merely 31:4 Merilyn 2:14 10:5,14 message 29:10,15 met 86:16 90:11 Metro 25:1 microphone 10:9 middle 13:3 24:4 54:14 64:7 mightily 83:15 mind 13:17 62:21 mine 63:11 66:20 67:8 minimize 34:20 39:14 40:13 78:15 minute 42:12 77:13 minutes 5:17,19,22 10:8 25:19 77:12 89:14 misinformed 36:10 missed 36:21 mission 68:7 mistaken 54:18 mocked 61:5 moment 45:1 66:15 month 7:3 62:5 83:21,22 89:21</p>	<p>90:3 91:15 months 16:16 23:6 91:21 motion 5:3,9,15,22 6:6,12 19:19 25:3,10 29:17 33:14 37:10 43:14 44:11 45:10 49:19 55:20,22 56:12,15,19 57:21 62:8 76:8 77:8 78:16 79:20 80:3 82:18 84:14,21 85:20 93:18 motivate 25:18 34:4,21 58:12 motivation 27:7 move 16:22 17:17 18:2 19:2 25:4,11 37:8 38:12 42:1 48:13 49:22 73:1 76:1 79:21 81:16 84:9 86:6 91:13 moved 5:4,5,9 6:1,2,6 25:6 29:19 37:7 62:10 76:3 79:8 90:8 93:20,22 mover 41:21 moves 73:8 moving 15:17 19:11 39:22 54:12 67:22 73:21 multiple 5:12 6:9 20:8 59:3 75:7 94:3 multi-school</p>	<p>86:22 municipal 17:4 21:19 museums 66:10 myself 39:2 <hr/><p style="text-align: center;">N</p><hr/>NASBE 89:13,20 91:4 nation 21:7 national 7:12 16:12 22:1 34:8 36:14,17 47:13,17 61:4 71:22 91:4,11 Nation's 7:7 nationwide 26:10 nature 86:2 Nay 76:15 82:9 nays 5:10 6:7 necessarily 46:6 62:17 63:5 necessary 36:1 NEDP 7:12,18 8:21 15:20 17:7,10,21,22 18:10,15 22:1 23:7,11,13,17 24:13 32:2 41:18 58:10 61:17 62:18 63:15,17 64:11 65:6 66:5,13 67:3,4 68:10,16,18 70:17 72:22 neither 18:15 34:17 95:8 96:9 newsletter 36:14</p>	<p>Nobel 34:7 47:15 none 5:21 non-profit 10:17 non-traditional 20:7 nor 18:15 34:17 95:9,13 96:9,10 normed 78:9 norming 26:10,19 59:14 Notary 95:1,19 note 39:11 noting 69:17 November 1:11 4:10 5:17 6:20 22:13,16 24:16 nowadays 11:20 NPR 61:9 nuanced 88:5 NW 1:9 7:5 <hr/><p style="text-align: center;">O</p><hr/>objections 4:19 obtaining 20:9 October 3:3 4:9 22:14,15 offer 18:18 42:17 45:12,13 67:2 80:2 offered 45:21 48:12 56:2,22 71:10 76:9 offering 21:16 52:10,12 62:19 68:17 70:22 71:5 80:2 offers 68:15</p>
--	---	---	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>Office 22:11 officer 95:2 Oh 30:4 40:22 79:2 oil 61:10 okay 10:11 13:14 14:11 15:12 26:2 32:8 34:2 40:22 41:13 49:21 51:11 80:1,12 81:10 old 7:4 23:10,12 47:4,9,17 older 17:6 20:11 47:17 ones 64:3 68:12 online 59:17 Onward 12:6 open 12:13 14:16 88:19 opportunities 12:13 24:3 75:8,12 opportunity 11:1 12:19 13:16 15:8 19:9 48:11 53:10 66:22 69:1 72:17,19 87:4 89:19 oppose 60:4 opposed 5:13 6:10 opt 34:13 51:2 options 9:10 38:5 order 3:5 17:19 56:5 88:17 Oregon 38:4 organization 10:17 13:17 91:4</p>	<p>organizations 14:1 70:15 original 53:7 56:6 OSSE 7:16 8:17 9:2 29:12 35:14 51:21 61:14,18 62:21 69:17 71:16 72:5,8 74:18 78:15 others 38:21 62:1 71:10 83:21 otherwise 30:14 68:21 72:16 95:13 96:11 ours 12:19 67:17 outcome 95:14 96:11 outcomes 14:11 22:20 outdated 38:10 outlier 49:5 50:12 outreach 31:6 overcome 28:13 overcoming 28:18 <hr style="width: 20%; margin: 0 auto;"/> <p style="text-align: center;">P</p> <hr style="width: 20%; margin: 0 auto;"/> p.m 1:12 3:3 94:7 pages 59:16 panels 59:4 papers 34:3 Parade 12:16 paramedic 10:20 12:1,4 14:13 parents 36:8 parliamentarian 45:2,4 parliamentary</p>	<p>45:7 parse 43:18,20 46:6 partial 88:2 partially 29:2 participate 13:9 participated 92:12 participation 7:6 9:18 particular 8:3 63:6 particularly 54:19 parties 95:10,12 96:10 partner 93:12 pass 7:10 9:1 15:20 16:10 19:7 64:12 89:9 passage 23:4 24:12 63:16 passed 8:20 13:4 21:17 25:5 passes 82:19 85:21 passing 23:16 26:7 31:5 59:11 63:1 78:7 past 14:20 24:4 26:5 30:22 39:20 40:14 path 18:20 48:10 pathway 18:18 86:14 pathways 8:20 20:8 24:4 87:18 88:9 patterns 23:5 pause 4:22 5:14,20</p>	<p>6:11 34:1 45:3 83:1 84:16 Peace 12:15 pending 48:16 people 11:9 12:2 44:17 52:20,21 53:15,16 58:14 61:13,22 68:18 69:9,12 72:12 73:18 83:22 84:7 91:6 per 21:12 percent 18:4 20:11,15,16,17,1 8,21 21:4 26:22 32:7 60:16 78:10 percentage 21:6 69:5 perfect 90:22 perfectly 81:13 performance 26:13 60:17 performed 67:17 perhaps 54:17 68:21 period 73:11 periods 22:9 Perkins 13:3 persistence 29:8 person 12:14 47:16 53:18 personal 21:9 personally 63:13 72:22 perspective 8:4 67:11 pertain 44:7</p>
---	--	---	---

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

Page 15

<p>Phalan 2:6 3:14,15 5:7,8 7:21 29:21 30:1 32:20,21 42:8,9,10 43:7,10,16 44:2 45:16 46:15 56:12 57:7,8 62:14,15 66:2 76:16,17 78:18,20 80:1,8,19 81:8,16 82:4,5 85:6,7 86:10,11 89:1</p> <p>Phalan's 66:4</p> <p>phase 17:22 18:2,3 65:12</p> <p>Phelps 13:20</p> <p>Phonetic 86:17 93:13</p> <p>phrase 55:7 80:16</p> <p>phrases 58:10</p> <p>phycology 14:5</p> <p>physical 14:8</p> <p>pieces 64:7</p> <p>places 58:11</p> <p>playbook 90:19</p> <p>please 5:11 6:8 10:1 83:4 84:19</p> <p>pleased 18:19</p> <p>plus 47:13</p> <p>podium 10:7</p> <p>point 39:19 42:8 44:4 47:3,5 48:17 49:1 56:5 61:19 63:20 65:8 69:5,16 70:19</p>	<p>points 46:16 69:4</p> <p>policies 22:19</p> <p>policy 8:5 15:18 28:15 35:2,5 38:12 67:20 68:4 91:11</p> <p>policymakers 61:10</p> <p>political 63:2 67:21</p> <p>politically 70:4</p> <p>Politics 89:22</p> <p>portion 4:13 79:14</p> <p>possibility 40:1 78:13</p> <p>possible 50:3 53:4 90:12</p> <p>possibly 51:13</p> <p>post 72:11</p> <p>posted 69:19</p> <p>postpone 42:1</p> <p>potential 8:18 9:10,11</p> <p>potentially 45:22 80:15 87:6</p> <p>poverty 20:20,21</p> <p>practices 22:19 23:3</p> <p>preference 44:16</p> <p>prejudiced 72:14</p> <p>preparation 27:11</p> <p>prepare 68:7</p> <p>prepared 96:7</p> <p>preparing 29:6</p> <p>presence 3:7</p> <p>present</p>	<p>3:10,12,15,17,19 ,22 4:2,4 44:14 88:17</p> <p>presented 38:11 41:2</p> <p>presents 19:22</p> <p>President 4:7 6:16 8:12 16:6,18 18:21 33:12 57:21 67:14 70:2 73:5 74:3 77:8 82:18 85:20 89:13 92:17</p> <p>Press 10:9</p> <p>pressure 63:2,14 70:4,6 73:16,17,18,20,2 1</p> <p>pressures 67:21</p> <p>prestigious 34:11</p> <p>pretty 61:1</p> <p>prevent 41:4 53:4</p> <p>Prevention 36:14</p> <p>previous 17:16 36:3 78:11</p> <p>prior 75:21</p> <p>priorities 63:9</p> <p>priority 29:13</p> <p>Prize 47:15</p> <p>probably 47:19 55:14 69:13 91:13</p> <p>problem 11:20 52:17,20 53:12 54:20 81:14</p> <p>problems 55:15</p> <p>procedure 45:8</p>	<p>procedures 26:10</p> <p>proceed 4:12 9:2</p> <p>proceeding 95:3</p> <p>proceedings 95:4,6</p> <p>process 7:16 9:3 59:9 62:6 83:14 91:21 92:4</p> <p>products 61:6,7,8 71:3</p> <p>proficiency 64:12</p> <p>program 7:12 11:3,4,15 12:7 15:3,21 16:12 22:1 34:14 38:5 51:2,3,4 52:3 64:13 88:1 92:8</p> <p>programs 23:2 24:14 38:8 53:16,17 54:7,9,10,15 66:10 75:13,14</p> <p>promises 31:13</p> <p>promising 31:13</p> <p>promoting 10:19</p> <p>promotions 16:22 28:11</p> <p>promulgate 7:16 24:17 30:12</p> <p>promulgated 73:10</p> <p>promulgation 16:9</p> <p>properly 5:9 6:6 25:10 69:19</p> <p>proposal 19:11 39:22 69:17</p> <p>propose 31:20</p>
---	--	---	---

(866) 448 - DEPO

www.CapitalReportingCompany.com © 2015

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>44:20 48:9 78:2</p> <p>proposed 22:12 23:22 24:17,19 30:6 39:5 45:9</p> <p>proposes 21:16</p> <p>proposing 37:6 42:3</p> <p>provide 11:17 12:12 18:15 20:7 24:7 27:10 60:1 61:13</p> <p>provided 4:18 23:16 42:13 60:3</p> <p>provider 60:15</p> <p>providers 23:2 28:1,20 31:9 59:5 70:21</p> <p>provides 11:4</p> <p>provisions 88:7</p> <p>psychometricians 61:16</p> <p>public 1:5 3:3 6:20,21 8:13 9:18,20,22 10:1,4 11:6 22:9,10,13,21 38:6 42:16 59:16 61:4 69:19 70:3 73:11 86:12 87:3 88:20 91:7,20 94:6 95:1,19</p> <p>publicize 27:5 30:9 51:6</p> <p>publicly 24:14</p> <p>pull 61:17</p> <p>pursuant 22:5</p> <p>pursue 35:8</p> <p>push 29:15 47:18</p>	<p>pushing 31:15</p> <p>putting 52:2 68:3 71:8</p> <hr/> <p style="text-align: center;">Q</p> <hr/> <p>quality 48:1</p> <p>question 18:11 30:10 32:12 50:8 54:2 55:17 56:21 60:20,21 76:3,6 80:14 81:17 83:3 84:20</p> <p>questioning 65:4</p> <p>questions 18:8,9 64:19 65:1,21 74:13</p> <p>quests 6:19</p> <p>quick 89:18</p> <p>quite 10:12 19:4 38:9</p> <p>quorum 3:7 4:7,11</p> <p>quote 26:13</p> <hr/> <p style="text-align: center;">R</p> <hr/> <p>Radio 61:4</p> <p>raised 18:8 35:12 39:1 65:22</p> <p>raising 62:16</p> <p>ran 61:4</p> <p>rare 18:13</p> <p>rate 20:13,21 23:20 41:18</p> <p>rates 21:10 23:4,6 37:19,22 38:3 49:2 52:5 69:6</p> <p>rather 47:2</p> <p>reach 88:17</p>	<p>reached 26:20</p> <p>reaching 27:2 28:8,21</p> <p>readiness 17:11 60:19</p> <p>reading 37:21 63:21 75:16</p> <p>ready 17:20</p> <p>real 59:13 72:3,16 89:22 90:1</p> <p>reality 29:3,4,5</p> <p>really 10:21 13:6 27:17 28:14 29:13 35:1 41:3 47:22 74:15 84:6 87:5,14 90:20</p> <p>reason 28:14 36:20 60:4</p> <p>reasons 36:22 64:14 66:19</p> <p>reauthorization 4:17 89:8 91:3</p> <p>reauthorize 90:5</p> <p>reauthorized 90:13,21</p> <p>receive 7:19 16:21 38:6</p> <p>received 66:15 90:9</p> <p>receiving 22:10</p> <p>recently 26:3 39:6 40:8,12 51:14 61:4 78:4</p> <p>recess 77:11,14,15</p> <p>recipients 7:18 26:20 58:16</p> <p>recognition 12:7 13:19</p>	<p>recognize 16:3,4 31:16</p> <p>recognized 22:4</p> <p>recommendations 89:4</p> <p>recommending 65:14 88:9</p> <p>reconsider 84:1</p> <p>record 4:9 6:13 16:1 19:18 24:21 33:15 63:11 70:3,8 95:7</p> <p>recorded 95:4</p> <p>recovery 88:1</p> <p>reduce 39:10</p> <p>reduced 95:5</p> <p>re-enforced 87:15</p> <p>refer 64:9</p> <p>reference 38:13 70:20 71:16</p> <p>referenced 28:4</p> <p>referring 54:8</p> <p>refers 34:5</p> <p>refine 69:21</p> <p>reflect 6:13 24:21 33:16 40:8</p> <p>reflected 59:7 60:11</p> <p>reflects 59:19 90:22</p> <p>refreshing 8:6</p> <p>regard 54:18</p> <p>regarding 22:12</p> <p>regardless 24:4</p> <p>register 39:14</p> <p>regularly 7:2</p>
---	---	--	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>regulations 7:17 16:9 17:4 21:20</p> <p>regulatory 20:6</p> <p>reintroduce 43:11 80:9</p> <p>reject 42:3 52:15</p> <p>relate 12:4</p> <p>related 4:15 9:21 54:6 77:19,21 95:9 96:9</p> <p>relationship 14:7</p> <p>relative 95:11</p> <p>relevant 51:1</p> <p>reliability 26:9</p> <p>relying 47:4</p> <p>remade 59:2</p> <p>remaining 89:11</p> <p>remaking 59:3</p> <p>remind 68:6</p> <p>remove 8:18</p> <p>renovation 92:4</p> <p>reoffer 42:17</p> <p>repeating 87:12</p> <p>replace 46:22</p> <p>replicate 23:3</p> <p>report 24:8 47:13 59:16</p> <p>reported 21:3</p> <p>reporting 23:1</p> <p>reports 21:9</p> <p>represent 26:12</p> <p>representative 6:16</p> <p>represented 27:6 60:10</p>	<p>requests 24:7</p> <p>require 17:19 19:19 21:5 64:11</p> <p>required 65:10</p> <p>requirement 23:13 52:2</p> <p>requirements 9:9 20:5 21:22 22:6 41:8</p> <p>requires 18:1,3 20:4</p> <p>research 22:18,22 26:8 27:8 34:5,6,7 35:4,13 37:16 38:21 39:12 40:19 41:3 46:10 47:4,9,10,11,16, 19,20 48:1,2 50:6,7,9,10,22 51:19,20 53:12,14 54:5,6,17 66:17 67:19 71:4 78:8,11 79:13 80:22</p> <p>researchers 61:10</p> <p>researching 9:8</p> <p>reseller 71:2</p> <p>resident 21:17</p> <p>residents 16:10 17:1 18:11,19,20 20:14 24:2,13 67:1,8 69:2</p> <p>resistance 28:19</p> <p>resolution 7:15 9:2 16:1,7 17:9 19:18,21,22 24:19 25:3,5,7 30:11 31:5 32:5</p>	<p>41:7 42:22 44:8 49:5 51:9 55:1,15 58:11 68:3 69:4 71:15 77:19,21 78:3 83:3,6,7,8 84:14,21 88:17</p> <p>resolutions 30:17,21</p> <p>resolve 89:10</p> <p>resolved 24:15</p> <p>resources 72:12</p> <p>respected 36:18</p> <p>respond 52:8</p> <p>response 60:14 61:16</p> <p>responsibility 35:22 90:17</p> <p>restrict 17:4</p> <p>restrictions 17:8 18:14</p> <p>restricts 16:20</p> <p>results 26:17</p> <p>retrospect 53:20</p> <p>return 9:3</p> <p>review 22:18</p> <p>reviewed 23:22 61:15</p> <p>reviewers 59:4</p> <p>reviews 59:6,18</p> <p>revised 90:21</p> <p>rewards 14:17</p> <p>rework 58:3</p> <p>rewritten 26:3 39:6 40:8,12 51:15 78:4</p> <p>rigor 18:10 29:1</p>	<p>36:5 58:14,19 59:1 62:20 63:17 72:21</p> <p>rigorous 9:13 26:4 29:4,7 30:9 38:14 39:1,7,12,20 40:9 46:11 51:15 52:18 59:11 65:17 66:6 67:6 78:5 88:3</p> <p>risk 38:7</p> <p>river 17:1</p> <p>road 46:1</p> <p>robbed 92:17,18</p> <p>role 3:6 9:3,4 24:17 32:10 56:19 81:19 83:4 84:19</p> <p>roll 76:6 84:17</p> <p>rolling 92:14</p> <p>room 88:16</p> <p>Rosario 27:12</p> <p>route 51:18 54:14</p> <p>rubber 63:8</p> <p>rubric 75:18</p> <p>rubrics 65:9,17</p> <p>rule 30:12 41:4 51:22 52:2 69:18 73:8,10 74:9,18</p> <p>rule-ly 30:13</p> <p>rundown 45:6</p> <p>Ruth 2:9 16:15 42:12 46:5 47:7 63:7 64:17</p> <p>Ruth's 42:17 43:12 63:20</p>
--	---	--	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p style="text-align: center;"><u>S</u></p> <p>sad 13:6</p> <p>safe 92:7</p> <p>Safe-Way 91:8</p> <p>salutatorian 13:5</p> <p>salutatorians 11:5,13 14:19</p> <p>saw 29:5</p> <p>SBOE@DC.gov 10:2</p> <p>scenes 58:3</p> <p>scheduled 7:2 11:7</p> <p>scholar 13:5</p> <p>Scholars 92:12 93:2</p> <p>scholarship 13:19 14:6</p> <p>scholarships 93:9</p> <p>school 7:20 11:3,15 12:6 13:4 15:3 16:19 17:17 18:12,17 20:5,9,12,14,16, 20 21:5,13 22:4,18 23:2,8,18 26:15,22 34:10,12,13 35:8,16,18 36:9,16,21 42:15 46:19,21 47:1 51:3,17 53:19,22 59:19 63:13,22 64:8,10,15 65:13,20 66:10 69:3,4,7,8 78:10,14 84:2 86:7,17 92:1</p> <p>schools 11:6,18</p>	<p>27:10,12 28:2 35:9,10,22 36:7 38:6 86:18 87:3 92:3</p> <p>School's 13:21</p> <p>scores 48:22</p> <p>second 5:6,7 6:3,4 19:19 25:7,8 29:20,21 33:22 37:9,11 39:18 41:21 45:12 55:21 56:1,4,14,16,17 62:11,12 78:17,18 79:14 80:3,6,8,11,16 87:20 93:21</p> <p>Secondary 4:16 89:6</p> <p>seconded 5:10 6:7 25:9,11 29:22 37:12 78:19 94:1</p> <p>Sections 21:20</p> <p>sector 27:19</p> <p>seeing 14:22 70:13</p> <p>seems 30:19,21,22 42:6 44:21 90:8</p> <p>seen 12:3 17:16 50:11 63:3 65:9</p> <p>segment 72:2,4</p> <p>seminars 11:18</p> <p>Senate 89:10 90:10</p> <p>send 29:10 72:9,10</p> <p>seniority 30:20</p> <p>seniors 26:16</p> <p>sentence 39:5</p> <p>sentiments 74:5</p>	<p>separate 79:5,7,9,16 80:10</p> <p>separately 80:5</p> <p>Sequins 92:21</p> <p>series 91:22</p> <p>seriously 28:10,11 58:18,21</p> <p>service 12:12,19 31:9</p> <p>session 5:17 77:17</p> <p>sessions 22:15</p> <p>setting 91:11</p> <p>several 19:8 58:10 92:11</p> <p>severely 16:21</p> <p>share 11:1 13:11 14:11 38:22 63:6 65:19</p> <p>she's 44:14 64:19 70:22</p> <p>shocking 73:10</p> <p>short 77:15</p> <p>shoulders 73:3</p> <p>shows 37:18,21 47:21 54:17</p> <p>signaling 41:5</p> <p>signed 38:5</p> <p>significant 65:21</p> <p>significantly 21:10</p> <p>similar 60:1</p> <p>Similarly 17:7</p> <p>simply 28:20 61:6</p> <p>single 69:2 79:10,17,19,21</p> <p>situations 12:3</p>	<p>skeptic 58:15</p> <p>skills 11:18 18:5 95:8</p> <p>small 72:2,3</p> <p>smiles 10:19</p> <p>snake 61:10</p> <p>somehow 39:10</p> <p>someone 15:2 48:20 72:14 79:12</p> <p>sorry 30:4 79:2 93:15</p> <p>sort 40:4,10 46:13 51:21 65:17 90:1,18</p> <p>sound 63:4</p> <p>sounds 40:16 55:4,5</p> <p>speak 9:22 48:11 50:17 72:8 74:22 89:2</p> <p>SPEAKERS 5:12 6:9 94:3</p> <p>speaking 71:1,4</p> <p>speaks 86:3</p> <p>specialized 18:5</p> <p>specially 63:15</p> <p>specifically 17:13 32:5 54:8 63:19</p> <p>spirit 46:8</p> <p>spoken 50:15</p> <p>sponsor 56:6</p> <p>spot 12:10</p> <p>SR 20:2</p> <p>staff 10:1 27:14</p> <p>stamp 63:8</p>
--	---	--	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>stamping 71:8</p> <p>standard 26:15 28:8 66:8</p> <p>standardized 46:22</p> <p>standards 17:11,12 26:6 31:17 39:8,9 40:9,10 46:13 51:16 59:7 60:12,19 64:9,12 66:5,8,11 70:21 75:16,17,19 78:6</p> <p>standard's 60:11</p> <p>stands 55:9</p> <p>star 61:7</p> <p>start 4:8 16:4 29:15 41:16 54:8</p> <p>started 58:15</p> <p>state 1:4 3:4 4:12 6:17,18,22 7:5,9,17 8:10,16,18 9:5 15:17,19 16:9 18:8 19:20,21 20:1,4 21:15,16 22:3,8,11,12,17 23:14,16,18,21,2 2 24:6,7,8,9,16,17, 18 26:5 27:6 28:13 30:12 34:17,19 35:19 37:18 38:2 39:8,14 40:9,13 43:3 46:13,20 49:5 51:16 55:1 58:17 59:22 61:21 62:7 66:22 67:3 77:19 78:6,14 88:18</p>	<p>90:15 94:5</p> <p>statements 54:4</p> <p>states 21:11 22:20 37:16 38:1 67:2</p> <p>State's 22:7 23:15</p> <p>statistics 21:9 35:16,18</p> <p>staying 65:6</p> <p>step 7:8</p> <p>steps 9:15 45:6 78:15</p> <p>stigma 28:14</p> <p>stigmatization 59:2</p> <p>stigmatized 28:6</p> <p>stigmatizing 55:7</p> <p>story 61:5,9</p> <p>Street 1:9 7:4 88:16</p> <p>streets 71:19</p> <p>stricken 42:18</p> <p>strike 80:3,8,15</p> <p>strikes 58:9</p> <p>striking 67:4</p> <p>stringent 59:9</p> <p>strong 91:3</p> <p>strongly 29:11</p> <p>student 13:3 92:6 93:3</p> <p>students 8:4 9:12 10:19 11:2,16 12:8,9 15:10 18:1 20:8 27:1,13 28:1,20 29:6 30:10 31:9,11 34:13,16 35:7,17</p>	<p>36:1,15,19,21 38:7 40:15 46:18,21 47:6 51:7,17 52:3 54:13,21 55:2 58:22 59:13 60:15 64:1,11 65:2,15 68:5,7,13 73:19 84:7 86:18 87:6 93:9</p> <p>studies 36:18 48:22 59:14</p> <p>stuff 71:8</p> <p>subjective 55:13</p> <p>substantial 26:8 31:5 78:8</p> <p>substantiate 55:14</p> <p>substitute 44:20</p> <p>succeed 83:18</p> <p>success 8:20 14:3</p> <p>successful 23:7 24:11,12 67:3 72:18</p> <p>successfully 15:20 21:17,22 23:17</p> <p>Suffice 90:6</p> <p>suggest 32:1 71:16 77:11</p> <p>suggesting 46:3</p> <p>suggestion 41:16</p> <p>suggests 34:9 39:12 52:18</p> <p>Sunshine 10:6,15,16 11:3 12:14,22 13:15,19</p> <p>superintendent 6:22 8:10 9:16</p>	<p>19:21 21:15 22:7,11 23:14 24:7,17 30:12</p> <p>support 7:6 11:2,16 14:2,6 15:9 30:8 60:2 61:20 65:21 72:1</p> <p>supported 11:12 13:12</p> <p>supporting 10:19</p> <p>supportive 44:18</p> <p>suppose 44:19</p> <p>supposed 88:13</p> <p>sure 31:12 35:15,22 43:19 45:21 53:3 93:16</p> <p>survey 36:16,19 47:14 54:2</p> <p>susceptible 67:21</p> <p>sustaining 87:19</p> <p>system 88:2</p> <hr/> <p style="text-align: center;">T</p> <hr/> <p>table 9:2 10:8 19:12 43:6,15 44:12 45:11 48:16 49:20 50:18 55:18,20,22 56:12,15,19 62:9 65:1 79:18 91:10</p> <p>tabled 57:22</p> <p>tailored 17:14</p> <p>taking 8:2 46:22</p> <p>talk 12:1 36:16 41:7 63:19 71:21 83:7</p> <p>talking 36:15</p>
--	---	--	--

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>44:15 87:5 talks 32:6 task 4:17 7:20,22 8:3,8 9:7,14 63:13 86:7,9,13 88:6 89:3 tasks 60:18 75:18 tax 10:17 teacher 67:12 teachers 59:5 Teaching 86:20 Teams 92:1 technologic 11:16 technological 11:4 teenagers 34:12 52:22 teens 35:9 39:2 televised 12:11 televises 12:7 television 10:18 tend 12:2 term 14:7 58:10 terms 41:7 52:9 54:11 73:16 terrific 48:2 75:8 terrifically 35:20 test 21:18 23:10,17 24:12 26:17 38:22 46:22 59:2,22 87:4 testimony 9:20 22:10 28:1,3,19 91:7 testing 17:5 21:21 26:9 78:8</p>	<p>tests 18:12 59:12 text 45:13 63:22 70:22 79:6 texts 71:6 thank 9:16 10:10 11:1 13:16 15:7,10,11,13 16:6,13 18:21,22 19:10,15 24:20 25:10 31:18 32:8 33:18 38:16 45:16 56:9 58:1,7 66:1 67:10,11,14 69:22 70:2 73:6 74:3,10,20 75:5 77:10 82:20 83:12 84:12 85:22 86:5,11 88:20,22 89:17,19 91:5,15 92:9 93:12 thanks 19:5 25:1 that's 15:9 35:20 37:4,5 40:3 43:14,19 44:16 45:11,12,20 46:5,13 48:7 50:2,5,7 51:5 52:20,22 59:15 63:18 68:16 69:9 72:3,15 73:5,20 therapist 14:8 thereafter 95:5 therefore 21:16 24:15 88:8,14 there's 12:13 36:13 45:8 54:16 56:4 81:8 90:4 They'll 72:1 they're 12:10</p>	<p>35:9,10 43:17 53:16 65:7 69:2 70:18 72:2 75:15 79:8 they've 69:3 72:20 third 7:3 48:13 87:21 Thompson 14:4 thorough 9:8 64:22 thoughtful 8:1 67:18 75:6 thousands 18:18 69:9 threaten 26:16 threshold 26:7 27:2 32:7 59:10 78:6 Thursday 88:15 thus 51:17 78:3 88:12 Tierra 2:5 19:6 Tierra's 47:3 Title 21:19 today 62:19 70:11 71:17 86:16 90:9,10 tonight 7:14 10:5 16:7 61:21 73:22 Tonight's 7:8 tools 11:5,17 top 39:16 64:10 71:4 topic 16:16 topics 88:4 total 10:6,15,16 11:3 12:14,22</p>	<p>13:15,19 25:20 totally 30:8,19 TotalSunshine.org 15:4 Trade 71:22 tradeoff 35:6 tradeoffs 35:1,3 Trader 91:8 traditional 34:13,17 35:9 87:2 training 54:9 TRANSCRIBER 96:1 transcript 96:7 transfer 38:7 transient 23:4 transparency 23:1 92:6 travel 74:14 tried 83:15 tristate 67:8 trouble 68:16 true 64:2 95:6 trust 60:6 try 11:20 12:8 35:1 58:3 88:17 trying 47:5 Tuesday 7:22 turn 79:16,21 86:8 type 65:14 87:20 typewriting 95:5 <hr/> U <hr/> U.S 17:15 21:8</p>
--	---	---	--

Capital Reporting Company
 DC State Board of Education Public Meeting 11-18-2015

<p>underlies 47:17</p> <p>underlying 44:7 56:15 83:3</p> <p>underscore 69:1</p> <p>underscored 22:22</p> <p>underserved 54:13</p> <p>understand 44:2 52:21 63:20 65:8 70:19 87:5,14</p> <p>understanding 88:10</p> <p>understood 45:21 79:11</p> <p>unemployment 20:13 69:6</p> <p>unfortunate 35:11</p> <p>unfortunately 73:13</p> <p>UNIDENTIFIED 44:9</p> <p>unintended 34:11,20 39:15,21 40:2,13,18 41:2,4 78:14</p> <p>unit 9:9 87:19</p> <p>United 21:11</p> <p>University 14:5</p> <p>University's 21:2</p> <p>update 4:17 7:19 86:6,8,12 89:6 91:12</p> <p>updates 91:17</p> <p>urges 78:15</p> <hr/> <p style="text-align: center;">V</p>	<p>vague 54:2,3</p> <p>valedictorian 13:20</p> <p>valedictorians 11:5,13 13:12 14:18</p> <p>validity 26:16</p> <p>varied 88:8</p> <p>various 58:11</p> <p>vendor 61:2</p> <p>vendors 61:5</p> <p>verify 60:7</p> <p>version 38:14 43:20 90:22</p> <p>versions 38:13 78:11</p> <p>versus 20:15</p> <p>vibrant 27:18</p> <p>viewing 6:20</p> <p>Virginia 67:2</p> <p>virtually 35:2</p> <p>visited 27:9</p> <p>visits 27:22</p> <p>voice 91:3,10</p> <p>volunteer 14:13</p> <p>vote 8:22 19:14 27:8 33:13 56:7,10 62:1 69:18 70:11 73:9,22 76:6 79:14 80:4 81:7,9 84:6,8,11,18 91:9,10</p> <p>voted 33:16 43:3</p> <p>voting 69:16</p>	<hr/> <p style="text-align: center;">W</p> <hr/> <p>wage 21:11 72:10</p> <p>wages 31:15</p> <p>Wait 83:5</p> <p>waiting 61:22 62:5</p> <p>waiver 18:13</p> <p>Walk 12:16</p> <p>ward 6:16 7:21 13:6 16:5,14 19:3 25:15 31:4 62:16 66:21 67:16 74:8,14 86:9 92:14</p> <p>Wards 17:2</p> <p>warrior 93:11</p> <p>Washington 1:10 87:18</p> <p>watch 52:4</p> <p>Wattensburg 2:9 3:16,17 16:15 19:2,5,16 25:13,15,17 26:2 29:19 30:15,16 32:3,22 33:1,20,21 34:2 37:8 40:5,16,22 41:6,13,22 42:4 44:13 47:8 48:12 49:7,11,12,14,15 ,16,21 50:2,5,22 52:8,15,17 56:20,22 57:9,10 58:6,7 62:10 70:20 75:1,2,3 76:4,5,9,18,19 77:13 82:6,7 83:5,10,11,12 85:8,9 93:5</p> <p>Wattensburg's</p>	<p>48:13</p> <p>weakens 47:5</p> <p>website 92:2</p> <p>Wednesday 1:11 6:20 7:3</p> <p>Weedon 2:7 3:21,22 6:4,5 31:2,3,18 33:6,7 44:4,5,6 56:5 57:15,16 77:2,3 82:12,13 85:14,15 91:18,19 92:9</p> <p>week 21:12 51:1,3 86:16 89:10 91:15</p> <p>weekend 92:13</p> <p>weeks 60:8</p> <p>welcome 6:19,21 7:5 13:10 14:19 88:20</p> <p>welcomes 9:18</p> <p>we'll 8:9 13:2 15:21 19:2 26:1 32:10 80:9</p> <p>we're 11:8 15:16 19:13 30:5 31:12,13 41:5,8,9 43:22 45:1 46:17 47:5 48:5 49:19 50:17 58:2 60:1 62:18 66:19,21 69:17 70:17 71:14 72:18,19 74:17 86:6 94:4</p> <p>we've 14:21 30:17 34:6 35:12 75:20 87:15</p> <p>whatever 39:1</p>
--	---	--	---

Capital Reporting Company
DC State Board of Education Public Meeting 11-18-2015

<p>70:10 71:17</p> <p>whereas 20:3,6,10,13,18 21:2,8,15 22:3,7,17,21 23:9,15,16,21 24:6 26:3,6,12,19 27:1,4 34:5,6,16,19 39:5,6,11 40:12 46:19 51:14 78:3,11 80:4,16</p> <p>whereas's 80:21</p> <p>Whereupon 77:15 94:5</p> <p>whether 44:16 68:10 69:2,3 72:14,21 84:2</p> <p>Whittington 4:5,6</p> <p>Whole 91:8</p> <p>whom 20:11 95:2</p> <p>whose 8:4 47:16</p> <p>William 93:2</p> <p>Williams 2:12 3:11,12 5:4,5 32:16,17 50:15,20,21 57:3,4 74:2,3 76:12,13 81:22 82:1 85:2,3</p> <p>willing 30:14 52:7 81:13</p> <p>Wilson 2:6 3:14,15 5:7,8 7:21 29:21,22 32:20,21 42:8,9,10 43:7,10,16 44:2 45:16 46:15</p>	<p>56:12 57:7,8 62:14,15 66:1,4 76:16,17 78:18,19 80:1,8,19 81:8,16 82:4,5 85:6,7 86:10,11 88:22</p> <p>wing 31:21</p> <p>winner 34:7 47:15</p> <p>winners 93:8</p> <p>winning 93:1</p> <p>wish 68:13 71:14 74:22</p> <p>witnesses 9:21 10:4</p> <p>won 93:9</p> <p>wonder 46:19</p> <p>wonderful 15:7 93:15</p> <p>wondering 39:3</p> <p>Woodson 93:10</p> <p>wording 54:1 81:14</p> <p>wordsmith 69:21</p> <p>wordsmithed 40:3 42:2</p> <p>wordsmithing 42:19</p> <p>work 8:8 9:7 14:12 21:3 27:12,13,14 28:5 30:9 34:22 59:20 62:20 69:15 73:4 79:18 87:15</p> <p>worked 13:22 27:9 66:7 72:21 86:2 90:6</p>	<p>workers 11:9</p> <p>workforce 69:13</p> <p>working 5:17 10:21 19:3 22:15 27:17,20 29:7 44:20 70:13,15</p> <p>works 10:9 42:4,5 59:13</p> <p>world 72:20</p> <p>worried 67:4</p> <p>worry 63:7,11</p> <p>writing 63:21</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>Yay 76:19</p> <p>yays 5:10 6:7</p> <p>yellow 13:1</p> <p>yet 52:21</p> <p>you'll 10:7,8</p> <p>young 11:9 12:1,14 13:5</p> <p>yours 14:1</p> <p>you've 30:20</p>
--	--	---