

GOVERNMENT OF THE DISTRICT OF COLUMBIA

+ + + + +

STATE BOARD OF EDUCATION

+ + + + +

PUBLIC MEETING

+ + + + +

WEDNESDAY,
DECEMBER 16, 2015

+ + + + +

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

PRESENT

JACK JACOBSON, President, Ward 2 Representative

KAREN WILLIAMS, Vice President, Ward 7
Representative

D. KAMILI ANDERSON, Ward 4 Representative

BRIAN CONTRERAS, Student Representative

TIERRA JOLLY, Ward 8 Representative

HANSEUL KANG, State Superintendent

MARY LORD, At-Large Representative

RUTH WATTENBERG, Ward 3 Representative

JOE WEEDON, Ward 6 Representative

LAURA WILSON PHELAN, Ward 1 Representative

JOHN-PAUL HAYWORTH, Executive Director

TABLE OF CONTENTS

	Page
Call to Order.	3
Announcement of a Quorum	4
Approval of Minutes.	5
Comments from the President, SBOE.	6
Comments from the Superintendent, OSSE	9
Public Comments:	
Salley Schwartz, Globalize DC.11
Juanique McNeil, Globalize DC.14
Merilyn Holmes, Executive Director, Total Sunshine, Inc.17
Robert Pohlman, Member of the Public20
PARCC 3-8 Update23
High School Credit Flexibility Task Force Report and Resolution81
Adjournment.	130

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

5:30 p.m.

PRESIDENT JACOBSON: And we're going to get started now. Good evening. The time is 5:30 p.m. on December 16, 2015 and this public meeting of the District of Columbia State Board of Education is now called to order.

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

EXECUTIVE DIRECTOR HAYWORTH: Mr. Jacobson.

PRESIDENT JACOBSON: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Williams.

VICE PRESIDENT WILLIAMS: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Lord.

MEMBER LORD: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms. Wilson Phelan.

MEMBER WILSON PHELAN: Present.

EXECUTIVE DIRECTOR HAYWORTH: Ms.

1 Wattenberg.

2 MEMBER WATTENBERG: Present.

3 EXECUTIVE DIRECTOR HAYWORTH: Ms.

4 Anderson.

5 MEMBER ANDERSON: Present.

6 EXECUTIVE DIRECTOR HAYWORTH: Mr.

7 Jones. Mr. Jones. Mr. Weedon. Mr. Weedon. Ms.

8 Jolly.

9 MEMBER JOLLY: Present.

10 EXECUTIVE DIRECTOR HAYWORTH: Mr.

11 Contreras.

12 MEMBER CONTRERAS: Present.

13 EXECUTIVE DIRECTOR HAYWORTH: Ms.

14 Whittington. Ms. Whittington.

15 Mr. President, you have a quorum.

16 PRESIDENT JACOBSON: Thank you. A

17 quorum has been determined and the State Board

18 will now proceed with the business portion of our

19 meeting.

20 Members, we have a draft agenda before

21 us. Are there corrections or additions to the

22 agenda?

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

4 VICE PRESIDENT WILLIAMS: So moved.

5 PRESIDENT JACOBSON: Moved by Ms.
6 Williams. Is there a second?

7 MEMBER LORD: Second.

8 PRESIDENT JACOBSON: By Ms. Lord. Any
9 discussion? All those in favor, please say aye.

10 (Chorus of ayes.)

11 Any opposed? Any abstentions? The
12 motion is approved.

13 Next on our agenda is the approval of
14 the minutes from the working sessions on December
15 2nd and December 9, 2015. Are there additions or
16 corrections to the minutes?

17 Hearing none, I would entertain a
18 motion to approve the minutes en bloc?

19 MEMBER WILSON PHELAN: So moved.

20 PRESIDENT JACOBSON: Moved by Ms.
21 Wilson Phelan. Is there a second.

22 VICE PRESIDENT WILLIAMS: Second.

1 PRESIDENT JACOBSON: Seconded by Ms.
2 Williams. The motion being properly moved and
3 seconded, I ask for yeas and nays. All approved,
4 say aye.

5 (Chorus of ayes.)

6 Any opposed? Any abstentions? The
7 motion is approved.

8 Please let the record note Mr. Weedon
9 from Ward 6 has joined.

10 Good evening. My name is Jack
11 Jacobson and I'm the President and Ward 2
12 Representative of the State Board of Education.
13 On behalf of the members of the District of
14 Columbia State Board of Education, I want to
15 welcome you, our guests, and our viewing public
16 to our December 16, 2015 public meeting. I also
17 want to welcome our State Superintendent of
18 Education Hanseul Kang.

19 The Board holds its regularly
20 scheduled meetings on the third Wednesday of
21 every month here in the Old Council Chambers at
22 441 4th Street, Northwest.

1 The members of the State Board of
2 Education welcome your participation and your
3 support in our efforts to improve education in
4 the nation's capital.

5 Tonight's agenda includes the next
6 step of the Board's work to ensure that our
7 students have educational opportunities available
8 to them wherever they are in terms of academic
9 readiness. Our High School Credit Flexibility
10 Task Force under the chairmanship of Ward 1
11 Member Laura Wilson Phelan has completed its work
12 and we will be considering their recommendation
13 this evening.

14 I want to express my appreciation to
15 the task force members who are diligently over
16 the past few months to come to consensus on four
17 recommendations for the Board to consider. I'd
18 also like to take a moment to acknowledge the
19 enormous effort that Ms. Wilson Phelan put into
20 this initiative on behalf of the Board and the
21 significant contributions of our colleagues
22 serving on the task force and our wonderful staff

1 team that resulted in this compelling report.

2 We'll also hear more about the results
3 of last year's PARCC exam for grades 3 through 8.
4 As many know, our results are in line with what
5 we expected. Unfortunately, what we expected is
6 that a majority of our students are not where
7 they should be. We will be working diligently
8 over the next several years to ensure that every
9 student in every part of the District of Columbia
10 is able to succeed, especially with the passage
11 of the Every Student Succeeds Act last week.

12 Before we hear from Superintendent
13 Kang, I want to update members of the public on
14 an item from our November public meeting, the
15 issuance of a state diploma for residents that
16 pass the GED or complete the NEDP. OSSE has
17 published regulations and their proposed form on
18 Friday, December 11th. This opens the public
19 comment period for 30 days. If there are no
20 substantive changes resulting from public
21 comments received, we intend to consider a
22 resolution approving the regulations at our next

1 public meeting on January 20, 2016.

2 We'll now hear introductory comments
3 from the State Superintendent of Education, Ms.
4 Hanseul Kang.

5 STATE SUPERINTENDENT KANG: Good
6 evening, President Jacobson, members, and viewing
7 members of the public. I'm glad to be here this
8 evening and look forward to sharing an update on
9 the grades 3 to 8 results from the Partnership
10 for Assessment of Readiness for College and
11 Career or PARCC exam.

12 I also want to express my appreciation
13 of our work with the Board on both the state
14 diploma and the credit flexibility matters that
15 are before us and in particular, I'm excited to
16 hear the discussion of the Credit Flexibility
17 Task Force's report.

18 We look forward at OSSE to reviewing
19 the recommendations from the task force and
20 moving quickly to produce regulations that can go
21 out for public comment. So we are looking
22 forward to the discussion. And with that, I'll

1 leave it.

2 PRESIDENT JACOBSON: Thank you,
3 Superintendent Kang.

4 We're now going to move to the public
5 comment period of our agenda. The Board welcomes
6 public participation and activities under its
7 authority. At every public meeting, we begin
8 with testimony from public witnesses on
9 education-related matters. If you are a member
10 of the public and would like to speak at a public
11 meeting, please contact our staff at sboe@dc.gov
12 or by calling 202/741-0888.

13 Our public witnesses include Salley
14 Schwartz with Globalize DC; Juanique McNeill,
15 also Globalize DC, and you can come down and take
16 seats at the witness table, please. Ms. Marilyn
17 Holmes, Executive Director, Total Sunshine, Inc.;
18 Mr. Erich Martel, a member of the public and
19 former DCPS teacher; and Mr. Robert Pohlman, a
20 member of the public.

21 We appreciate you taking the time to
22 come down this evening. Let's start with Ms.

1 Schwartz, and move down the line. Make sure the
2 green light is lit on the microphone and you will
3 have three minutes each and I believe you've
4 submitted written testimony perhaps in longer
5 version for us. So please begin.

6 MS. SCHWARTZ: Thank you. Can you
7 hear me? Thank you for this opportunity --

8 PRESIDENT JACOBSON: Can you pull the
9 microphone much closer to your mouth, please?
10 Thank you.

11 MS. SCHWARTZ: Thank you for this
12 opportunity to testify this evening and thank you
13 also for the tremendous work of the Task Force on
14 Credit Flexibility.

15 My name is Salley Schwartz. I'm
16 Director of Globalize DC which is a nonprofit
17 organization that works to increase access for
18 D.C. public school students to high quality
19 global education and language learning
20 opportunities. And I'm here to speak
21 specifically on credit flexibility for world
22 languages. And I'm joined by a former

1 participant of one of our programs and you may
2 have seen her in our film "Beyond the Wall,"
3 Juanique McNeill.

4 Students who can communicate in more
5 than one language, particularly those with
6 proficiency in critical languages are in
7 increasing demand by U.S. employers. In D.C.,
8 employees with language skills are needed in
9 federal and local government, in business,
10 health, tourism, the nonprofit sector. As a
11 city, we have been very slow to recognize the
12 value of language skills in today's economy and
13 the need to create strong language programs that
14 will prepare our young people to fill these 21st
15 century jobs. But here is the opportunity.

16 D.C. is uniquely rich in language
17 resources that we could potentially leverage to
18 benefit our students, but right now, we are
19 bumping up against the rigidity of an old system
20 that only grants credit for language teaching
21 within a school classroom. This is particularly
22 problematic when language programs are so

1 inequitably distributed across the city.

2 So we want D.C. to create a more
3 rational, flexible system that will allow options
4 for our students to pursue their own academic
5 interests and career goals. We see the State
6 Board's proposal to adopt credit flexibility for
7 world languages as a very important forward-
8 looking strategy that can help us build our K-12
9 language capacity and respond more nimbly both to
10 student and parent demand and to high quality
11 language opportunities. It will allow students
12 to earn credit for alternative, often more
13 authentic language programs. It can open the
14 door to credible educational organizations with
15 language resources not currently available to our
16 students to develop programs and strategies that
17 increase access. And this will be most helpful
18 to students and schools with the most limited
19 language options.

20 This said, and I see my time running
21 out, we are concerned about the language in the
22 proposal of the resolution that I've seen that

1 talks about credit for demonstrated prior
2 knowledge. We want to be sure this important
3 policy can be applied to future or on-going
4 learning in order to expand access to high
5 quality language opportunities, not just as a
6 means to reward past learning or to allow
7 students to test out of their language
8 requirement. We think this is important as you
9 go forward with planning and implementation. And
10 you might consider the option of dropping that
11 term "prior" and just talk about giving credit
12 for demonstrated knowledge.

13 Thank you very much.

14 PRESIDENT JACOBSON: Thank you, Ms.
15 Schwartz. Ms. McNeill.

16 MS. McNEILL: Can you hear me?

17 PRESIDENT JACOBSON: Yes.

18 MS. McNEILL: That's wonderful. Thank
19 you.

20 MS. McNEILL: My name is Juanique
21 McNeill. I'm a former DCPS student. I attended
22 Anacostia High School as well as McKinley

1 Technology High School. I attended McKinley
2 Technology High School when I was in 9th grade
3 and I was kicked out due to poor behavior. I was
4 forced to go to my neighborhood school, Anacostia
5 Senior High School. Ended up, when I was in 10th
6 grade, I was granted the opportunity to go to a
7 free study abroad program to China through a
8 program called American Study Abroad which is a
9 nonprofit organization.

10 After completing this free summer
11 program, I wanted to continue my Chinese, but at
12 the time Chinese language learning in D.C. was
13 very limited. So after school I traveled from
14 Southeast to Wilson High School a week and then
15 after those classes ended, I took classes at the
16 graduate school with professionals who were
17 trying to advance in their career at 17.

18 I was really determined to keep up
19 with my language, but it wasn't available for me.
20 And during the day I had to actually continue to
21 take Spanish just to graduate from school.
22 Sorry.

1 I just want to talk about -- I'm here
2 to speak about if students like myself were
3 offered the opportunity to take a language
4 outside of school and gain high school credits,
5 the opportunity for these students are endless.
6 The credit flexibility can lead to creating high
7 school students who are ready for the work force
8 and it will compete on a global level. This
9 opportunity has a possibility to reach students
10 all over D.C. no matter what school, ward, or
11 socio-economic background. Students east of the
12 river to benefit from this most in an area where
13 language learning outside of French and Spanish
14 does not exist.

15 Through my experiences as a person who
16 learned a language and been able to travel around
17 the world, this has really benefitted me and my
18 life. And if this credit flexibility was around
19 in high school, it could have freed up my time as
20 a learner and I could have maybe taken a summer
21 semester abroad. And I just hope today that you
22 take this speech and is really moved by what I

1 have to say.

2 PRESIDENT JACOBSON: Well, I was.
3 Thank you. We appreciate you taking time out of
4 your evening to come down. And thank you for
5 sharing your experience with us.

6 MS. McNEILL: Thank you.

7 PRESIDENT JACOBSON: Ms. Holmes?

8 MS. HOLMES: Good evening. Happy
9 holidays. It's always a pleasure for me to come
10 here and share with you all the work that Total
11 Sunshine, Inc. is doing in the community and also
12 with the young people of the city.

13 I'm Marilyn Holmes, president of Total
14 Sunshine, Inc. We're a local 501(c)(3) nonprofit
15 and we've been working with the young people in
16 this city for the last 15 years. It's been quite
17 a task, but I'm still determined to get done the
18 things that need to get done for the young people
19 in this city. As much as I can help, I'm willing
20 to do that.

21 I wanted to share with you all the
22 invitation that we have open for all D.C. public

1 students and basically for every student and
2 every person is the 2016 Martin Luther King Peace
3 Walk and Parade. It's coming up January 18th,
4 2016. It's going to be along Martin Luther King
5 Avenue in Southeast. This is a community service
6 opportunity for every student in this city. They
7 can feel free to come out and participate. They
8 can feel free to come out and assist. And they
9 can even come to the planning meetings. The next
10 planning meeting is going to be at the R.I.S.E.
11 Center on the St. Elizabeth's campus at 10
12 o'clock in the morning this Saturday, December
13 19th.

14 It's always an exciting time. Total
15 Sunshine, the corporation, as well as myself, I
16 always go out and do some chanting and do some
17 filming for the TV show and we have a wonderful
18 time. And so I'm hopeful that all of the
19 students of the city will feel free to come on
20 out and basically have a good time with us and
21 support the legacy of Martin Luther King.

22 There's also an essay contest for

1 youth, mlkholidaydc.org is the website. From
2 what I hear, it should be fantastic. It's grades
3 5 through 8. The deadline is January 4th. It's
4 300 plus words and the topic of that is "How Can
5 I Make a Change?" The theme for the peace walk
6 and parade this upcoming January is "Change is
7 Coming" and so we invite all the young people
8 nationwide to submit essays. All of the
9 information again is on mlkholidaydc.org and I
10 know Total Sunshine, we have already gone on
11 ahead and said we're going to hopefully support
12 some young people with some tech tools, some of
13 the winners. It's always a wonderful thing.
14 It's always so exciting.

15 Let's see, was there anything else?
16 I'm sure -- I should probably say something about
17 our annual school grade awards ceremony. June
18 2016, we're going to gather all of the
19 valedictorians and salutatorians of the city once
20 again and we're going to be looking to support
21 them with tech tools for their college futures
22 and so we're hopeful that we're going to have a

1 lot of support. This is part of our school grade
2 incentive program and if people would like more
3 information about that, they can go to
4 totalsunshine.org. I'm always out here in the
5 community. If I'm not, I'm working medically as
6 a paramedic, then I'm medic'ing to the society
7 and I'm looking forward to seeing you guys in the
8 New Year. I hope you all have a happy holiday.

9 PRESIDENT JACOBSON: Thank you so
10 much, Ms. Holmes.

11 Mr. Pohlman.

12 MR. POHLMAN: Thank you. Good
13 evening. My name is Robert Pohlman and I'm a
14 resident of Ward 1 in the District of Columbia.

15 I've been active in D.C. affairs for
16 the past 40 years involved mostly in matters of
17 finance and affordable housing. Those who see
18 the struggle we have in the District in providing
19 affordable housing have begun to emphasize not
20 just lowering the cost of housing, but as to
21 raising the incomes of those who cannot afford
22 it. Getting a good job, of course, is key to

1 earning enough to afford housing and a good
2 education is the key to getting those jobs.

3 Too many of our residents can't
4 qualify for jobs that pay enough to live on. A
5 major factor in that outcome is that in some
6 wards of the city, according, to a 2007 study,
7 roughly 50 percent of the population over the age
8 of 16 is not functionally literate. A 2014 study
9 by Appleseed found that 60,000 D.C. adult
10 residents lack a high school diploma.

11 Even now after improvements in our
12 schools, nearly 34 percent of 3rd grade students
13 scored at Level 1 in the recent PARCC exam, not
14 even partially meeting expectations in language
15 arts. The Annie E. Casey Foundation in a 2012
16 report entitled "Double Jeopardy How Third Grade
17 Reading Skills and Poverty Influence High School
18 Graduation" found in a longitudinal study of
19 4,000 students from across the country, that
20 those who did not read proficiently by 3rd grade
21 are four times more likely to not graduate from
22 high school. Those who could not read at even

1 the basic level by 3rd grade were six times more
2 likely to not graduate from high school.

3 The report found that children with
4 the lowest tier reading scores in 3rd grade
5 account for 63 percent of all children who do not
6 graduate from high school. Knowing this, there
7 should be a more compelling sense of urgency
8 focused on the percentage of students performing
9 at PARCC Levels 1 and 2 in English language arts
10 who have not yet even approached expectations at
11 performance level 3. There's common agreement
12 that students read to learn beginning in 4th
13 grade, yet we see test scores in a number of our
14 schools where more than 70 percent of students in
15 3rd and 4th grade are performing at levels 1 and
16 2. This means we're failing to provide a large
17 percentage of our students with the most
18 foundational education needed for one to succeed
19 in school.

20 Going forward, I would urge the Board
21 to take a leadership role in advocating for
22 funding for a specific initiative to ensure that

1 every student is able to read at grade level by
2 the end of 3rd grade. This would not in and of
3 itself address every challenge facing our school
4 system, but it would most certainly provide a
5 firmer foundation for doing so. Thank you for
6 this opportunity to testify.

7 PRESIDENT JACOBSON: Thank you so much
8 for joining us this evening. Thank you all for
9 your testimony tonight. If you have any
10 additional written materials, please feel free to
11 email us or drop them with our staff and enjoy
12 your holidays.

13 Next we're going to move on to our
14 PARCC update. The Partnership for Assessment of
15 Readiness for College and Careers, or PARCC, was
16 formed by states with the purpose of crafting new
17 assessments to replace state specific
18 standardized tests. The assessment has two
19 purposes. First, to give a clear and
20 understandable evaluation of a student's
21 progress, and second, to give reliable
22 information that pinpoints where a student needs

1 additional assistance.

2 We have seen the city-wide results for
3 the high school exam and the results for grades 3
4 through 8.

5 Superintendent Kang, I'd like to turn
6 it over to you now and ask you to provide members
7 of the public and the Board some of the
8 information we've learned from the first year of
9 PARCC.

10 STATE SUPERINTENDENT KANG: Thank you
11 very much the opportunity to share these results
12 and the additional background on the new
13 assessment that we've implemented.

14 If you can go to the next slide. Some
15 basic background on PARCC, so D.C. students and
16 students in 11 other states took the PARCC
17 assessment in the 2014-15 school year and you can
18 see the other states listed there. The required
19 assessments during the 14- 15 school year and
20 you can see the other states listed there. The
21 required assessments during the 14- 15 school
22 year were for English language arts/literacy and

1 math in grades 3 to 8 and the English 2 and
2 geometry integrated math 2 assessments in high
3 school.

4 As President Jacobs noted, we
5 previously have shared the high school results,
6 both publicly and with the Board and today are
7 focused on the results for grades 3 to 8.

8 In this presentation, OSSE has really
9 seen the state-wide results which include the
10 results for DCPS students and students in public
11 charter schools.

12 So the main reason why we looked to a
13 new assessment is that we saw that across the
14 country and in D.C. too many of our students were
15 actually succeeding in high school, graduating
16 from high school, getting to post-secondary
17 education, but then struggling in that first year
18 of course work.

19 So I think often in our discussions
20 we've been focused on those students who have
21 struggled even at the high school levels and
22 below, but here, we are seeing that even our

1 students who have succeeded in the high school
2 and reached post-secondary may struggle in that
3 first year of course work. And led us to believe
4 that we need to do something differently in the
5 pre-K to 12 education system to better prepare
6 our students and ensure they have a better sense
7 of readiness for post-secondary.

8 And so we believe that PARCC, unlike
9 older state assessments, presents a fuller and
10 more authentic picture of student learning. And
11 so as an example, we've shared these 4th grade
12 math questions. On a previous DC CAS question,
13 you can see that this is a relatively basic word
14 problem about adding and subtracting fractions.
15 And the PARCC problem is actually the same
16 underlying skill of needing to know how to add
17 and subtract fractions, but it asks students to
18 actually look at another student's work to add
19 these mixed numbers and to identify the errors
20 they see in the work and explain them.

21 You can see in the middle step of the
22 problem that this other student had added both

1 the numerator and the denominator when you should
2 keep the denominator consistent. And so that led
3 to an error. And so in the PARCC example, the
4 student needs to identify and explain the error
5 as well as find the correct solution to the
6 problem. And so you can see, even though it's
7 the same basic underlying skill, it requires a
8 different depth of thinking and understanding of
9 the concept to be able to correctly resolve the
10 PARCC problem.

11 One of the differences between the
12 PARCC assessment and the previous DC CAS is that
13 there are five performance levels on PARCC.
14 Level 1 means did not yet meet expectations;
15 Level 2, partially met expectations; Level 3,
16 approached expectations; Level 4, met
17 expectations; and Level 5, exceeded expectations.
18 And Levels 4 and 5 indicated that the student is
19 on track for college and career readiness.

20 When we look at how PARCC was
21 administered in D.C., 92 percent of our students
22 took the PARCC assessment online last spring

1 outpacing most other states. And listed here are
2 the numbers of students who took the assessment
3 in each grade for ELA and for math. What we see
4 is that in 7th and 8th grade math, the numbers of
5 students are lower and that is because there are
6 some students -- you can flip to the next one --
7 which took the algebra 1 and geometry assessments
8 rather than the 7th grade math test or 8th grade
9 math test. And so students in 7th and 8th grade
10 who were taking the algebra 1 or geometry
11 courses, took the assessments for those courses
12 rather than the grade level math test.

13 In terms of the takeaways we see in
14 our 3 to 8 results, we see overall promising
15 results at lower grades that give us signs of
16 optimism. We also see our advanced students
17 doing very well on the advanced math tests, but
18 we know that overall we have much more work to
19 do, both in the overall results and the results
20 for particular groups of students and yet,
21 because of the signs of optimism and because of
22 what we've seen on DC CAS, we have confidence

1 that results will get better over time.

2 So when we look at the aggregate of
3 results for grades 3 to 8, what we see is that in
4 this first year of the new assessment, 25 percent
5 of our students in grades 3 to 8 were on track
6 for college and career readiness in the ELA. And
7 24 percent of our students were on track for
8 college and career readiness in grades 3 to 8
9 math.

10 So I'll now walk through ELA results
11 in more detail. And so this slide shows the
12 specific percentage of students who scored at
13 levels 4 and 5 who met or exceeded expectations
14 on each grade level ELA test. And what you see
15 is that the levels of students who are meeting
16 this bar are relatively consistent across the
17 tests in ELA. We'll see a slightly different
18 picture when we get to math.

19 This slide shows the results for
20 students at each performance level in each grade
21 starting with level 1 in the bottom box, up
22 through level 5 in the top set of numbers. And

1 so what we see is again relatively consistent
2 percentages of students in each grade with the
3 exception of 3rd grade and 7th and 8th grade
4 where we see slightly higher percentages of
5 students in the level 1 category.

6 This next slide shows the 3 to 8 ELA
7 results by race and ethnicity. The left of the
8 slide shows the results for all students which
9 we've been seeing in the previous slides. The
10 results then in the three right columns show the
11 results for black, Hispanic, and white students.

12 And we see similarly to our high
13 school results, we see a significant difference
14 between our black and Hispanic students who are
15 on track for college and career readiness, 17
16 percent and 21 percent respectively, as compared
17 with our white students of whom 79 percent are on
18 track for college and career readiness.

19 At the bottom of the slide you can see
20 the number of students and the percentage of
21 students in each of the racial/ethnic categories
22 among the 3 to 8 test takers.

1 This next slide shows the 3 to 8 ELA
2 results by special population and again, much
3 like our high school results we see significant
4 and troubling gaps that exist for students in
5 particular groups. In particular, we see that 4
6 percent of our students in special education were
7 on track for college and career readiness; 12
8 percent of our English language learners; 14
9 percent of our economically disadvantaged
10 students; and 10 percent of our at-risk students.

11 However, although these results show
12 us that we have much, much more work to do, we do
13 have some optimism because we have larger numbers
14 of students who are exceeding, meeting, or
15 approaching expectations in earlier grades in
16 those levels 3, 4, and 5 categories in grades 3
17 to 8 as compared with our high school results.
18 We also see fewer students in that level 1
19 category who are the furthest from meeting
20 expectations and so we are optimistic that our
21 results will continue to improve over time.

22 I'll now walk us through the 3 to 8

1 math results in more detail. On this slide you
2 can see the percentage of students scoring at
3 levels 4 and 5 on each of the math assessments.
4 And so you can see that in contrast with the ELA
5 assessments, we actually see higher proportions
6 of students scoring at 4 and 5, meeting or
7 exceeding expectations in the earlier grades, in
8 grades 3 and 4.

9 We can actually flip to the next
10 slide. This slide now shows the results by grade
11 and so it includes in the shaded areas those 7th
12 and 8th graders who took the advanced math tests
13 and so again, you see that there are a higher
14 percentage of students scoring at 4 and 5 in the
15 lower grades in 3rd and 4th grade. And that, in
16 particular, gives us a sense that our students at
17 the earliest grades were the most prepared of
18 this new style of math having to demonstrate
19 their math knowledge and skill in a different
20 way. And so we believe that that greater level
21 of preparation in the early grades will continue
22 to carry forward over time.

1 This slide then shows the level of
2 students at -- the percentage of students at each
3 performance level for each assessment in math in
4 grades 3 to 8 as well as for algebra 1 and
5 geometry.

6 This slide shows the results by race
7 and ethnicity and so again we see a significant
8 difference between the percentage of our black
9 and Hispanic students who are on track for
10 college and career readiness in grades 3 to 8 in
11 math as compared with our white students. And
12 again, the 3 to 8 results for math by special
13 population, and again, quite similar results to
14 what we saw in ELA in a high school.

15 I should note that, in particular, I
16 think we find all of these gaps to be very
17 troubling, but the low results for our students
18 in special education in the single digits for
19 both ELA and math are particularly troubling and
20 are one area of focus in some additional analysis
21 that we are planning to conduct.

22 We again see a far greater percentage

1 of students who are approaching, meeting, and
2 exceeding expectations in grades 3 to 8 as
3 compared with high school. In particular, we see
4 a far greater percentage of students who are
5 already on track for college and career readiness
6 in the lower grades as compared with high school.
7 And so having half our students already in those
8 top three categories, as compared with a third in
9 the high school levels, gives us great confidence
10 that we will continue to see these results
11 improve over time.

12 This slide just looks into the
13 advanced math assessments at a slightly greater
14 level of detail and we see, in particular, that
15 those students who are essentially two years
16 ahead of a high school math track, so those who
17 are taking algebra 1 in 7th grade and geometry in
18 8th grade are particularly far ahead of what we
19 saw in the other math assessments. The 8th grade
20 algebra 1 test takers who are one year ahead,
21 their results are relatively similar to what we
22 saw in the 7th and 8th grade math tests.

1 And so again, reiterating the
2 takeaways that we saw, overall we know that we
3 have much more work to do, but we do have signs
4 of optimism that give us confidence that these
5 results will improve over time.

6 Some quick notes about some of the
7 important supports that are already in place,
8 D.C. is unique or is taking some particularly
9 important steps with that risk funding already in
10 support our most vulnerable students, early and
11 effective implementation of the common core state
12 standards with universal access to pre-
13 kindergarten and most importantly, the on-going
14 work of our local education agencies and schools
15 to support our students.

16 We also have some interesting pilot
17 programs and new initiatives at the state level,
18 but again, much more work happening at the local
19 level that we believe will lead to improved
20 results over time.

21 New supports for families and
22 educators, we want to highlight this page on our

1 website, osse.dc.gov/parcc where we have a video
2 and other resources for families, educators, and
3 schools to better understand the PARCC's score
4 reports as well as templates and parent guides
5 that are translated into multiple languages.

6 We also have a link there to PARCC
7 provider resources, including extensive released
8 test items with student work samples that show a
9 really good picture of the level of expectation
10 on the PARCC assessment, as well as student work
11 at each level, showing educators exactly what it
12 looks like to score at the different levels.

13 We also this week are -- you can go to
14 the next slide, we also this week actually have
15 been mailing to schools, the individual student
16 score reports for individual students who took
17 the PARCC assessment that last year. These
18 results again have been mailed by OSSE to schools
19 and so schools should be sending them home to
20 families either this week or after the holiday
21 break.

22 We will also be launching a public

1 access to an interactive platform where the
2 public can see these results in a more visual way
3 and also have options for educators to see the
4 reports in a more visual way as well. And
5 currently, already on OSSE's website, you can see
6 this same presentation as well as student level
7 -- I apologize -- school level results.

8 Coming in 2016, we will create
9 additional options for educators and also we have
10 the next year of PARCC assessment starting at the
11 end of March through May and the results from the
12 second year of PARCC assessments will be
13 available in summer 2016. The fact that the
14 results came back this year in the fall and early
15 winter was just the results of the transition to
16 a new assessment system. In the first year of
17 new assessment it takes a little bit more time to
18 set the performance levels, but going forward the
19 results will be coming back in the summer more on
20 our regular time line.

21 So that's it for my presentation. You
22 can see additional detail and results again on

1 our website at osse.dc.gov/parrc.

2 PRESIDENT JACOBSON: Thank you,
3 Superintendent Kang. I wonder if you would mind
4 taking questions from board members?

5 STATE SUPERINTENDENT KANG:
6 Absolutely.

7 PRESIDENT JACOBSON: I'd like to offer
8 the beginning to Ms. Wattenberg from Ward 3 who
9 actually sat in on some of the PARCC consortium's
10 work over the summertime.

11 Ms. Wattenberg.

12 MEMBER WATTENBERG: How did you know
13 I had a question? I do.

14 So going to the slide that shows the
15 math scores, let's see, by grade. Page 11, slide
16 11, I guess. I did want math, so you were right.
17 I'm on the wrong one. Math came -- yes. I then
18 want to go to ELA. Okay. So it was 18 is what I
19 wanted to look at.

20 So here is my question. So looking at
21 the 8th graders, 37 percent of them are at level
22 1 in math; 28 percent of them are at level 2 in

1 math. And we require kids to enter algebra 1 in
2 9th grade. And my question is do we have any way
3 of knowing at what level these students would be
4 ready to be successful in algebra 1?

5 STATE SUPERINTENDENT KANG: So one
6 clarification is I think you had said this, but
7 just for those who are listening, the column here
8 that shows that says 8th grade, this is for those
9 students who took the 8th grade math test. So
10 there were some 8th graders who took the algebra
11 1 and geometry test and those students would be
12 included in those columns. This is just for the
13 8th graders who took the 8th grade math test. So
14 yes, out of those 8th graders who took the 8th
15 grade math test, you are correct, the 37 percent
16 in level 1, 28 percent in level 2.

17 I don't think we know exactly what
18 level -- PARCC does not indicate and OSSE does
19 not indicate a level that's required in order to
20 take algebra 1 in the following year. But I
21 think that there are some schools who are
22 optionally choosing to administer the algebra 1

1 assessment. I'm trying to think if we have any
2 information. I don't think that there's a
3 particular level that we would require.

4 MEMBER WATTENBERG: No, what I mean
5 though is what's the likelihood that a student in
6 8th grade or in level 1 would be able to be
7 successful taking algebra 1 in 9th grade?

8 STATE SUPERINTENDENT KANG: And I
9 don't know that we have a particular answer.

10 MEMBER WATTENBERG: So I wonder if we
11 could talk to PARCC and if they have some way
12 because they've got their test facts and their
13 blueprint. I wonder if there is a way to go in
14 there and get a sense of what level would make
15 sense to have as you enter algebra 1. It would
16 be a great thing to know.

17 STATE SUPERINTENDENT KANG: Sure. I
18 think that's a good question. I think my
19 instinct is that likely we would need another
20 year of results so that we could see how students
21 who scored -- who took the 8th grade PARCC test
22 and scored at the different levels then did on

1 the -- did the following year on the PARCC
2 algebra 1 test since we wouldn't have that year-
3 to-year information just from one year of test
4 data, but we don't necessarily -- we have only a
5 few schools that chose to give algebra 1 in D.C.
6 since it wasn't a required high school math test,
7 but we could look at whether we could get some of
8 that information from other PARCC states.

9 MEMBER WATTENBERG: Yes, I was
10 thinking more just in the sense that we could
11 look at what competencies students had and didn't
12 have, what they had mastered and hadn't mastered
13 if they were 1s and 2s. And that could tell us
14 something about their readiness for algebra which
15 I think we could do before next year.

16 I see what you're saying about with
17 next year we would have a different kind of
18 evidence as well, so I think that would be very
19 useful to have.

20 STATE SUPERINTENDENT KANG: I think
21 it's a good question also for our schools and
22 LEAs to look at so within the overall math score,

1 there are a number of different areas with the
2 subcategories about sort of different parts of
3 the math test and we have at this point shared
4 with schools files that show students' scores on
5 those subcategories as well as their overall
6 score.

7 So my guess is that although I wasn't
8 a high school math educator myself, my guess is
9 that there are some parts of math that are
10 particularly foundational for succeeding in
11 algebra 1 as compared with other areas and so
12 some schools may see students doing particularly
13 well in some areas and in other places even if
14 they have the same overall performance level that
15 they may have performed differently on some
16 categories and that may say something about
17 readiness as well.

18 MEMBER WATTENBERG: Can I do a second
19 question?

20 PRESIDENT JACOBSON: You have one
21 minute.

22 MEMBER WATTENBERG: So going to ELA,

1 the equivalent slide which is 13, I'm sorry, not
2 13. It's 11, so you had indicated that the 3rd
3 grade is lower than the other grades. And do we
4 have any information as to whether that's true in
5 other states? And I guess the other thing is
6 also true which is in math, the 3rd and 4th
7 graders were higher than the later grades.

8 STATE SUPERINTENDENT KANG: That's
9 right.

10 MEMBER WATTENBERG: And to what extent
11 do we know that that's a pattern that's appearing
12 across the country or it's specific to D.C.?

13 STATE SUPERINTENDENT KANG: So just to
14 clarify my comment on the 3rd grade ELA results.
15 You'll see that the percentage of students who
16 were on track for college and career readiness is
17 actually quite consistent in 3rd grade as the
18 other grades. There's a slightly greater
19 percentage of students in the level 1 category in
20 3rd grade as compared with the other grades.

21 And so in terms of the consistency of
22 our math and ELA results, I don't think we

1 totally know yet. We're still -- because states
2 release their information in such different ways,
3 we haven't necessarily seen everything in a
4 consistent format quite yet. But I do think that
5 our 3rd and 4th grade results seem at first
6 glance, based on limited information we have to
7 be quite promising as well as to other states in
8 math.

9 MEMBER WATTENBERG: I hope they are,
10 but it would be good to know that we know it's
11 not just something in the test.

12 STATE SUPERINTENDENT KANG:
13 Absolutely, yes.

14 MEMBER WATTENBERG: I have another
15 question for another round if there is another
16 round.

17 PRESIDENT JACOBSON: Thank you. Ms.
18 Wilson Phelan?

19 MEMBER WILSON PHELAN: Thank you. I
20 had a similar question on the same slide, so we
21 can stay there. And one thing that was
22 surprising to me is actually the number in level

1 1 in grade 3. So if we think about the
2 trajectory of the reform efforts in Washington,
3 D.C., I would have expected the grade 3 students
4 to be knocking it out of the park if we think
5 that what we're doing is effective. So I'm
6 curious about any reflections you all have had on
7 that.

8 STATE SUPERINTENDENT KANG: I don't
9 think we totally know enough yet to really say.
10 I mean one thing I'll just note is that across
11 the country we see that often math results move
12 more quickly than ELA results do so that may be
13 one reason why we're seeing some of those
14 promising signs in the 3rd and 4th grade math
15 results and not seeing those same signs on the
16 ELA side. But I think -- I don't think we can
17 know for sure yet.

18 I will note that one of the pilot
19 projects that we flagged happening at the state
20 level is an early literacy grant working with a
21 couple of organizations that partner with schools
22 to support early literacy efforts.

1 MEMBER WILSON PHELAN: Thanks. And
2 this might seem like an odd question, but partly
3 in reflection to Mr. Pohlman's testimony, I'm
4 curious about how the term college and career
5 ready compares with what we might call on-grade
6 level?

7 STATE SUPERINTENDENT KANG: I don't
8 think there's sort of a specific correlation. I
9 think that -- yeah, I'm not sure that there's a
10 specific correlation. I think that part of what
11 is different about the PARCC assessment in
12 thinking about sort of what our expectations are
13 for students at each of these grades is that I
14 think it is a different definition of what we
15 expected in 3rd grade than what we expected in
16 3rd grade previously on DC CAS and the reason for
17 that is when we think about -- the end point was
18 designed with a different end point in mind.

19 I think our previously assessments
20 were sort of designed towards what do we think
21 high school success looks like? What do you need
22 to know to graduate from high school? And I

1 think with the PARCC assessment it was really
2 designed in partnership with higher education
3 faculty starting with sort of what do you need to
4 know to be successful in that first year post-
5 secondary and then working backwards from there.
6 And I think that different -- starting with that
7 outcome in mind led to a different sort of
8 expectation of what we expected at each of the
9 grade levels.

10 MEMBER WILSON PHELAN: And ELA is a
11 huge category, as you know, representing macro
12 language proficiency, I guess. But do you know
13 yet about the breakdown and where the opportunity
14 areas are for our students? So for example, if
15 we were just to take literacy and I know that
16 DCPS, in particular, tracks literacy both in
17 fluency and in phonetics, apart from this exam
18 and the results seem to be really promising
19 across the city where we're seeing many more
20 schools in the 60 percentile in terms of students
21 being on grade level for literacy and
22 comprehension and fluency. How do you -- in your

1 mind or in the analysis, in the discussions you
2 might have had, how do those all come together as
3 we review these scores. Where are we seeing the
4 biggest needs?

5 STATE SUPERINTENDENT KANG: Yes,
6 absolutely. So we have not had a chance yet to
7 do the state-wide analysis at the subcategory
8 level, but I will flag that the ELA exam includes
9 both English language arts -- the English
10 language arts/literacy term, includes the kinds
11 of subjects that were included on the DC CAS
12 English, but also the DC CAS composition. So
13 it's not just the different elements of literacy,
14 but also writing, in particular. And so
15 anecdotally, I would say that what I've heard
16 educators talk about is the two things that are
17 newest are one, a greater focus on nonfiction
18 text as opposed to literary text as well as a
19 greater emphasis on writing and writing based on
20 text. So not just narrative writing, but writing
21 based on real text.

22 MEMBER WILSON PHELAN: Thank you.

1 PRESIDENT JACOBSON: Ms. Anderson or
2 Ms. Lord?

3 MEMBER LORD: Thank you. I'm going to
4 sort of start by acknowledging that this first
5 round of PARCC assessments also comes with a
6 significant shift in how our state education
7 agency is planning to work with schools to
8 improve them. And I think it marks a significant
9 enough change that I would hope -- could you
10 speak a little bit about changing from the
11 identification and sort of punishment to systems
12 of support which is now going to be the sort of
13 the norm? But in that context, help me
14 understand how the system of support will address
15 the glaring and I think totally inexcusable gap
16 between the vast majority of students who are
17 scoring below proficiency levels and the handful
18 of mostly affluent or Caucasian students who are
19 scoring at the 4 and 5 level. Because it seems
20 to me there's a huge opportunity to figure out
21 how to align our curriculum so that we don't have
22 the 60 or 70 percent or 75 percent of students

1 entering 9th grade clearly, demonstrably not
2 prepared to be on college and career track.

3 So it seems like we have to realign
4 what we consider a K-12 system in order to
5 accommodate the learning needs of our students as
6 opposed to this is the structure we have. So
7 help me understand how the systems that support
8 will help buoy the 4 percent of special ed. kids
9 or the 14 percent of special -- of 7th grade
10 students who are proficient in math while
11 accelerating everybody else.

12 STATE SUPERINTENDENT KANG: Yes, I'll
13 do my best. Those are great questions. So I
14 think a couple of comments there. So one thing I
15 think that I just want to make sure everyone
16 understands is just that these assessments, these
17 results, as troubling as they are, do not mean
18 that our students learned less or know less than
19 they had previously on the DC CAS when the
20 results looked different. This is a different
21 way of looking at the results and a look that
22 gives us more information earlier than we

1 previously had.

2 So previously, we saw DC CAS results
3 that looked higher than the numbers we are
4 looking at, and yet we saw that so many of our
5 students when they got to post-secondary were
6 still struggling. We saw very high numbers of
7 them going into remedial course work at a point
8 when they were already past their pre-K to 12
9 careers and were having to spend money and time
10 and resources in those remedial classes at the
11 post-secondary level, learning content that
12 frankly they ideally would have learned in the
13 high school and middle school and elementary
14 school setting.

15 And so I just wanted to say that this
16 doesn't mean that we are doing worse than we were
17 before or that our students know less than we
18 were before and indicators that have been
19 consistent over time such as the NAEP assessment,
20 the National Assessment of Educational Progress,
21 we see that D.C. has been making tremendous
22 progress over time. These results also don't

1 negate that. I think it's clear to me and I
2 think to most people that had we asked our
3 students to take the PARCC assessment five years
4 ago or ten years ago, the results would have been
5 even more troubling than the ones we are seeing
6 today. So this doesn't in any way invalidate the
7 progress that has been made. And I say that also
8 because I think that shows that much of what we
9 are doing is on the right track and some of it
10 may take more time. That's not to say we are
11 doing everything right or that these results are
12 not troubling that that there's not more we need
13 to do that we all need to operate with an even
14 greater sense of urgency, but just I think it
15 would be a mistake to think we should stop doing
16 everything we've been doing or do something --
17 everything completely differently because I think
18 we haven't seen that progress continue.

19 In terms of the state level work, I
20 think we are, as I mentioned, and in particular
21 are focusing on the outcomes for our students in
22 special education. I think for such a long time

1 our focus in D.C. has been on improving our
2 compliance and the basic level of service we
3 provide and those are important -- that's
4 important work, obviously, and we still have some
5 work to do in that area, but I think really
6 having made a lot of progress on the compliance
7 front, we want to really shift to the outcomes
8 for students in special education, including
9 addressing these results that we're seeing in the
10 PARCC assessment.

11 We're also starting to work with our
12 education partners and thinking about greater
13 support for our English language learners who are
14 a growing segment of our population in D.C. And
15 then just across the board I think it will take
16 ongoing partnership between OSSE as a state
17 education agency, our LEAs and our schools to
18 look at sort of who is really making promise and
19 progress in these areas and what we can learn
20 from them that we may not have thought of yet or
21 how we can seed even more promising pilot
22 initiatives that we continue to learn from over

1 time.

2 PRESIDENT JACOBSON: Mr. Weedon.

3 MEMBER WEEDON: Thank you for coming
4 and going through the results again with us. I
5 think the Board, each individual board member and
6 the Board as an entity, shares the concern about
7 the gap, whether it's race, economics, special
8 needs, whatever that is.

9 Now I do want to push back a little
10 bit on the tremendous progress that we've seen in
11 the NAEP. We have seen growth. We have seen
12 progress. But those same gaps have not closed in
13 the NAEP since 2001, 2002 whether you're looking
14 at the 4th grade reading, the 8th grade math, the
15 special populations, the TUDA, the Trial Urban
16 District results, those gaps have not shrunk. We
17 need to do more. And we need to evaluate what
18 we're doing.

19 I want to ask you and reiterate for
20 the record a couple of things that my
21 constituents have asked and I have asked
22 previously. We talk a lot about promising

1 results in early grades. And if there's a lot of
2 rhetoric about that being tied to participation
3 and the District's very robust early ed. program.
4 I'd love to see actual data on that. Are the
5 students who are enrolled in the early ed.
6 programs actually testing better? I think they
7 will be, but let's get the actual data.

8 Student mobility is another issue that
9 has come up frequently. Are students that are
10 staying in one school testing better or do we see
11 drops as they move around, transferring across
12 schools, across our school district, across from
13 public to public charter? And I would add
14 attendance as another issue. Can we tie
15 attendance to test scores? I think we know what
16 the results would be, but I bet that's something
17 that we can use to advocate and really
18 demonstrate to the public why attending school
19 matters.

20 And then my question, you've talked a
21 little bit about early literacy investments and
22 working with partners and we talked about this a

1 couple of weeks ago at our Board meeting. What
2 about math? What are we doing to improve math
3 scores in the District? There are a number of
4 schools where we have single digits or zero
5 students who meet the college and career ready in
6 math. What are we doing?

7 STATE SUPERINTENDENT KANG: So I think
8 the part of your question was about early
9 education and I should have been taking notes
10 throughout, so you might need to remind me in the
11 middle, but on the early education piece, I think
12 one thing that's interesting is that for our 3rd
13 and 4th grade students because they benefitted
14 from universal pre-kindergarten, there's not
15 actually comparison group there. So the analysis
16 we've been thinking of doing is looking at those
17 students who are enrolled in both pre-K-3 and 4,
18 versus those students who are just enrolled pre-
19 K-4. But that is very high on our list of
20 additional analysis that we're hoping to do to
21 get a better sense of the results.

22 And to be clear, we are not able to

1 attribute the results that we're seeing to any
2 one initiative and it's speculative at this time.
3 But I think the two things that we really saw
4 jump out in D.C. as compared with other places
5 are the universal access to Pre-K as well as the
6 early and aggressive implementation of common
7 core state standards, but appreciate the push to
8 look at more.

9 And then the last question you had
10 asked was about what we're doing in math as
11 compared with in addition to early literacy. And
12 I think that's right to push on. I have been
13 visiting schools and LEAs around the district and
14 I was recently at Elsie Whitlow Stokes where they
15 have adapted a particular math curriculum that
16 really focuses on foundational concepts and a
17 really strong understanding of numbers. I was
18 really impressed by sort of what I saw their
19 students grappling with and the ways in which I
20 could see that aiming for problem-solving skills
21 and their conceptual understanding of just
22 numbers and what numbers can do and how to

1 manipulate them and how I could see that leading
2 up in later years to sort of the kinds of
3 thinking you need to be able to do on the high
4 school math assessments in PARCC.

5 So I think we want to continue to look
6 at again those schools that are doing those
7 promising results. Their math curriculum, I
8 actually can't remember the name of it, but I had
9 never heard of it before and so I think it would
10 be trying to look at sort of those places that
11 have gotten really strong outcomes, seeing what
12 they attribute that to and trying to spread those
13 practices and again, we want to do that, not only
14 across D.C. schools and LEAs, but other PARCC
15 states as well and learn from the work that they
16 are doing.

17 Can you remind me of the middle two
18 questions you had?

19 MEMBER WEEDON: I asked about student
20 mobility and attendance.

21 STATE SUPERINTENDENT KANG: And with
22 mobility and attendance again, I don't think we

1 know the answers yet, but I think those are good
2 questions to look into for ongoing analysis.

3 PRESIDENT JACOBSON: Did any other
4 board members want another first round question?
5 Then I have a couple regarding English language
6 learners. And you touched lightly on this in
7 your response to Ms. Lord, but I've noted that
8 only 12 percent of English language learning
9 students in grades 3 through 8 are on track for
10 career and college readiness in English language
11 arts. For 10th graders, that number is even
12 lower, only 5 percent. The PERAA report
13 indicated that there was "little evidence that
14 D.C. is focused systemically on this group's
15 needs" and that ELA student proficiency rates
16 actually declined from 2009 to 2014.

17 What's the explanation for this and
18 how can OSSE work with LEAs to bring greater
19 focus to the needs of our ELL students?

20 STATE SUPERINTENDENT KANG: Actually,
21 I'm not sure of why the proficiency rates
22 declined. I do know again the percentage of our

1 students who are English language learners has
2 been growing over time, but I'm not sure sort of
3 what's driving the decline in proficiency rates.

4 I do think that there has not always
5 been as much of a focus on our English language
6 learner students as there could be going forward
7 and obviously there's a much greater need for
8 support here. I think we are starting to work
9 with -- we have, in the summer, started to
10 convene our education partners including LEAs,
11 including the public charter school board and
12 DCPS in discussing how we can better support our
13 English language learner students. And while
14 those discussions are in pretty early stages, we
15 think it was an important step to start that
16 conversation, even prior to these results coming
17 out.

18 We are also part of another consortium
19 of states called WEDA which actually doesn't
20 sound right, that's the acronym that they use
21 which is a group of states that's come together
22 around the English language proficiency test

1 which is separate from sort of the standards-
2 based test that PARCC represents. And using this
3 new test called Access for ELLs to measure sort
4 of language proficiency and readiness to taking
5 even assessments like this one and being part of
6 that consortium, means we can learn from other
7 states' approaches and their support for English
8 language learners particularly. So I think we're
9 at those early stages of investigating what other
10 states are doing.

11 We're also again trying to learn from
12 other states in the PARCC consortium as well. So
13 New Mexico, for example, is a very large
14 percentage of English language learner students.
15 Other states like Colorado, Massachusetts are
16 seeing growing percentages of students in those
17 categories so we want to learn from what they are
18 doing also.

19 PRESIDENT JACOBSON: You had done
20 something that I'd like you to expand on or at
21 least like to investigate a little bit. You said
22 that the number of ELL students in the District

1 is growing. Has funding and professional staff
2 to support those students in particular, has that
3 grown at the same rate that the number of
4 students has grown?

5 STATE SUPERINTENDENT KANG: I don't
6 know the answer to that, but I do want to note
7 that the at-risk funding which is a commitment
8 that the District has made to support students of
9 particular need includes English language learner
10 students as well as students in special education
11 and a number of other categories.

12 PRESIDENT JACOBSON: I think that will
13 get into my next question for that answer will
14 relate to my next and final question. What are
15 some of the strategies that OSSE and/or LEAs have
16 put into place to improve the supports and
17 services offered to English language learners?

18 STATE SUPERINTENDENT KANG: So again,
19 I think we are still sort of in the planning
20 stages of convening people to figure out what
21 some of those strategies might be, but I think it
22 is an area of focus for us. There is a part of

1 the Elementary and Secondary Education Act that I
2 believe is still there with the newest
3 reauthorization called Title 3 which is focused
4 specifically on English language learners
5 support. So we want to really think about how
6 we're using these Title 3 funds and how we can
7 support LEAs in using them to support our English
8 language learners.

9 PRESIDENT JACOBSON: Thank you. I'd
10 be very interested to see how that progress
11 proceeds. Thank you.

12 Ms. Wattenberg, I think you had
13 another question? Ms. Anderson.

14 MEMBER ANDERSON: I think this is
15 something that I think a couple of the other
16 questions have been kind of trying to get at, but
17 when I look at test score results I think
18 perspective has a lot to do with how you review
19 these things. And the PARCC scores tell us a lot
20 about what students are doing. But what they
21 don't tell us and I think a lot of parents and a
22 lot of Board members, people working in the

1 schools are trying to find out, what does it tell
2 us what about what teachers are doing? And what
3 does it tell us about what kinds of strategies
4 and what about the kinds of things that need to
5 be done to get -- to present a different picture
6 of achievement in the system?

7 So what does it tell us? What are
8 these scores telling us about what teachers need
9 to do? And I think that's some of the things the
10 other questions have been getting at, but I mean
11 I want to kind of take the -- when I look at the
12 PARCC scores and look at the other test scores I
13 thought it kind of took the focus off of what
14 students are doing. Because the students do and
15 the students perform at a level that reflects the
16 teaching that they receive.

17 So I'm not casting judgment,
18 necessarily, but I'm just saying I think the
19 PARCC scores to me paint a far more dismal
20 picture about what actually is going on in the
21 classrooms than it does about what students are
22 doing.

1 STATE SUPERINTENDENT KANG: So I do
2 think that we are in the midst of a shift in
3 instruction that is pretty -- it's a pretty
4 significant shift and again, I think it's in mind
5 with sort of seeing that even students who have
6 been doing well on the previous assessments were
7 struggling when they got to college. And when we
8 step back and thought about what that meant, we
9 said to ourselves sort of what does it really
10 take to succeed in college that wasn't being
11 captured on these previous assessments? And I
12 think to your point those are sort of the shifts
13 that are guiding our educators in thinking
14 differently about instruction as well.

15 So I hinted at a few of them in my
16 remarks, but I think in particular, we saw that
17 in college, previously in K to 12 education, much
18 of the reading that we did was literary text,
19 novels, and works of fiction. And what we saw is
20 that while that's important absolutely, in post-
21 secondary education a lot more -- and in careers
22 -- a lot more of the reading that you do is

1 nonfiction, nonliterary text. And so it's
2 building students' skill in literacy and in
3 science, social studies, and technical subjects
4 was really important. And there's a renewed
5 emphasis on that in the common core state
6 standards and on the PARCC assessment.

7 Another significant shift we saw was
8 being able to write, not only write generally,
9 and in a narrative fashion, but write based on
10 text. So being able to read a text, another
11 text, comparing, contrasting ideas and cite
12 evidence from those texts in supporting a point
13 that you are making. And that level, being able
14 to teach that kind of writing is a skill for our
15 teachers, as well as a skill for our students to
16 learn.

17 And then in math, again, I think
18 there's been much, much too long in the United
19 States our math education is really focused on
20 rote memorization and learning a procedural --
21 learning steps to solving a particular type of
22 problem instead of understanding deeply the

1 underlying concepts and having the number sense
2 to be able to tackle a problem, even if you
3 haven't learned the exact steps to do it. And
4 these are all really big shifts in instruction
5 that we're starting to see in our classrooms, but
6 they take time. It's a different way of teaching
7 for our teachers.

8 And one resource that I point people
9 to again, both parents and teachers, is the link
10 on our website on the PARCC page to the PARCC
11 released items. And a number of these items,
12 these are actually the equivalent of a full
13 linked test in each grade and subject, actual
14 test questions that were administered last
15 spring. And the reason I point people to them is
16 there's a series of those questions where they
17 actually release not only the question, but also
18 the rubric that was used to score the responses
19 and then sample student work at each level.

20 And so it allows you to see the 4th
21 grade math example that we use today is actually
22 one of those questions. You can see a number of

1 students who got full credit on that question and
2 approached the problem in different ways. You
3 can also see some students who got partial credit
4 and you get a sense of sort of where they were
5 getting stuck or what parts they missed. And
6 then you see some students who weren't able to
7 get any credit on that question and sort of where
8 they might have gotten off track as well.

9 I think it really helps teachers get
10 a clear sense of oh, if I tried this question
11 with my students today, they might be at this
12 level, but these are the kinds of things I need
13 to help them learn to score at a higher level in
14 the future and to really understand and
15 demonstrate these skills.

16 MEMBER ANDERSON: And I guess a follow
17 up, there's always an inclination to teach to the
18 test. Are you confident that teaching to the
19 test, the PARCC test, basically, will elevate
20 students' ability to do that or are we sort of
21 getting the same conundrum as we are now where
22 we're teaching to DC CAS, we were teaching to DC

1 CAS and we saw not significant improvement or we
2 saw something that we wouldn't call improvement?

3 I guess it's a matter of your
4 confidence in PARCC as a real serious measure of
5 really moving our students, not just moving our
6 students, but our students and our teachers
7 toward the level of success that we're looking
8 for.

9 STATE SUPERINTENDENT KANG: I do think
10 when you look at the tests that were released and
11 in particular these performance-based tests, the
12 ones -- the essays for the ELA tests, the
13 constructed response questions on the math test,
14 that they really are something that they are
15 items that require a significant level of
16 conceptual knowledge and problem solving and
17 critical thinking as well as being able to
18 explain and articulate your work. And I think
19 that when you see the kinds of student work that
20 are scoring at very high levels, it shows you the
21 level of knowledge that they are really
22 demonstrating, so I do think it's a very

1 different thing than the old style test
2 questions.

3 PRESIDENT JACOBSON: Ms. Williams?

4 VICE PRESIDENT WILLIAMS: Thank you,
5 Mr. Jacobson. This has been a very interesting
6 conversation. And I wasn't on the Board when the
7 Common Core was adopted by the Board. However, I
8 do realize being an ex-teacher that this is a
9 fundamental shift in the way teachers teach. And
10 I've also been participating in many OSSE
11 professional development programs and -- I don't
12 know how to say this. Okay, in the past, those
13 professional developments were eight hours in the
14 classroom, but no transition to -- eight hours in
15 OSSE, but no transition to the classroom.

16 In those lower-performing schools, I
17 think there needs to be some type of follow up
18 with the teachers and the administrators to help
19 them administer the principles of the Common Core
20 to teach them in their classrooms. I've seen
21 first hand that it's one thing to know, but it's
22 another thing to apply and to change old habits,

1 especially with younger children and I think our
2 greatest chance of success is with our three and
3 four-year-olds, bringing them up, even though we
4 want to remediate those that are now in high
5 school.

6 So is it possible for those schools
7 who are under performing because you have the
8 results by school, that there could be some more
9 professional development around implementing the
10 common core curriculum?

11 STATE SUPERINTENDENT KANG: Yes,
12 that's interesting. Actually, our training team
13 on the -- within the Division of Elementary,
14 Secondary, and Specialized Education, they've
15 seen an uptick in requests coming from schools
16 for additional training and support after the
17 PARCC results came out. So I think there are
18 already people reaching out to us which is great
19 and we are excited to work with them.

20 I think also our teams are thinking
21 about -- we've got two big conferences coming up
22 in February, the same Division of Elementary,

1 Secondary, and Specialized Education is having
2 another one of their LEA Institutes and it will
3 be focused on instruction in each of these areas
4 and how to best meet the needs of all students.
5 And then we also -- our Division of Post-
6 Secondary and Career Education is also holding a
7 major conference.

8 And I had a chance to present to a
9 number of their key stakeholders who are often
10 college access providers and talk to them about
11 what these results might mean for their work, not
12 just our schools, but also our nonprofit
13 organizations, our groups that work with our high
14 school students as they are applying to college,
15 considering college, tutoring programs, and
16 mentoring programs and how we can all think about
17 better supporting our students in this way.

18 I completely agree with you on sort of
19 the need to help people apply the different style
20 of instruction.

21 VICE PRESIDENT WILLIAMS: And I would
22 just suggest that it's not just a seminar or a

1 classroom, but actually have mentors in their
2 classrooms working with them.

3 STATE SUPERINTENDENT KANG: I think
4 LEAs see the needs as well and when DCPS rolled
5 out cornerstone projects this year, I think a
6 lot of it was based on this need to help people,
7 not just say we need to give kids the chance to
8 also apply their knowledge, but we need to
9 develop the kinds of projects that show teachers
10 what that looks like and have those across every
11 grade and subject area. So I think the LEAs also
12 see this need and are also working on it as well.

13 PRESIDENT JACOBSON: Ms. Wattenberg,
14 you had another question?

15 MEMBER WATTENBERG: Yes, and I'll be
16 quick. So one, I just wanted to reiterate that
17 on the one hand as you have said, the low scores
18 don't suggest a downturn. It's a new test. But
19 it does suggest a huge, huge problem which you've
20 acknowledged. And I also want to note, as Joe
21 mentioned the NAEP, while it has gone up in
22 average, it has barely moved in terms of our

1 lowest-achieving students and that's for eight or
2 ten years. So I think it's really important to
3 realize that just things aren't moving and we
4 really need to, as Mr. Pohlman said, we need to
5 find a way to attack this in sort of a bigger way
6 and I wonder what you think about this idea of a
7 third grade, everybody reading initiative.

8 You know, there's a lot of research
9 that shows that on the one hand if you fail kids
10 at third grade because they don't know how to
11 read, you actually do great harm to those kids in
12 preventing them from going forward. But you also
13 shake up the schools and a much larger number of
14 students actually reach the standard and go
15 forward knowing what they need to know. And I
16 just wonder if there's something -- I'm not
17 saying that's the right thing, to shake things up
18 and convey this idea that this is not new, but it
19 is very serious. I think more serious than most
20 of us have thought, frankly.

21 And the other thing I just want to
22 throw out on that just as another question to you

1 is it seems to me that for the past ten years or
2 whatever in D.C. we've been very, very big on
3 initiatives. We're always having new
4 initiatives. And we're very -- we're much less
5 aggressive about evaluation and that sort of goes
6 to again a number of issues that people have been
7 raising.

8 How can we put together or I'd love
9 for you guys to think about how we can work
10 together to put together some sort of an
11 initiative where the evaluation is built in so we
12 can see what's working and we can move it through
13 the system much more quickly, not wait until we
14 have three year scores. So it's just some
15 thoughts on that. So comment?

16 STATE SUPERINTENDENT KANG: Yes, I
17 appreciate the push to make sure that we're not
18 only trying things, but making sure that the
19 things we're trying are working and I think just
20 on the part -- I guess what I would say is I
21 appreciate the push from you and from Mr. Weedon
22 to ensure that we're really looking

1 comprehensively and holistically at those
2 results, so I don't seek to minimize the concerns
3 that you are raising. I think they're very
4 serious and very real.

5 At the same time, I would say that the
6 kind of progress that we're seeing in D.C. is not
7 happening in many other places in the country and
8 I don't say that just to sort of pump ourselves
9 up and feel a sense of pride, but I think there
10 is something here that is working to some extent
11 that we are seeing some substantial progress and
12 while we need to ensure that we deepen that
13 progress and ensure that it reaches more and more
14 of our kids and accelerate that progress, seek to
15 make progress even faster, I do think that there
16 is something going on that a lot of other places
17 are looking to us to learn from even as we're
18 looking to try to improve our own practice and
19 learn from others as well. So I appreciate the
20 push, but also want to sort of balance that
21 perspective as well.

22 PRESIDENT JACOBSON: Ms. Lord.

1 MEMBER LORD: A quick follow up. Are
2 there any plans for the state to lead parent
3 groups or community groups through these results?
4 Because I've heard a number of requests from
5 constituents.

6 And then second, are there policy
7 levers that perhaps we have underutilized or need
8 to adopt that would help get at what Ms.
9 Wattenberg and Mr. Weedon were talking about
10 where we don't keep trying new initiatives and
11 never evaluating them or where we say, hey, here
12 are two schools. One is doing great. One is
13 doing not so great. Regardless of the NAEP
14 progress, we're still way off grid compared with
15 the rest of the state. So yes, but we could do a
16 better job of pairing the strong schools with
17 their weaker schools and insisting that they just
18 don't take any old professional development, that
19 they have to take it in the context of a
20 partnership.

21 And I suspect that there are these
22 challenge grants such as the Race to the Top List

1 for states within states to schools and school
2 districts that we could use to really get at that
3 evaluation and to get at that parting of schools.
4 So just share a little bit with your thinking
5 about what we're doing with parent understanding,
6 family understanding and then sort of take it one
7 step further?

8 STATE SUPERINTENDENT KANG: Sure. So
9 to take the second question first, I do think
10 that peer-to-peer learning is incredibly powerful
11 and that there's more we could do to sort of help
12 people understand this is an area you might be
13 struggling, and here's another school that's
14 doing really well in that area and facilitate
15 those connections. So I think it's a really good
16 area for us to look at. And something we're very
17 interested in.

18 On the parent piece, I would say we
19 were able to convene a series of focus groups and
20 join some community meetings and parent group
21 meetings at the time that we were developing the
22 score reports, so we actually -- other PARCC

1 states used just sort of PARCC template. We
2 developed our own score reports in D.C. based on
3 greater parent feedback to make sure we were
4 providing information that felt useful to parents
5 which I was really glad we could do. And I'm
6 glad that those Score reports are starting to get
7 sent to schools this week.

8 We, I think, also have been working --
9 we've been partnering with the Deputy Mayor for
10 Education's office to attend ANC meetings and
11 Ward Education Council meetings with parents and
12 community members to share -- to talk about the
13 PARCC assessments, the shifts to them and why
14 we're doing them and those meetings are
15 continuing over time. And then I've been sort of
16 seeking out different opportunities to get to
17 speak to parents as well and certainly open to
18 other suggestions.

19 The other thing is that also have been
20 partnering with LEAs and schools to make sure
21 they have the resources they need to be able to
22 talk with parents in their own school community.

1 Although we want to be as helpful as we can I
2 think the most meaningful conversations are
3 probably at the individual school level where
4 they can talk in greater detail about what
5 they're doing within their building, the
6 particular needs of their students and the
7 strengths of their students. So we've been
8 helping LEAs by providing templates and tools to
9 facilitate their communication and encourage
10 their communication with their school communities
11 and parents and families.

12 PRESIDENT JACOBSON: Do any board
13 members have any final questions?

14 Then I want to thank you,
15 Superintendent Kang, for having this dialogue
16 with us and being willing to answer our questions
17 directly. I think we've got a little bit of
18 follow up and there's going to be a working
19 session after you've had -- you and your team
20 have had time to dig in on the data, we were
21 having a February working session for additional
22 board member questions and to inform us and the

1 public more on the specifics of those
2 assessments. So thank you so much.

3 We're now going to move to the High
4 School Credit Flexibility Task Force report and
5 resolutions.

6 The State Board established the High
7 School Credit Flexibility Task Force in order to
8 provide our students with new opportunities for
9 education at their readiness levels. The
10 District is one of a few jurisdictions in the
11 country in which students can receive credit only
12 through the Carnegie Unit. The Carnegie Unit
13 provides one credit for every 120 hours of seat
14 time in a given course. This standardization can
15 be very helpful in some ways, but also prevents
16 innovative instruction and student flexibility.

17 Since August, the task force, under
18 the leadership of Ms. Wilson Phalen from Ward 1,
19 has researched and discussed the introduction of
20 an ability to provide credit in the District in a
21 method beyond the Carnegie Unit. Before the
22 State Board today is a report from the task force

1 that provides recommendations and I believe we'll
2 be entertaining a resolution on the subject as
3 well.

4 Ms. Wilson Phalen, would you like to
5 speak to the report and its recommendations?

6 MEMBER WILSON PHELAN: Yes, I would.
7 Thank you.

8 I want to start with just expressing
9 gratitude for the members of the task force who
10 served on a very aggressive and ambitious time
11 line to prepare the work that we reviewed and to
12 prepare the final report that's under review by
13 the State Board of Education.

14 The technical details of the
15 discussions of the High School Credit Flexibility
16 Task Force are outlined in our report. So I want
17 to spend just this moment now speaking about the
18 vision and the spirit behind the work. This
19 effort has always been about ensuring that we are
20 meeting the unique needs of each and every
21 student in the District of Columbia.

22 I am the mother of five-year-old twin

1 girls and as most parents of young children know,
2 they have an unquenchable thirst to learn. They
3 find amazement in the smallest things like a
4 balloon that sticks on the wall after you rub it
5 in your hair or an acorn in the ground that's
6 begun to sprout.

7 And while I haven't raised kids beyond
8 this age yet, I know from my experience teaching
9 middle school and from observing dozens of
10 classrooms that something happens in those
11 schools across this country as kids become older.
12 School becomes less fun, less amazing. And maybe
13 in part, that's because of the social changes
14 that we all go through as we grow up. But I do
15 think there's also something fundamental about
16 our education system and how it's organized that
17 continues to function much like it did in the
18 18th century when it was designed to produce
19 graduates to meet our industrial needs. Kids
20 take the same courses at the same time. They are
21 usually grouped with like-aged children. They
22 stay in class for a set amount of time regardless

1 of their understanding or passion for a topic.

2 Our world has changed dramatically
3 since the 18th century. More and more jobs are
4 designed for the knowledge economy where students
5 have been able to pursue their own sources of
6 knowledge, blend information on topics, and
7 develop innovative approaches to the challenges
8 that sometimes exist thousands of miles away in
9 cultures and contexts different from their own.

10 Take for example, the computer
11 programmer who develops code with colleagues in
12 other continents or the Amazon agent who has to
13 meet expectations and demands of customers across
14 the world. What is exciting about these changes
15 is that there is something in this new economy
16 that can interest almost anyone. No longer is
17 one confined to working with a limited set of
18 jobs with anyone's town or city. The
19 possibilities for people to feel fulfilled in
20 their work and to create their own streams of
21 work while earning a living is endless just so
22 long as they have the skills to pursue those

1 jobs.

2 The intent of this task force's
3 recommendations was to lower the barriers for
4 District high school students to be able to offer
5 this world of possibility to our students.

6 Recognizing the challenges of changing a whole
7 system all at once, we have recommended three
8 changes to the system for the time being. Two of
9 them address the opportunity for students to earn
10 high school credit outside of our current system
11 of sitting in classroom 120 hours plus achieving
12 a passing grade.

13 First, for schools that want to offer
14 a different type of course or set of courses,
15 they could apply for a waiver to that 120 hours.
16 This opens the door to competency-based learning
17 which would allow students to progress through
18 academic material at their own pace upon
19 demonstrating mastery of content.

20 Second, for students who bring prior
21 knowledge to high school, they can test out of
22 world language and math if they pass a state-

1 approved assessment.

2 Finally, we recommend removing the
3 requirement that students enroll in algebra 1 by
4 9th grade and instead enroll when data indicates
5 that they are ready to take on this material.

6 With these three recommendations, we
7 hope that our students who have not mastered
8 grade-level material will be given the time and
9 support to catch up and demonstrate true
10 understanding of the course content to better
11 prepare them for the world they face beyond high
12 school.

13 For those who are farther ahead, we
14 hope it gives them a chance to advance at their
15 own pace, too, by offering students the
16 opportunity to test out of two subjects that are
17 sequenced based according to their content. We
18 hope that students will not have to repeat
19 subjects when they transfer between middle and
20 high school or between schools and for our fluent
21 speakers of languages other than English, we hope
22 this provision will reward their prior knowledge

1 and allow them to pursue other subjects more
2 deeply whether that means more time in English or
3 another topic they are passionate about.

4 Taken together, our hope is that
5 schools carefully and thoughtfully innovate
6 within the authorities permitted through these
7 changed regulations and that as a system, we
8 learn from their piloted efforts, adjust and
9 improve our approach as necessary and we begin to
10 scale what works so that all students may access
11 education that enlivens them and enables them to
12 master content to be truly prepared for the
13 modern world.

14 Our dream is that the zest for
15 learning that I see in my five year olds endures
16 throughout high school and follows them for the
17 rest of their lives into their happy and
18 productive careers and contributions to society.

19 That's introducing the work of a task
20 force and framing the spirit of the vision that
21 we hope to contribute to. I'm happy to read the
22 resolution into the record if that is the

1 appropriate next step.

2 PRESIDENT JACOBSON: I think first
3 we'd want to adopt the committee report as the
4 report of the State Board. And then following
5 that, we would move to the motion on the
6 recommendations to OSSE.

7 MEMBER WILSON PHELAN: Wonderful. I'd
8 like to make a motion that we accept the report.

9 MEMBER JOLLY: Second.

10 PRESIDENT JACOBSON: A motion to adopt
11 the task force's committee report has been made
12 by Ms. Wilson Phelan and seconded by Ms. Jolly.

13 With that, is there any discussion
14 among board members?

15 Ms. Lord, one of the task force
16 members.

17 MEMBER LORD: I would just like to
18 commend Chairman Laura Wilson Phelan on the
19 amazing effort she did to herd 25 cats from
20 various sectors and to reassure, really, the
21 public that this represents not just a bunch of
22 people sitting in a room, but representatives of

1 teachers, of communities, of the work force, of
2 principals. So it was very broad representation.

3 We did a lot of amazing work and it
4 truly does move the ball forward in a way that
5 celebrates learning as opposed to all the other
6 things that have been built up over the years.
7 So it's an amazing milestone. It started way
8 back when a previous board first tackled it and
9 it's just -- I just want to say thank you for the
10 hard work and this is truly a good, solid first
11 step into the 21st century.

12 PRESIDENT JACOBSON: Thank you, Ms.
13 Lord.

14 Do other board members have comments
15 on the committee report?

16 MEMBER WATTENBERG: As opposed to on
17 the resolution?

18 PRESIDENT JACOBSON: Correct. With
19 that, I'd ask for the yeas and nays on adoption
20 of the committee report.

21 Mr. Hayworth, roll call, please.

22 EXECUTIVE DIRECTOR HAYWORTH: Mr.

1 Jacobson.

2 PRESIDENT JACOBSON: Aye.

3 EXECUTIVE DIRECTOR HAYWORTH: Ms.

4 Williams.

5 MEMBER WILLIAMS: Yes.

6 EXECUTIVE DIRECTOR HAYWORTH: Ms.

7 Lord.

8 MEMBER LORD: Yes.

9 EXECUTIVE DIRECTOR HAYWORTH: Ms.

10 Wilson Phelan.

11 MEMBER WILSON PHELAN: Yes.

12 EXECUTIVE DIRECTOR HAYWORTH: Ms.

13 Wattenberg.

14 MEMBER WATTENBERG: Yes.

15 EXECUTIVE DIRECTOR HAYWORTH: Ms.

16 Anderson.

17 MEMBER ANDERSON: Yes.

18 EXECUTIVE DIRECTOR HAYWORTH: Mr.

19 Weedon?

20 MEMBER WEEDON: Yes.

21 EXECUTIVE DIRECTOR HAYWORTH: Ms.

22 Jolly.

1 MEMBER JOLLY: Yes.

2 EXECUTIVE DIRECTOR HAYWORTH: Mr.

3 Contreras.

4 MEMBER CONTRERAS: Yes.

5 EXECUTIVE DIRECTOR HAYWORTH: Mr.

6 President, the vote is unanimous.

7 PRESIDENT JACOBSON: Thank you so very
8 much.

9 MEMBER LORD: Congratulations to Laura
10 and the task force.

11 PRESIDENT JACOBSON: Thank you so very
12 much. We've adopted the committee report.

13 Now we'd move to the resolution and
14 Ms. Wilson Phelan, you can read it or our
15 Executive Director can.

16 MEMBER WILSON PHELAN: I'll do the
17 honor.

18 PRESIDENT JACOBSON: Thank you.

19 MEMBER WILSON PHELAN: State Board of
20 Education Resolution, to make recommendations
21 regarding high school credit flexibility, SR
22 1516.

1 Whereas, District of Columbia law
2 requires State Board of Education approval of
3 high school graduation requirements,

4 Whereas, the District is one of the
5 few jurisdictions in the United States where the
6 time based Carnegie Unit, 120 hours of class or
7 contact time with an instructor during the year,
8 is the sole means for awarding course credit for
9 a traditional high school diploma.

10 Whereas, the opportunity gap remains
11 massive in the District of Columbia, illustrated
12 most recently by the 2015 Partnership for
13 Readiness for College and Career, PARCC scores,
14 which showed performance for the most and least
15 privileged students differed by 44 to 58
16 percentage points.

17 Whereas, students who enter high
18 school either unprepared to meet the District of
19 Columbia's rigorous academic standards or already
20 having acquired the knowledge and skills to
21 demonstrate mastery, must enroll in courses
22 organized into standard Carnegie Units without an

1 option to pace their own learning.

2 Whereas, the District of Columbia is
3 the only jurisdiction in the country that
4 requires students to enroll in algebra 1 by 9th
5 grade regardless of their readiness.

6 Whereas, high schools in the District
7 of Columbia may not tailor their credit bearing
8 course offerings outside of the Carnegie Unit to
9 take advantage of logical synergies between
10 academic material that would enhance student
11 learning.

12 Whereas, research indicates that
13 academic outcomes improve when high school
14 students are able to pace their own learning,
15 choose how they acquire skills and knowledge and
16 determine how they provide evidence of
17 proficiencies.

18 Whereas, the features of confidence-
19 based education includes students self-pacing and
20 choice and skill and knowledge acquisition and
21 demonstration of learning.

22 Whereas, successful implementation of

1 competency-based courses requires significant
2 thought, preparation and teacher support.

3 Whereas, most high schools in the
4 District of Columbia currently organize their
5 class schedules around the Carnegie Unit and its
6 elimination all at once could create unproductive
7 disruption to student learning.

8 Whereas, the State Board of Education
9 convened a cross city task force of 25 members
10 representing teachers, principals, traditional,
11 and charter public schools, community groups, the
12 business community, the Washington Teachers'
13 Union, the Office of the Deputy Mayor for
14 Education, the Office of the State Superintendent
15 of Education, and the Council of the District of
16 Columbia from August 2015 to December 2015 to set
17 forth the recommendations for high school credit
18 flexibility.

19 Whereas, the majority of task force
20 members agreed that creating alternative pathways
21 to earning credit beyond the Carnegie Unit
22 represented an important first step toward

1 recognizing that not all students learn at the
2 same pace, nor best demonstrate understanding of
3 content based on 120 hours in a traditional
4 classroom setting.

5 Whereas, the task force's report makes
6 the following recommendations for earning high
7 school credit: (1) Create a waiver process for
8 schools wishing to pursue confidence-based
9 learning. (2) Allow students to receive credit
10 for demonstrated prior knowledge in world
11 languages and mathematics. (3) Maintain
12 Carnegie Units as the default means for earning
13 credit when neither of the two above conditions
14 apply. (4) Consistent with the benefits of
15 students' self-paced learning associated with
16 competency-based models, remove the requirement
17 that students enroll in algebra 1 by 9th grade.

18 Whereas, the State Board of Education
19 has reviewed these recommendations and conducted
20 an independent literature review.

21 Whereas, the State Board of Education
22 urges the State Superintendent to provide

1 diligent oversight of the progress and
2 achievement of students involved in waiver based
3 credit programs with an eye towards identifying
4 strengths, weaknesses, best practices, and ways
5 to improve outcomes.

6 Whereas, the State Board of Education
7 finds that the recommendations may assist
8 students at all levels of academic performance by
9 eliminating barriers to meeting individual
10 education needs and by promoting competency-based
11 learning that ensures student advance with the
12 requisite knowledge to be successful.

13 Now therefore, be it resolved that on
14 December 16, 2015, the State Board advises the
15 State Superintendent to consider the High School
16 Credit Flexibility Task Force's recommendations
17 and discussion as outlined in its report and to
18 initiate rulemaking to implement the
19 recommendations in this resolution.

20 PRESIDENT JACOBSON: Is there a second
21 to Ms. Wilson Phalen's motion.

22 MEMBER LORD: Second.

1 PRESIDENT JACOBSON: Seconded by Ms.
2 Lord.

3 Do board members have discussion or
4 amendments?

5 Ms. Lord.

6 MEMBER LORD: I'm thinking that this
7 is probably more of a discussion than an
8 amendment, but to the discussion that we heard
9 from our community panel, would removing the
10 prior knowledge from the second recommendation in
11 any way substantially change that? Or
12 conversely, is it possible that through the
13 waiver process students would be able to get
14 credit for say learning Chinese in China or the
15 current language pursuits that they're doing?

16 MEMBER WILSON PHELAN: I do not think
17 that removing the word "prior" changes the intent
18 or the principle behind this part of the
19 recommendations and I'm open to eliminating the
20 word prior.

21 MEMBER LORD: Since the emphasis is on
22 the demonstration of knowledge or skills, I would

1 like to propose that we strike the word prior
2 from our resolution and that would still maintain
3 the substance of what the committee worked on,
4 what the task force report says, but it would
5 also allow flexibility and perhaps some
6 encouragement for students who are learning more
7 about their current language or studying abroad
8 or taking courses at a high school because their
9 high school doesn't offer Chinese or Japanese.

10 MEMBER WILSON PHELAN: So to be clear,
11 Mary, I did not think removing the word "prior"
12 from the recommendations accomplishes all that
13 you just outlined, nor do I think that it is in
14 alignment with task force and our discussions. I
15 think what you just described would have to go
16 through a waiver, but I do think taking out the
17 word "prior" it could be knowledge that you
18 accumulated and then took the next year.

19 The end of the day, the second
20 recommendation is about assessing knowledge
21 level, so it would have to be acquired prior to
22 assessing. So I'm not sure removing it or

1 keeping it in does very much to be honest, but
2 I'm happy to remove that language. That's not a
3 problem.

4 MEMBER LORD: Right. And also since
5 prior implies a time based something or other,
6 clearly you can't assess something that hasn't
7 been --

8 MEMBER WILSON PHELAN: Already
9 applied.

10 MEMBER LORD: Right. So I would like
11 to offer an amendment to remove the word "prior"
12 from the resolution.

13 MEMBER WILSON PHELAN: So to make sure
14 I'm fully understanding, it would be under the
15 "whereas" where the 1, 2, 3, 4 of the
16 recommendations are outlined. Under No. 2,
17 removing the word "prior" -- is that your
18 friendly amendment?

19 MEMBER LORD: Correct. It would be in
20 the "whereas" with the 1, 2, 3, 4
21 recommendations, recommendation No. 2 would then
22 read "Allow students to receive credit for

1 demonstrated knowledge in world languages and
2 mathematics."

3 MEMBER WILSON PHELAN: I accept that
4 as a friendly amendment.

5 PRESIDENT JACOBSON: Terrific. It's
6 accepted as a friendly amendment. So thank you
7 so much.

8 Additional discussion or amendments?

9 MEMBER ANDERSON: I do.

10 PRESIDENT JACOBSON: Ms. Anderson.

11 MEMBER ANDERSON: The third paragraph
12 from the bottom, the end of the resolution where
13 it says "Whereas, the State Board of Education
14 urges the State Superintendent to provide
15 diligent oversight of the progress of students
16 involved in waiver based credit programs with an
17 eye toward identifying strengths, weaknesses,
18 best practices, and ways to improve outcome." I
19 would like to offer to extend that to say that
20 after "to improve outcomes" to add "and expand
21 these programs if successful to other academic
22 and vocational subjects and to schools that serve

1 the most academically-challenged students."

2 PRESIDENT JACOBSON: Could you say
3 that one more time, a little more slowly so our
4 Executive Director can get it down?

5 MEMBER ANDERSON: "Whereas, the State
6 Board of Education urges the State Superintendent
7 to provide diligent oversight of the progress and
8 achievement of students involved in waiver based
9 credit programs with an eye towards identifying
10 strengths, weaknesses, best practices, and ways
11 to improve outcomes" and this is the additional
12 part, "and expand these programs if successful to
13 other academic and vocational subjects and to
14 schools that serve the most academically-
15 challenged students."

16 PRESIDENT JACOBSON: I'm just going to
17 confirm that we have that down. Yes, we do.
18 Discussion between Ms. Anderson and Ms. Wilson
19 Phelan?

20 MEMBER WILSON PHELAN: While I
21 completely appreciate the intent of what you're
22 adding, Kamili, that was not something that the

1 task force agreed to and to be true to the work
2 that that group did, I feel that I need, as the
3 chair of that task force, to stay within that
4 very carefully negotiated language from that very
5 diverse group of stakeholders.

6 MEMBER ANDERSON: I offer that as
7 again, the amendment, the clause itself says
8 "Whereas, the State Board of Education urges."
9 I'm assuming that that's something that the State
10 Board of Education members would have an
11 opportunity to weigh in on and that's why I
12 offered that.

13 I understand the intent of the task
14 force, but if I'm reading this -- the State Board
15 of Education takes these recommendations from the
16 task force and adds its own insights and
17 perspectives on that by adding that particular
18 clause. That's one clause that I think is
19 important. I think we've discussed this in other
20 meetings, but -- and again, I think that if we're
21 looking at -- the way that this clause -- the way
22 this clause -- this clause to me is saying that

1 basically, we are going to look at those programs
2 that these -- these waiver based credit programs
3 with an eye toward identifying those strengths,
4 weaknesses, and improving those outcomes in those
5 programs. But I would like to see those programs
6 and those populations that those programs serve
7 expand. I think that as a state board, we have
8 to have to eye toward a larger picture other than
9 those kind of defined by the task force.

10 PRESIDENT JACOBSON: Is that a
11 friendly amendment?

12 MEMBER ANDERSON: It's the state
13 board's amendment, yes.

14 MEMBER WATTENBERG: I second.

15 PRESIDENT JACOBSON: Seconded by Ms.
16 Wattenberg then.

17 MEMBER WILSON PHELAN: I'd like to
18 hear discussion from other members.

19 PRESIDENT JACOBSON: Ms. Wattenberg,
20 and then Ms. Lord.

21 MEMBER WATTENBERG: Yes. This was a
22 terrific task force and a key purpose, I think,

1 of the task force was to hear from all the
2 different stakeholders that Board Member Phalen
3 Wilson commented on and we did and it was a
4 terrific learning process for everybody. And it
5 was a well constituted task force with
6 stakeholders from many parts of the city.

7 Nonetheless, we are a state board. We
8 are each elected. And I do think it's totally
9 appropriate for each of us to look at this report
10 and make some judgments without casting any
11 dispersion on the report to offer our own
12 impressions, the emphases that we want to add. I
13 think it's totally appropriate and for that
14 reason I support very much Kamili's amendment.

15 I think it is in keeping totally with
16 the spirit of the task force, although I do want
17 to say there might be some task force and there
18 might be board members who disagree with what was
19 in the task force report and I think it would be
20 incumbent on the board members to say so.

21 PRESIDENT JACOBSON: Thank you, Ms.
22 Wattenberg.

1 Ms. Lord, our at-large member.

2 MEMBER LORD: This may be a way of
3 capturing a couple of ideas and just refine it.
4 I took to Ms. Anderson's point there is sort of
5 implied in this that these are just looking at
6 the pilot programs, but I thought the intent was
7 to identify the best practices so that all
8 students could benefit from them.

9 So perhaps just expanding the thought
10 to say -- sort of taking the tail end of Ms.
11 Anderson's and you know, and ways to improve
12 outcomes for all students, particularly for the
13 most vulnerable or for the lowest performing or
14 for the most at risk, so that it's clear that we
15 want this to be a pilot program to inform the
16 entirety of public education. I haven't
17 wordsmithed it, because my computer is dead.

18 MEMBER WILSON PHELAN: Mary, I'm not
19 sure I fully follow what you shared because what
20 Kamili offered was a segment at the end of the
21 second to the last whereas that called upon the
22 Office of the State Superintendent to expand

1 programs if they were successful to a number of
2 places that she listed. So that is not speaking
3 directly to the pilot.

4 MEMBER LORD: I'm not sure it's in the
5 capacity of the State Superintendent of Education
6 to expand any program that's --

7 MEMBER WILSON PHELAN: I would agree
8 with that.

9 MEMBER LORD: So that's why I was a
10 little uncomfortable with that. But to identify
11 and somehow ensure that successful programs are
12 supported so that all students, particularly our
13 most vulnerable, essentially can reap the
14 benefits of these best practices.

15 MEMBER ANDERSON: Perhaps this is just
16 an alteration -- and to consider expanding, but
17 not necessarily to expand. And again, examining
18 the outcomes of these programs, I mean if we are
19 --

20 MEMBER BECK: Promote the expansion,
21 would that work?

22 MEMBER ANDERSON: To some extent.

1 That's something that just kind of mediates that,
2 but not to ask them to expand them, but that they
3 would consider them.

4 MEMBER LORD: Since the State
5 Education Agency has the money, promote the
6 expansion of, support the expansion of, something
7 that aligns with what state education agency's
8 capacity is I would totally support.

9 PRESIDENT JACOBSON: It sounds like
10 there potentially would be more wordsmithing, but
11 before we get to that, I'd like to -- Mr. Weedon.

12 MEMBER WEEDON: I'd like to say I
13 agree with the spirit behind this, but I wonder
14 if the Board is ceding our authority. I would
15 hope that any proposal that's going to support
16 children, that's going to provide additional ways
17 for students that earn income that OSSE -- other
18 education agencies identify, they will come to
19 us. And I would bet the Board would be willing
20 to approve it and we'd go through the formal
21 process to do that.

22 Again, I agree with the sentiment, but

1 I'm not sure it's needed, as I believe that's our
2 board, and it's OSSE's job to come to us if
3 something like this is identified.

4 PRESIDENT JACOBSON: Any additional
5 comments on this amendment from board members?

6 Ms. Williams from Ward 7.

7 VICE PRESIDENT WILLIAMS: I think I
8 understand where Ms. Anderson is coming from. I
9 think she wants to ensure that the wording of
10 this resolution includes provisions for the
11 month-behind learners. And the way it's word
12 crafted here, that intent which was a task force
13 intent is not clearly stated.

14 So if we could just adjust this to
15 clearly state that this is also not for people
16 who are opting out of courses, or waiving out of
17 courses, but to provide support for our -- the
18 students who need it the most.

19 MEMBER WILSON PHELAN: With all due
20 respect, Karen, I feel like the resolution talks
21 about that quite a bit where we bring out the
22 opportunity gap where we talk about readiness in

1 9th grade. Where we talk about --

2 VICE PRESIDENT WILLIAMS: I'm not
3 saying -- I think what she's trying to say is in
4 these four points, or in this point, that she
5 wants that to be -- is that what you're saying,
6 Ms. Anderson?

7 MEMBER ANDERSON: Finish what you were
8 saying.

9 VICE PRESIDENT WILLIAMS: Huh?

10 MEMBER ANDERSON: I want to do what
11 now?

12 VICE PRESIDENT WILLIAMS: To ensure
13 that our under privileged learners are protected
14 through this amendment.

15 MEMBER ANDERSON: I think that -- I'm
16 trying to get the clause, I think if we're
17 creating a waiver process for schools who wish to
18 opt in to this particular initiative, I think we
19 have to be very careful to make sure that we're
20 providing an opportunity for students and schools
21 that serve various types of students to
22 participate in it.

1 And I think that the language that I'm
2 offering is something that basically adds an
3 incentive or perhaps a stronger statement to
4 OSSE, to the State Superintendent, to make sure
5 that these programs are equitable, that they are
6 inclusive and that they do address the needs and
7 the academic achievement of a broad spectrum of
8 our students and our schools because I could very
9 easily see a school that opts into the waiver
10 program. That's an incentive to students to and
11 that's a draw for that particular school. Other
12 schools that may be able to create such programs
13 would see, perhaps, a flux of students heading
14 out of those schools to those schools. So it
15 serves the benefits of a particular type of
16 school.

17 Unless we have something that balances
18 that out, and unless we have something that
19 encourages the superintendent to consider
20 programs such as this at other schools and
21 perhaps other schools that address other --
22 vocational perhaps program, other types of

1 students, it's not here. I think we have to be
2 very explicit about making sure that that is
3 something that we are considering -- that we are
4 paying attention to as a State Board of
5 Education.

6 MEMBER WILSON PHELAN: It is in the
7 report and highlighted quite significantly and
8 this resolution asks for the State Board -- I'm
9 sorry, for the State Superintendent to consider
10 the whole report and all of its recommendations
11 and the nuance associated with that
12 recommendation.

13 I also feel like we're talking about
14 a lot more than what the original amendment was.
15 So could I ask either John-Paul, if you captured
16 what is on the table for us to really get back to
17 what we're talking about in terms of that
18 specific amendment language?

19 EXECUTIVE DIRECTOR HAYWORTH: The
20 amendment would add new text to the third to last
21 paragraph so the full paragraph would read
22 "Whereas, the State Board of Education urges the

1 State Superintendent to provide diligent
2 oversight of the progress and achievement of
3 students involved in waiver based credit programs
4 with an eye towards identifying strengths,
5 weaknesses, best practices, and ways to improve
6 outcomes."

7 The new text would be "and expand
8 these programs, if successful, to other academic
9 and vocational programs and to schools that serve
10 the most academically challenged students."

11 MEMBER WILSON PHELAN: And then I
12 heard a moment ago a discussion between Mary and
13 Kamili about adding the word "consider or
14 promote" or something like that given that the
15 role of the State's Office isn't necessarily to
16 expand the programs directly.

17 MEMBER ANDERSON: To consider
18 promoting the expansion of these programs as
19 opposed to expand. To consider promoting the
20 expansion of these programs.

21 MEMBER WILSON PHELAN: I'm going to
22 accept that as a friendly amendment.

1 MEMBER ANDERSON: And I think you
2 indicated, excuse me, John-Paul, you indicated
3 after academic and vocational -- I had subjects.
4 I think subjects is more appropriate than
5 programs. I think that's a bit confusing.

6 PRESIDENT JACOBSON: Just to be clear,
7 this -- we'll read the language one more time and
8 Ms. Anderson and Ms. Lord and Ms. Wilson Phalen
9 will all have to accept it as friendly.

10 EXECUTIVE DIRECTOR HAYWORTH: So the
11 new language would be "and consider promoting
12 expanding these programs, if successful, to other
13 academic and vocational subjects and to schools
14 that serve the most academically-challenged
15 students."

16 Ms. Anderson, is that appropriately
17 reflected?

18 MEMBER ANDERSON: Yes.

19 EXECUTIVE DIRECTOR HAYWORTH: And Ms.
20 Lord, as the second, do you accept?

21 MEMBER LORD: Accept.

22 EXECUTIVE DIRECTOR HAYWORTH: And Ms.

1 Wilson Phalen, do you accept this as a friendly
2 amendment?

3 MEMBER WILSON PHELAN: I accept.

4 PRESIDENT JACOBSON: Wonderful.
5 That's dispensed with.

6 Additional amendments or discussion?
7 Ms. Wattenberg from Ward 3.

8 MEMBER WATTENBERG: I do not have
9 amendments, but I do have some discussion points.
10 First of all, I just want to say yet again how
11 much I applaud the work of this task force and of
12 its chair. It was really a terrific opportunity
13 and it was a lot of work and people really came
14 in with certain ideas and I think had a great
15 opportunity to learn from others and come up with
16 a consensus on what potentially is a very
17 difficult and complicated issue.

18 The nature of any such report though
19 is it doesn't have a lot of detail. And in this
20 case the regulations are going to be left
21 initially to OSSE to draft and the implementation
22 is also largely going to be on OSSE's lap and the

1 devil is going to be in the details that often
2 are not in the report. So I wanted to raise a
3 few of them just to call all of our attention to
4 them.

5 The first has to do with the
6 application and the application review process.
7 I just want to say I'm looking here, this is the
8 document from Achieve which is the council of all
9 the states. It's worked very hard on competency-
10 based education and high standards and so on.
11 And they really lay out a lot of detail about how
12 states can go about assuring that in creating
13 these waivers, we don't give up the idea of
14 substantial parity across courses.

15 Now we all know that we don't have
16 adequate parity across courses in D.C. now. It's
17 an issue that we're always talking about. But
18 this should not be an opportunity to exacerbate
19 that problem.

20 And I just want to encourage OSSE in
21 putting together application and the application
22 review process and in thinking about the

1 regulations how we can assure that the content
2 and the passing standards that are embedded in
3 these proposals for new waiver-based courses are
4 substantially equivalent to what is currently
5 required in state standards. And I think that's
6 so important and there's a reference to it in the
7 report in terms of OSSE creating a rubric and
8 creating an application process. I think it's
9 really important that that process get us to a
10 point where we will know that the courses that
11 are being accepted reflect our standards and
12 don't further exacerbate the different levels of
13 rigor across schools and hopefully greatly
14 alleviate them by having a common understanding
15 of what it means to pass a course and learn a
16 course. So that's number one.

17 The second is in the report there's a
18 discussion about a pilot program, a pilot CBE
19 course that could be developed around algebra 1.
20 And this issue generated probably more and more
21 impassioned conversation than almost anything
22 else in the task force. There is a general sense

1 that students were entering -- many, many
2 students were entering as freshmen in high
3 school. They were being required to take an
4 algebra 1 course and teachers are basically not
5 allowed to meet the students where they are
6 because they're not ready for algebra 1. And so
7 it's important and the resolution acknowledges
8 that we need to find a way to help students who
9 are entering high school very far behind in math
10 to get the assistance and the instruction they
11 need to be ready to take algebra 1.

12 One of the issues though is, as the
13 resolution points out, this is complicated. It's
14 expensive. It needs resources to develop these
15 programs and in terms of what Kamili was saying,
16 we want to make sure that that particular waiver-
17 based program maybe could get some extra priority
18 out of OSSE, some support, maybe coordinating
19 across some LEAs to make sure that some resources
20 and focus went into developing that kind of
21 course.

22 Third, on the evaluation and here I'll

1 just pick up on what Kamila said which is
2 assuming these programs are successful, we want
3 to be able to expand them and that's going to
4 require a very rigorous evaluation process where
5 we're monitoring student progress in these
6 courses and also evaluating the features of these
7 courses so when kids are successful, we know why
8 so that we can genuinely use it as models and
9 replicate it across the city, so again, it's not
10 an amendment, but I'm just hoping that all of us
11 will be looking for this in both the regulations
12 and in the implementation that that evaluation
13 process is very rigorous.

14 And finally, the last thing I want to
15 say is really not a comment on what's in the
16 report, but more general, which is in all of this
17 discussion, there was so much awareness that
18 students are coming into high school very
19 unprepared. And there is a sense that this a way
20 to help solve that problem. And you know, on the
21 one hand everybody says oh, nothing is a panacea,
22 but there is sort of a sense that wow, this can

1 really help hugely to sort of reach students
2 where they are and have a great impact.

3 What I want to say is this program is
4 not going to be -- this initiative will not be
5 successful if we can't do a lot more to make sure
6 that kids are learning the stuff they need to
7 learn before they enter high school. And before
8 high school they don't have Carnegie Units.
9 Schools are completely free and flexible to
10 provide competency-based education or mastery-
11 based education or whatever instruction is needed
12 in order to make sure that when students show up
13 as freshmen in high school they're ready for the
14 high school courses. So it's just a -- I want to
15 recognize that we can't always be putting
16 everything on the shoulders of the high schools
17 to solve. We need other parts of the system as
18 well to be engaged in this.

19 PRESIDENT JACOBSON: Thank you, Ms.
20 Wattenberg.

21 Additional discussion or amendments
22 from board members? Ms. Jolly from Ward 7.

1 MEMBER JOLLY: Thank you, Mr.
2 President. My question is a pretty simple one.
3 And it's actually for Superintendent Kang. What
4 can OSSE do to make sure that low-performing
5 schools have the means to apply for a waiver and
6 successfully implement the competency based
7 education programs that we're talking about in
8 this rulemaking?

9 STATE SUPERINTENDENT KANG: I think
10 it's a good question. It's something that we
11 will need to keep in mind as we're thinking about
12 the waiver process, how to help a range of
13 schools access and design programs. And I think
14 to the point of the discussion we were having
15 earlier, I think the chance to sort of bring
16 these schools together to learn from this, from
17 each other, will be really a key part of it.
18 This is not something that we have particular
19 expertise in before. We will be learning
20 alongside the rest of D.C. But I think looking
21 to learn from the other state education agencies
22 that have been able to facilitate this work with

1 LEAs in other places will be a key part of this
2 as well. I don't know that I have any particular
3 wisdom to impart right now, but I think it's a
4 good area for us to focus on.

5 MEMBER JOLLY: Thank you. I
6 apologize. I didn't mean to make you feel
7 blindsided. I'm sorry for that.

8 PRESIDENT JACOBSON: Ms. Lord.

9 MEMBER LORD: I'd just like to
10 piggyback a little bit on what my Ward 3
11 colleague talked about. One of the most useful
12 parts of the process in compiling this task force
13 report was the identification of barriers and the
14 identification of who would this have an impact
15 on and who might it have a negative impact on.

16 And so yes, the devil is in the
17 details, but it was very clear that we have some
18 I'm sure they were put in place for a very good
19 reason, but essentially we now have a system
20 where a student has to fail out before they can
21 take an online credit recovery course and that
22 means that someone who has all but one credit say

1 in English 4, can't accelerate and go to college
2 early. So this isn't going to change that, but
3 it will open a window of opportunity for our
4 accelerated students to go to college early. It
5 will provide opportunities for our career
6 technical education students to earn certificates
7 and have that count. It will validate education
8 done outside of school because schools might not
9 be able to afford a dance program or an art
10 program.

11 So it's potentially a real game
12 changer, but within the frameworks and with lots
13 of guard rails. So I just wanted to put that out
14 there because we were really very intentional to
15 say this has to help all students. It can't just
16 help a few students in a few pioneering schools.

17 So I want to again commend my
18 colleagues who dove into this, but they really
19 kept on task and we really made sure that we
20 weren't leaving students out. So thank you.

21 PRESIDENT JACOBSON: Thank you, Ms.
22 Lord.

1 Any additional? If not, I would like
2 to offer an amendment. I again want to thank my
3 colleagues and our wonderful staff team as well
4 as the community members and students who
5 participated in the task force for the in-depth
6 and substantive work that they've helped the
7 Board accomplish this evening.

8 I do, however, have concerns about
9 opening the graduation requirements to address
10 the 9th grade algebra issue, while not addressing
11 several other problematic issues within our
12 current high school graduation requirements that
13 the Board has identified over the last several
14 years, including aligning world languages to
15 require both credits be the same language and
16 allowing more flexibility in the social studies
17 requirements to name just two.

18 As such, I'd like to offer and
19 withdraw at the request of our task force chair
20 the following amendment. At the appropriate
21 place, insert the following: "Whereas, at the
22 request of the State Superintendent of Education,

1 the State Board of Education initiated a review
2 of high school graduation requirements in 2012,
3 holding over a dozen public meetings and engaging
4 stakeholders at every level. As a result of the
5 State Board's work in March 2014, the State Board
6 unanimously approved a resolution advising the
7 State Superintendent of Education of the need to
8 update high school graduation requirements and
9 present a proposal to the State Board of
10 Education for consideration and approval. And
11 the advisory resolution noted that updating
12 graduation requirements would increase
13 flexibility and lay a foundation for competency-
14 based learning and the awarding of credit for
15 mastery through revised graduation
16 requirements.' "

17 With that, I'd like to withdraw my
18 amendment with the caveat that I look forward to
19 working with this new administration to complete
20 the task we started nearly four years ago.

21 MEMBER WILSON PHELAN: I would like to
22 move the question of the resolution or move the

1 resolution.

2 PRESIDENT JACOBSON: The question has
3 been called. We will take a roll call vote on
4 the -- Ms. Jolly? Okay, we will have a roll call
5 vote on the resolution as amended.

6 EXECUTIVE DIRECTOR HAYWORTH: The
7 question is on approval of the High School Credit
8 Flexibility Resolution, S.R. 15-6.

9 Mr. Jacobson.

10 PRESIDENT JACOBSON: Aye.

11 EXECUTIVE DIRECTOR HAYWORTH: Ms.
12 Williams.

13 VICE PRESIDENT WILLIAMS: Aye.

14 EXECUTIVE DIRECTOR HAYWORTH: Ms.
15 Lord.

16 MEMBER LORD: Yes.

17 EXECUTIVE DIRECTOR HAYWORTH: Ms.
18 Wilson Phalen.

19 MEMBER WILSON PHELAN: Yes.

20 EXECUTIVE DIRECTOR HAYWORTH: Ms.
21 Wattenberg.

22 MEMBER WATTENBERG: Yes.

1 EXECUTIVE DIRECTOR HAYWORTH: Ms.
2 Anderson.

3 MEMBER ANDERSON: Aye.

4 EXECUTIVE DIRECTOR HAYWORTH: Mr.
5 Weedon.

6 MEMBER WEEDON: Yes.

7 EXECUTIVE DIRECTOR HAYWORTH: Ms.
8 Jolly.

9 MEMBER JOLLY: Yes.

10 EXECUTIVE DIRECTOR HAYWORTH: Mr.
11 Contreras.

12 MEMBER CONTRERAS: Yes.

13 EXECUTIVE DIRECTOR HAYWORTH: Mr.
14 President, it's unanimous.

15 PRESIDENT JACOBSON: Thank you so much
16 and congratulations, Ms. Wilson Phalen, and to
17 the entire Board and the task force members,
18 pretty much everyone.

19 Now we are coming to the end of our
20 session this evening, but first I'd like to ask
21 if any board members have special announcements
22 they'd like to make.

1 Ms. Lord.

2 MEMBER LORD: Thank you. I just
3 wanted to take this opportunity as the year draws
4 to an end to acknowledge the leadership and
5 engagement of every single person on this Board
6 starting with President Jacobson and Karen
7 Williams, our vice president. Long before the
8 cameras roll on our public meetings, they have to
9 get a lot of things in order. We had a number of
10 transitions this year including welcoming a new
11 executive director and a new policy analyst, so
12 that is the first group. We have had a number of
13 just wonderful, wonderful pieces of work done
14 because of the leadership of our committee
15 chairs: Kamili Anderson on truancy and student
16 engagement and school climate; Ruth Wattenberg on
17 waivers which will be probably framing our work
18 for some time to come; Laura Wilson Phalen on the
19 just concluded and soon to be probably dived into
20 competency-based learning task force; Tierra
21 Jolly, my colleague from Ward 8 who is about to
22 dive into the probably biggest challenge we face

1 which is closing the opportunity gap on children;
2 my colleague from Ward 6 for his passionate
3 advocacy for schools and children; and forgive me
4 if I've let anyone out -- oh, and Mr. Jones, who
5 has been playing an amazing role keeping
6 everything going on a number of fronts.

7 So that was really what I wanted to do
8 and to also congratulate our new student, chief
9 student advocate, and our ombudsman for the
10 wonderful work. This Board has gone into -- is
11 going into 2016 a lot more stronger and a lot
12 more knowledgeable than when they came into this
13 year. So I just wanted to acknowledge that.

14 And then I sort of feel like as board
15 members and as educators, we're like farmers who
16 plant seeds and rarely, rarely get to see the
17 harvest. Well, last night at the One World
18 Education College and Career Challenge I was
19 blessed to be able to see the fruits of having
20 adopted the common core state standards in
21 literacy in 2010. There were students, high
22 school seniors from a number of schools and a

1 couple of charter schools. They had to write
2 persuasive essays, then deliver them in public
3 speaking fashion, two and a half minutes in front
4 of judges who came from all walks of life
5 including the Wall Street Journal, the State
6 Superintendent's Office, the Council,
7 Councilmembers Elissa Silverman and David Grosso
8 were there.

9 So I got to see up front and personal
10 how students when they're given a task to
11 analyze, to critically think, weigh the evidence,
12 and present persuasive case, they rose to the
13 occasion. And they rose to the occasion from
14 Anacostia High. They rose to the occasion from
15 Banneker. They rose to the occasion from
16 Washington Met and E.L. Haynes. So if our
17 students can all see what those students did and
18 aspire to them, to beat them, I think the value
19 of this Board of Education and the value of
20 having high expectations for students will
21 finally be realized. So Happy New Year, almost,
22 to everybody and have a wonderful Christmas.

1 PRESIDENT JACOBSON: Thank you, Ms.
2 Lord.

3 Any final thoughts from board members?
4 If not, I'd entertain a motion to adjourn.

5 MEMBER WATTENBERG: So moved.

6 PRESIDENT JACOBSON: Moved by Ms.
7 Wattenberg.

8 MEMBER WILSON PHELAN: Second.

9 PRESIDENT JACOBSON: Second by Ms.
10 Wilson Phelan. All in favor.

11 (Chorus of ayes.)

12 We stand adjourned for the year.

13 (Whereupon, the above-entitled matter
14 went off the record at 7:32 p.m.)

15

16

17

18

19

20

21

22

A

- ability** 68:20 81:20
able 8:10 16:16 23:1
 27:9 40:6 56:22 58:3
 66:8,10,13 67:2 68:6
 69:17 78:19 79:21
 84:5 85:4 93:14 97:13
 110:12 118:3 120:22
 122:9 128:19
above-entitled 130:13
abroad 15:7,8 16:21
 98:7
absolutely 38:6 44:13
 48:6 65:20
abstentions 5:11 6:6
academic 7:8 13:4
 85:18 92:19 93:10,13
 96:8 100:21 101:13
 110:7 112:8 113:3,13
academically 112:10
academically- 101:14
academically-challen...
 101:1 113:14
accelerate 76:14 122:1
accelerated 122:4
accelerating 50:11
accept 88:8 100:3
 112:22 113:9,20,21
 114:1,3
accepted 100:6 116:11
access 11:17 13:17
 14:4 35:12 37:1 57:5
 61:3 72:10 87:10
 120:13
accommodate 50:5
accomplish 123:7
accomplishes 98:12
account 22:5
accumulated 98:18
Achieve 115:8
achievement 64:6 96:2
 101:8 110:7 112:2
achieving 85:11
acknowledge 7:18
 127:4 128:13
acknowledged 73:20
acknowledges 117:7
acknowledging 49:4
acorn 83:5
acquire 93:15
acquired 92:20 98:21
acquisition 93:20
acronym 60:20
Act 8:11 63:1
active 20:15
activities 10:6
actual 55:4,7 67:13
adapted 57:15
- add** 26:16,18 55:13
 100:20 104:12 111:20
added 26:22
adding 26:14 101:22
 102:17 112:13
addition 57:11
additional 23:10 24:1
 24:12 33:20 37:9,22
 56:20 71:16 80:21
 100:8 101:11 107:16
 108:4 114:6 119:21
 123:1
additions 4:21 5:1,15
address 23:3 49:14
 85:9 110:6,21 123:9
addressing 53:9 123:10
adds 102:16 110:2
adequate 115:16
adjourn 130:4
adjourned 130:12
Adjournment 2:15
adjust 87:8 108:14
administer 39:22 70:19
administered 27:21
 67:14
administration 124:19
administrators 70:18
adopt 13:6 77:8 88:3,10
adopted 70:7 91:12
 128:20
adoption 89:19
adult 21:9
advance 15:17 86:14
 96:11
advanced 28:16,17
 32:12 34:13
advantage 93:9
advices 96:14
advising 124:6
advisory 124:11
advocacy 128:3
advocate 55:17 128:9
advocating 22:21
affairs 20:15
affluent 49:18
afford 20:21 21:1 122:9
affordable 20:17,19
age 21:7 83:8
agencies 35:14 107:18
 120:21
agency 49:7 53:17
 107:5
agency's 107:7
agenda 4:20,22 5:3,13
 7:5 10:5
agent 84:12
aggregate 29:2
aggressive 57:6 75:5
- 82:10
ago 52:4,4 56:1 112:12
 124:20
agree 72:18 106:7
 107:13,22
agreed 94:20 102:1
agreement 22:11
ahead 19:11 34:16,18
 34:20 86:13
aiming 57:20
algebra 28:7,10 33:4
 34:17,20 39:1,4,10,20
 39:22 40:7,15 41:2,5
 41:14 42:11 86:3 93:4
 95:17 116:19 117:4,6
 117:11 123:10
align 49:21
aligning 123:14
alignment 98:14
aligns 107:7
alleviate 116:14
allow 13:3,11 14:6
 85:17 87:1 95:9 98:5
 99:22
allowed 117:5
allowing 123:16
allows 67:20
alongside 120:20
allegation 106:16
alternative 13:12 94:20
amazement 83:3
amazing 83:12 88:19
 89:3,7 128:5
Amazon 84:12
ambitious 82:10
amended 125:5
amendment 97:8 99:11
 99:18 100:4,6 102:7
 103:11,13 104:14
 108:5 109:14 111:14
 111:18,20 112:22
 114:2 118:10 123:2
 123:20 124:18
amendments 97:4
 100:8 114:6,9 119:21
American 15:8
amount 83:22
Anacostia 14:22 15:4
 129:14
analysis 33:20 48:1,7
 56:15,20 59:2
analyst 127:11
analyze 129:11
ANC 79:10
and/or 62:15
Anderson 1:16 4:4,5
 49:1 63:13,14 68:16
 90:16,17 100:9,10,11
- 101:5,18 102:6
 103:12 106:15,22
 108:8 109:6,7,10,15
 112:17 113:1,8,16,18
 126:2,3 127:15
Anderson's 105:4,11
anecdotally 48:15
Annie 21:15
Announcement 2:4
announcements
 126:21
annual 19:17
answer 40:9 62:6,13
 80:16
answers 59:1
anyone's 84:18
apart 47:17
apologize 37:7 121:6
appearing 43:11
applaud 114:11
Appleseed 21:9
application 115:6,6,21
 115:21 116:8
applied 14:3 99:9
apply 70:22 72:19 73:8
 85:15 95:14 120:5
applying 72:14
appreciate 10:21 17:3
 57:7 75:17,21 76:19
 101:21
appreciation 7:14 9:12
approach 87:9
approached 22:10
 27:16 68:2
approaches 61:7 84:7
approaching 31:15
 34:1
appropriate 88:1 104:9
 104:13 113:4 123:20
appropriately 113:16
approval 2:5 5:13 92:2
 124:10 125:7
approve 5:3,18 107:20
approved 5:12 6:3,7
 86:1 124:6
approving 8:22
area 16:12 33:20 53:5
 62:22 73:11 78:12,14
 78:16 121:4
areas 32:11 42:1,11,13
 47:14 53:19 72:3
art 122:9
articulate 69:18
arts 21:15 22:9 48:9
 59:11
arts/literacy 24:22
 48:10
asked 52:2 54:21,21

57:10 58:19
asks 26:17 111:8
aspire 129:18
assess 99:6
assessing 98:20,22
assessment 9:10 23:14
 23:18 24:13,17 25:13
 27:12,22 28:2 29:4
 33:3 36:10,17 37:10
 37:16,17 40:1 46:11
 47:1 51:19,20 52:3
 53:10 66:6 86:1
assessments 23:17
 24:19,21 25:2 26:9
 28:7,11 32:3,5 34:13
 34:19 37:12 46:19
 49:5 50:16 58:4 61:5
 65:6,11 79:13 81:2
assist 18:8 96:7
assistance 24:1 117:10
associated 95:15
 111:11
assuming 102:9 118:2
assure 116:1
assuring 115:12
at-large 1:18 105:1
at-risk 31:10 62:7
attack 74:5
attend 79:10
attendance 55:14,15
 58:20,22
attended 14:21 15:1
attending 55:18
attention 111:4 115:3
attribute 57:1 58:12
August 81:17 94:16
authentic 13:13 26:10
authorities 87:6
authority 10:7 107:14
available 7:7 13:15
 15:19 37:13
Avenue 18:5
average 73:22
awarding 92:8 124:14
awards 19:17
awareness 118:17
aye 5:9 6:4 90:2 125:10
 125:13 126:3
eyes 5:10 6:5 130:11

B

back 37:14,19 54:9 65:8
 89:8 111:16
background 16:11
 24:12,15
backwards 47:5
balance 76:20
balances 110:17

ball 89:4
balloon 83:4
Banneker 129:15
bar 29:16
barely 73:22
barriers 85:3 96:9
 121:13
based 44:6 48:19,21
 61:2 66:9 73:6 79:2
 86:17 92:6 93:19 95:3
 96:2 99:5 100:16
 101:8 103:2 112:3
 115:10 117:17 119:11
 120:6 124:14
basic 22:1 24:15 26:13
 27:7 53:2
basically 18:1,20 68:19
 103:1 110:2 117:4
bearing 93:7
beat 129:18
BECK 106:20
beginning 22:12 38:8
begun 20:19 83:6
behalf 6:13 7:20
behavior 15:3
believe 11:3 26:3,8
 32:20 35:19 63:2 82:1
 108:1
benefit 12:18 16:12
 105:8
benefits 95:14 106:14
 110:15
benefitted 16:17 56:13
best 50:13 72:4 95:2
 96:4 100:18 101:10
 105:7 106:14 112:5
bet 55:16 107:19
better 26:5,6 29:1 36:3
 55:6,10 56:21 60:12
 72:17 77:16 86:10
beyond 12:2 81:21 83:7
 86:11 94:21
big 67:4 71:21 75:2
bigger 74:5
biggest 48:4 127:22
bit 37:17 49:10 54:10
 55:21 61:21 78:4
 80:17 108:21 113:5
 121:10
black 30:11,14 33:8
blend 84:6
blessed 128:19
blindsided 121:7
bloc 5:18
blueprint 40:13
board 1:3,10 3:6 4:17
 6:12,14,19 7:1,17,20
 9:13 10:5 22:20 24:7

25:6 38:4 53:15 54:5
 54:5,6 56:1 59:4
 60:11 63:22 70:6,7
 80:12,22 81:6,22
 82:13 88:4,14 89:8,14
 91:19 92:2 94:8 95:18
 95:21 96:6,14 97:3
 100:13 101:6 102:8
 102:10,14 103:7
 104:2,7,18,20 107:14
 107:19 108:2,5 111:4
 111:8,22 119:22
 123:7,13 124:1,5,9
 126:17,21 127:5
 128:10,14 129:19
 130:3
board's 7:6 13:6 103:13
 124:5
bottom 29:21 30:19
 100:12
box 29:21
break 36:21
breakdown 47:13
BRIAN 1:16
bring 59:18 85:20
 108:21 120:15
bringing 71:3
broad 89:2 110:7
build 13:8
building 66:2 80:5
built 75:11 89:6
bumping 12:19
bunch 88:21
buoy 50:8
business 4:18 12:9
 94:12

C

call 2:3 46:5 69:2 89:21
 115:3 125:3,4
called 3:7,8 15:8 60:19
 61:3 63:3 105:21
 125:3
calling 10:12
cameras 127:8
campus 18:11
capacity 13:9 106:5
 107:8
capital 7:4
captured 65:11 111:15
capturing 105:3
career 9:11 13:5 15:17
 27:19 29:6,8 30:15,18
 31:7 33:10 34:5 43:16
 46:4 50:2 56:5 59:10
 72:6 92:13 122:5
 128:18
careers 23:15 51:9
 65:21 87:18
careful 109:19
carefully 87:5 102:4
Carnegie 81:12,12,21
 92:6,22 93:8 94:5,21
 95:12 119:8
carry 32:22
CAS 26:12 27:12 28:22
 46:16 48:11,12 50:19
 51:2 68:22 69:1
case 114:20 129:12
Casey 21:15
casting 64:17 104:10
catch 86:9
categories 30:21 31:16
 34:8 42:16 61:17
 62:11
category 30:5 31:19
 43:19 47:11
cats 88:19
Caucasian 49:18
caveat 124:18
CBE 116:18
ceding 107:14
celebrates 89:5
Center 18:11
century 12:15 83:18
 84:3 89:11
ceremony 19:17
certain 114:14
certainly 23:4 79:17
certificates 122:6
chair 102:3 114:12
 123:19
Chairman 88:18
chairmanship 7:10
chairs 127:15
challenge 23:3 77:22
 127:22 128:18
challenged 101:15
 112:10
challenges 84:7 85:6
Chambers 1:11 6:21
chance 48:6 71:2 72:8
 73:7 86:14 120:15
change 19:5,6 49:9
 70:22 97:11 122:2
changed 84:2 87:7
changer 122:12
changes 8:20 83:13
 84:14 85:8 97:17
changing 49:10 85:6
chanting 18:16
charter 25:11 55:13
 60:11 94:11 129:1
chief 128:8
children 22:3,5 71:1
 83:1,21 107:16 128:1

128:3
China 15:7 97:14
Chinese 15:11,12 97:14
 98:9
choice 93:20
choose 93:15
choosing 39:22
Chorus 5:10 6:5 130:11
chose 41:5
Christmas 129:22
cite 66:11
city 12:11 13:1 17:12,16
 17:19 18:6,19 19:19
 21:6 47:19 84:18 94:9
 104:6 118:9
city-wide 24:2
clarification 39:6
clarify 43:14
class 83:22 92:6 94:5
classes 15:15,15 51:10
classroom 12:21 70:14
 70:15 73:1 85:11 95:4
classrooms 64:21 67:5
 70:20 73:2 83:10
clause 102:7,18,18,21
 102:22,22 109:16
clear 23:19 52:1 56:22
 68:10 98:10 105:14
 113:6 121:17
clearly 50:1 99:6
 108:13,15
climate 127:16
closed 54:12
closer 11:9
closing 128:1
code 84:11
colleague 121:11
 127:21 128:2
colleagues 7:21 84:11
 122:18 123:3
college 9:10 19:21
 23:15 27:19 29:6,8
 30:15,18 31:7 33:10
 34:5 43:16 46:4 50:2
 56:5 59:10 65:7,10,17
 72:10,14,15 92:13
 122:1,4 128:18
Colorado 61:15
Columbia 1:1 3:6 6:14
 8:9 20:14 82:21 92:1
 92:11 93:2,7 94:4,16
Columbia's 92:19
column 39:7
columns 30:10 39:12
come 7:16 10:15,22
 17:4,9 18:7,8,9,19
 48:2 55:9 60:21
 107:18 108:2 114:15

127:18
comes 49:5
coming 18:3 19:7 37:8
 37:19 54:3 60:16
 71:15,21 108:8
 118:18 126:19
commend 88:18 122:17
comment 8:19 9:21
 10:5 43:14 75:15
 118:15
commented 104:3
comments 2:6,7,8 8:21
 9:2 50:14 89:14 108:5
commitment 62:7
committee 88:3,11
 89:15,20 91:12 98:3
 127:14
common 22:11 35:11
 57:6 66:5 70:7,19
 71:10 116:14 128:20
communicate 12:4
communication 80:9
 80:10
communities 80:10
 89:1
community 17:11 18:5
 20:5 77:3 78:20 79:12
 79:22 94:11,12 97:9
 123:4
compared 30:16 31:17
 33:11 34:3,6,8 42:11
 43:20 57:4,11 77:14
compares 46:5
comparing 66:11
comparison 56:15
compelling 8:1 22:7
compete 16:8
competencies 41:11
competency 120:6
competency- 115:9
 124:13
competency-based
 85:16 94:1 95:16
 96:10 119:10 127:20
compiling 121:12
complete 8:16 124:19
completed 7:11
completely 52:17 72:18
 101:21 119:9
completing 15:10
compliance 53:2,6
complicated 114:17
 117:13
composition 48:12
comprehension 47:22
comprehensively 76:1
computer 84:10 105:17
concept 27:9

concepts 57:16 67:1
conceptual 57:21 69:16
concern 54:6
concerned 13:21
concerns 76:2 123:8
concluded 127:19
conditions 95:13
conduct 33:21
conducted 95:19
conference 72:7
conferences 71:21
confidence 28:22 34:9
 35:4 69:4
confidence- 93:18
confidence-based 95:8
confident 68:18
confined 84:17
confirm 101:17
confusing 113:5
congratulate 128:8
congratulations 91:9
 126:16
connections 78:15
consensus 7:16 114:16
consider 7:17 8:21
 14:10 50:4 96:15
 106:16 107:3 110:19
 111:9 112:13,17,19
 113:11
consideration 124:10
considering 7:12 72:15
 111:3
consistency 43:21
consistent 27:2 29:16
 30:1 43:17 44:4 51:19
 95:14
consortium 60:18 61:6
 61:12
consortium's 38:9
constituents 54:21
 77:5
constituted 104:5
constructed 69:13
contact 10:11 92:7
content 51:11 85:19
 86:10,17 87:12 95:3
 116:1
CONTENTS 2:1
contest 18:22
context 49:13 77:19
contexts 84:9
continents 84:12
continue 15:11,20
 31:21 32:21 34:10
 52:18 53:22 58:5
continues 83:17
continuing 79:15
contrast 32:4

contrasting 66:11
Contreras 1:16 4:11,12
 91:3,4 126:11,12
contribute 87:21
contributions 7:21
 87:18
conundrum 68:21
convene 60:10 78:19
convened 94:9
convening 62:20
conversation 60:16
 70:6 116:21
conversations 80:2
conversely 97:12
convey 74:18
coordinating 117:18
core 35:11 57:7 66:5
 70:7,19 71:10 128:20
cornerstone 73:5
corporation 18:15
correct 27:5 39:15
 89:18 99:19
corrections 4:21 5:2,16
correctly 27:9
correlation 46:8,10
cost 20:20
council 1:11 6:21 79:11
 94:15 115:8 129:6
Councilmembers 129:7
count 122:7
country 21:19 25:14
 43:12 45:11 76:7
 81:11 83:11 93:3
couple 45:21 50:14
 54:20 56:1 59:5 63:15
 105:3 129:1
course 20:22 25:18
 26:3 51:7 81:14 85:14
 86:10 92:8 93:8
 116:15,16,19 117:4
 117:21 121:21
courses 28:11,11 83:20
 85:14 92:21 94:1 98:8
 108:16,17 115:14,16
 116:3,10 118:6,7
 119:14
crafted 108:12
crafting 23:16
create 12:13 13:2 37:8
 84:20 94:6 95:7
 110:12
creating 16:6 94:20
 109:17 115:12 116:7
 116:8
credible 13:14
credit 2:14 7:9 9:14,16
 11:14,21 12:20 13:6
 13:12 14:1,11 16:6,18

68:1,3,7 81:4,7,11,13
81:20 82:15 85:10
91:21 92:8 93:7 94:17
94:21 95:7,9,13 96:3
96:16 97:14 99:22
100:16 101:9 103:2
112:3 121:21,22
124:14 125:7
credits 16:4 123:15
critical 12:6 69:17
critically 129:11
cross 94:9
cultures 84:9
curious 45:6 46:4
current 85:10 97:15
98:7 123:12
currently 13:15 37:5
94:4 116:4
curriculum 49:21 57:15
58:7 71:10
customers 84:13

D

D 1:16
D.C 11:18 12:7,16 13:2
15:12 16:10 17:22
20:15 21:9 24:15
25:14 27:21 35:8 41:5
43:12 45:3 51:21 53:1
53:14 57:4 58:14
59:14 75:2 76:6 79:2
115:16 120:20
dance 122:9
data 41:4 55:4,7 80:20
86:4
David 129:7
day 15:20 98:19
days 8:19
DC 1:11 2:8,9 10:14,15
11:16 26:12 27:12
28:22 46:16 48:11,12
50:19 51:2 68:22,22
DCPS 10:19 14:21
25:10 47:16 60:12
73:4
dead 105:17
deadline 19:3
December 1:7 3:5 5:14
5:15 6:16 8:18 18:12
94:16 96:14
decline 60:3
declined 59:16,22
deepen 76:12
deeply 66:22 87:2
default 95:12
defined 103:9
definition 46:14
deliver 129:2

demand 12:7 13:10
demands 84:13
demonstrably 50:1
demonstrate 32:18
55:18 68:15 86:9
92:21 95:2
demonstrated 14:1,12
95:10 100:1
demonstrating 69:22
85:19
demonstration 93:21
97:22
demoninator 27:1,2
depth 27:8
Deputy 79:9 94:13
described 98:15
design 120:13
designed 46:18,20 47:2
83:18 84:4
detail 29:11 32:1 34:14
37:22 80:4 114:19
115:11
details 82:14 115:1
121:17
determine 3:9 93:16
determined 4:17 15:18
17:17
develop 13:16 73:9
84:7 117:14
developed 79:2 116:19
developing 78:21
117:20
development 70:11
71:9 77:18
developments 70:13
develops 84:11
devil 115:1 121:16
dialogue 80:15
differed 92:15
difference 30:13 33:8
differences 27:11
differant 27:8 29:17
32:19 36:12 40:22
41:17 42:1,2 44:2
46:11,14,18 47:6,7
48:13 50:20,20 64:5
67:6 68:2 70:1 72:19
79:16 84:9 85:14
104:2 116:12
differently 26:4 42:15
52:17 65:14
difficult 114:17
dig 80:20
digits 33:18 56:4
diligent 96:1 100:15
101:7 112:1
diligently 7:15 8:7
diploma 8:15 9:14

21:10 92:9
directly 80:17 106:3
112:16
director 1:21 2:10 3:10
3:13,16,19,22 4:3,6
4:10,13 10:17 11:16
89:22 90:3,6,9,12,15
90:18,21 91:2,5,15
101:4 111:19 113:10
113:19,22 125:6,11
125:14,17,20 126:1,4
126:7,10,13 127:11
disadvantaged 31:9
disagree 104:18
discussed 81:19
102:19
discussing 60:12
discussion 5:9 9:16,22
88:13 96:17 97:3,7,8
100:8 101:18 103:18
112:12 114:6,9
116:18 118:17 119:21
120:14
discussions 25:19 48:1
60:14 82:15 98:14
dismal 64:19
dispensed 114:5
dispersion 104:11
disruption 94:7
distributed 13:1
district 1:1 3:6 6:13 8:9
20:14,18 54:16 55:12
56:3 57:13 61:22 62:8
81:10,20 82:21 85:4
92:1,4,11,18 93:2,6
94:4,15
District's 55:3
districts 78:2
dive 127:22
dived 127:19
diverse 102:5
Division 71:13,22 72:5
document 115:8
doing 17:11 23:5 28:17
42:12 45:5 51:16 52:9
52:11,15,16 54:18
56:2,6,16 57:10 58:6
58:16 61:10,18 63:20
64:2,14,22 65:6 77:12
77:13 78:5,14 79:14
80:5 97:15
door 13:14 85:16
Double 21:16
dove 122:18
downturn 73:18
dozen 124:3
dozens 83:9
draft 4:20 114:21

dramatically 84:2
draw 110:11
draws 127:3
dream 87:14
driving 60:3
drop 23:11
dropping 14:10
drops 55:11
due 15:3 108:19

E

E 21:15
E.L 129:16
earlier 31:15 32:7 50:22
120:15
earliest 32:17
early 32:21 35:10 37:14
45:20,22 55:1,3,5,21
56:8,11 57:6,11 60:14
61:9 122:2,4
earn 13:12 85:9 107:17
122:6
earning 21:1 84:21
94:21 95:6,12
easily 110:9
east 16:11
economically 31:9
economics 54:7
economy 12:12 84:4,15
ed 50:8 55:3,5
education 1:3,10 3:7
6:12,14,18 7:2,3 9:3
11:19 21:2 22:18
25:17 26:5 31:6 33:18
35:14 47:2 49:6 52:22
53:8,12,17 56:9,11
60:10 62:10 63:1
65:17,21 66:19 71:14
72:1,6 79:11 81:9
82:13 83:16 87:11
91:20 92:2 93:19 94:8
94:14,15 95:18,21
96:6,10 100:13 101:6
102:8,10,15 105:16
106:5 107:5,7,18
111:5,22 115:10
119:10,11 120:7,21
122:6,7 123:22 124:1
124:7,10 128:18
129:19
Education's 79:10
education-related 10:9
educational 7:7 13:14
51:20
educator 42:8
educators 35:22 36:2
36:11 37:3,9 48:16
65:13 128:15

effective 35:11 45:5
effort 7:19 82:19 88:19
efforts 7:3 45:2,22 87:8
eight 70:13,14 74:1
either 36:20 92:18
 111:15
ELA 28:3 29:6,10,14,17
 30:6 31:1 32:4 33:14
 33:19 38:18 42:22
 43:14,22 45:12,16
 47:10 48:8 59:15
 69:12
elected 104:8
elementary 51:13 63:1
 71:13,22
elements 48:13
elevate 68:19
eliminating 96:9 97:19
elimination 94:6
Elissa 129:7
Elizabeth's 18:11
ELL 59:19 61:22
ELLs 61:3
Elsie 57:14
email 23:11
embedded 116:2
emphases 104:12
emphasis 48:19 66:5
 97:21
emphasize 20:19
employees 12:8
employers 12:7
en 5:18
enables 87:11
encourage 80:9 115:20
encouragement 98:6
encourages 110:19
ended 15:5,15
endless 16:5 84:21
endures 87:15
engaged 119:18
engagement 127:5,16
engaging 124:3
English 22:9 24:22 25:1
 31:8 48:9,9,12 53:13
 59:5,8,10 60:1,5,13
 60:22 61:7,14 62:9,17
 63:4,7 86:21 87:2
 122:1
enhance 93:10
enjoy 23:11
enlivens 87:11
enormous 7:19
enroll 86:3,4 92:21 93:4
 95:17
enrolled 55:5 56:17,18
ensure 7:6 8:8 22:22
 26:6 75:22 76:12,13

106:11 108:9 109:12
ensures 96:11
ensuring 82:19
enter 39:1 40:15 92:17
 119:7
entering 50:1 117:1,2,9
entertain 5:2,17 130:4
entertaining 82:2
entire 126:17
entirety 105:16
entitled 21:16
entity 54:6
equitable 110:5
equivalent 43:1 67:12
 116:4
Erich 10:18
error 27:3,4
errors 26:19
especially 8:10 71:1
essay 18:22
essays 19:8 69:12
 129:2
essentially 34:15
 106:13 121:19
established 81:6
ethnicity 30:7 33:7
evaluate 54:17
evaluating 77:11 118:6
evaluation 23:20 75:5
 75:11 78:3 117:22
 118:4,12
evening 3:4 6:10 7:13
 9:6,8 10:22 11:12
 17:4,8 20:13 23:8
 123:7 126:20
everybody 50:11 74:7
 104:4 118:21 129:22
evidence 41:18 59:13
 66:12 93:16 129:11
ex-teacher 70:8
exacerbate 115:18
 116:12
exact 67:3
exactly 36:11 39:17
exam 8:3 9:11 21:13
 24:3 47:17 48:8
examining 106:17
example 26:11 27:3
 47:14 61:13 67:21
 84:10
exceeded 27:17 29:13
exceeding 31:14 32:7
 34:2
exception 30:3
excited 9:15 71:19
exciting 18:14 19:14
 84:14
excuse 113:2

executive 1:21 2:10
 3:10,13,16,19,22 4:3
 4:6,10,13 10:17 89:22
 90:3,6,9,12,15,18,21
 91:2,5,15 101:4
 111:19 113:10,19,22
 125:6,11,14,17,20
 126:1,4,7,10,13
 127:11
exist 16:14 31:4 84:8
expand 14:4 61:20
 100:20 101:12 103:7
 105:22 106:6,17
 107:2 112:7,16,19
 118:3
expanding 105:9
 106:16 113:12
expansion 106:20
 107:6,6 112:18,20
expectation 36:9 47:8
expectations 21:14
 22:10 27:14,15,16,17
 27:17 29:13 31:15,20
 32:7 34:2 46:12 84:13
 129:20
expected 8:5,5 45:3
 46:15,15 47:8
expensive 117:14
experience 17:5 83:8
experiences 16:15
expertise 120:19
explain 26:20 27:4
 69:18
explanation 59:17
explicit 111:2
express 7:14 9:12
expressing 82:8
extend 100:19
extensive 36:7
extent 43:10 76:10
 106:22
extra 117:17
eye 96:3 100:17 101:9
 103:3,8 112:4

F

face 86:11 127:22
facilitate 78:14 80:9
 120:22
facing 23:3
fact 37:13
factor 21:5
facts 40:12
faculty 47:3
fail 74:9 121:20
failing 22:16
fall 37:14
families 35:21 36:2,20

80:11
family 78:6
fantastic 19:2
far 33:22 34:4,18 64:19
 117:9
farmers 128:15
farther 86:13
fashion 66:9 129:3
faster 76:15
favor 5:9 130:10
features 93:18 118:6
February 71:22 80:21
federal 12:9
feedback 79:3
feel 18:7,8,19 23:10
 76:9 84:19 102:2
 108:20 111:13 121:6
 128:14
felt 79:4
fewer 31:18
fiction 65:19
figure 49:20 62:20
files 42:4
fill 12:14
film 12:2
filming 18:17
final 62:14 80:13 82:12
 130:3
finally 86:2 118:14
 129:21
finance 20:17
find 27:5 33:16 64:1
 74:5 83:3 117:8
finds 96:7
Finish 109:7
firmer 23:5
first 23:19 24:8 25:17
 26:3 29:4 37:16 44:5
 47:4 49:4 59:4 70:21
 78:9 85:13 88:2 89:8
 89:10 94:22 114:10
 115:5 126:20 127:12
five 27:13 52:3 87:15
five-year-old 82:22
flag 48:8
flagged 45:19
flexibility 2:14 7:9 9:14
 9:16 11:14,21 13:6
 16:6,18 81:4,7,16
 82:15 91:21 94:18
 96:16 98:5 123:16
 124:13 125:8
flexible 13:3 119:9
flip 28:6 32:9
fluency 47:17,22
fluent 86:20
flux 110:13
focus 33:20 48:17 53:1

59:19 60:5 62:22
64:13 78:19 117:20
121:4
focused 22:8 25:7,20
59:14 63:3 66:19 72:3
focuses 57:16
focusing 52:21
follow 68:16 70:17 77:1
80:18 105:19
following 39:20 41:1
88:4 95:6 123:20,21
follows 87:16
force 2:14 7:10,15,22
9:19 11:13 16:7 81:4
81:7,17,22 82:9,16
87:20 88:15 89:1
91:10 94:9,19 98:4,14
102:1,3,14,16 103:9
103:22 104:1,5,16,17
104:19 108:12 114:11
116:22 121:12 123:5
123:19 126:17 127:20
force's 9:17 85:2 88:11
95:5 96:16
forced 15:4
forgive 128:3
form 8:17
formal 107:20
format 44:4
formed 23:16
former 10:19 11:22
14:21
forth 94:17
forward 9:8,18,22 14:9
20:7 22:20 32:22
37:18 60:6 74:12,15
89:4 124:18
forward- 13:7
found 21:9,18 22:3
foundation 21:15 23:5
124:13
foundational 22:18
42:10 57:16
four 7:16 21:21 109:4
124:20
four-year-olds 71:3
fractions 26:14,17
frameworks 122:12
framing 87:20 127:17
frankly 51:12 74:20
free 15:7,10 18:7,8,19
23:10 119:9
freed 16:19
French 16:13
frequently 55:9
freshmen 117:2 119:13
Friday 8:18
friendly 99:18 100:4,6

103:11 112:22 113:9
114:1
front 53:7 129:3,9
fronts 128:6
fruits 128:19
fulfilled 84:19
full 67:12 68:1 111:21
fuller 26:9
fully 99:14 105:19
fun 83:12
function 83:17
functionally 21:8
fundamental 70:9
83:15
funding 22:22 35:9 62:1
62:7
funds 63:6
further 78:7 116:12
furthest 31:19
future 14:3 68:14
futures 19:21

G

gain 16:4
game 122:11
gap 49:15 54:7 92:10
108:22 128:1
gaps 31:4 33:16 54:12
54:16
gather 19:18
GED 8:16
general 116:22 118:16
generally 66:8
generated 116:20
genuinely 118:8
geometry 25:2 28:7,10
33:5 34:17 39:11
getting 20:22 21:2
25:16 64:10 68:5,21
girls 83:1
give 23:19,21 28:15
35:4 41:5 73:7 115:13
given 81:14 86:8
112:14 129:10
gives 32:16 34:9 50:22
86:14
giving 14:11
glad 9:7 79:5,6
glance 44:6
glaring 49:15
global 11:19 16:8
Globalize 2:8,9 10:14
10:15 11:16
go 9:20 14:9 15:4,6
18:16 20:3 24:14
36:13 38:18 40:13
74:14 83:14 98:15
107:20 115:12 122:1

122:4
goals 13:5
goes 75:5
going 3:3 10:4 18:4,10
19:11,18,20,22 22:20
23:13 37:18 38:14
42:22 49:3,12 51:7
54:4 60:6 64:20 74:12
76:16 80:18 81:3
101:16 103:1 107:15
107:16 112:21 114:20
114:22 115:1 118:3
119:4 122:2 128:6,11
good 3:4 6:10 9:5 17:8
18:20 20:12,22 21:1
36:9 40:18 41:21
44:10 59:1 78:15
89:10 120:10 121:4
121:18
gotten 58:11 68:8
government 1:1 12:9
grade 15:2,6 19:17 20:1
21:12,16,20 22:1,4,13
22:15 23:1,2 26:11
28:3,4,8,9,12 29:14
29:20 30:2,3,3 32:10
32:15 34:17,18,19,22
38:15 39:2,8,9,13,15
40:6,7,21 43:3,14,17
43:20 44:5 45:1,3,14
46:15,16 47:9,21 50:1
50:9 54:14,14 56:13
67:13,21 73:11 74:7
74:10 85:12 86:4 93:5
95:17 109:1 123:10
grade-level 86:8
graders 32:12 38:21
39:10,13,14 43:7
59:11
grades 8:3 9:9 19:2
24:3 25:1,7 28:15
29:3,5,8 31:15,16
32:7,8,15,17,21 33:4
33:10 34:2,6 43:3,7
43:18,20 46:13 55:1
59:9
graduate 15:16,21
21:21 22:2,6 46:22
graduates 83:19
graduating 25:15
graduation 21:18 92:3
123:9,12 124:2,8,12
124:15
grant 45:20
granted 15:6
grants 12:20 77:22
grappling 57:19
gratitude 82:9

great 34:9 40:16 50:13
71:18 74:11 77:12,13
114:14 119:2
greater 32:20 33:22
34:4,13 43:18 48:17
48:19 52:14 53:12
59:18 60:7 79:3 80:4
greatest 71:2
greatly 116:13
green 11:2
grid 77:14
Grosso 129:7
ground 83:5
group 56:15 60:21
78:20 102:2,5 127:12
group's 59:14
grouped 83:21
groups 28:20 31:5
72:13 77:3,3 78:19
94:11
grow 83:14
growing 53:14 60:2
61:16 62:1
grown 62:3,4
growth 54:11
guard 122:13
guess 38:16 42:7,8
43:5 47:12 68:16 69:3
75:20
guests 6:15
guides 36:4
guiding 65:13
guys 20:7 75:9

H

habits 70:22
hair 83:5
half 34:7 129:3
hand 70:21 73:17 74:9
118:21
handful 49:17
Hanseul 1:17 6:18 9:4
happening 35:18 45:19
76:7
happens 83:10
happy 17:8 20:8 87:17
87:21 99:2 129:21
hard 89:10 115:9
harm 74:11
harvest 128:17
Haynes 129:16
Hayworth 1:21 3:10,13
3:16,19,22 4:3,6,10
4:13 89:21,22 90:3,6
90:9,12,15,18,21 91:2
91:5 111:19 113:10
113:19,22 125:6,11
125:14,17,20 126:1,4

126:7,10,13
heading 110:13
health 12:10
hear 8:2,12 9:2,16 11:7
 14:16 19:2 103:18
 104:1
heard 48:15 58:9 77:4
 97:8 112:12
Hearing 5:17
help 13:8 17:19 49:13
 50:7,8 68:13 70:18
 72:19 73:6 77:8 78:11
 117:8 118:20 119:1
 120:12 122:15,16
helped 123:6
helpful 13:17 80:1
 81:15
helping 80:8
helps 68:9
herd 88:19
hey 77:11
high 2:14 7:9 11:18
 13:10 14:4,22 15:1,2
 15:5,14 16:4,6,19
 21:10,17,22 22:2,6
 24:3 25:2,5,15,16,21
 26:1 30:12 31:3,17
 33:14 34:3,6,9,16
 41:6 42:8 46:21,22
 51:6,13 56:19 58:3
 69:20 71:4 72:13 81:3
 81:6 82:15 85:4,10,21
 86:11,20 87:16 91:21
 92:3,9,17 93:6,13
 94:3,17 95:6 96:15
 98:8,9 115:10 117:2,9
 118:18 119:7,8,13,14
 119:16 123:12 124:2
 124:8 125:7 128:21
 129:14,20
higher 30:4 32:5,13
 43:7 47:2 51:3 68:13
highlight 35:22
highlighted 111:7
hinted 65:15
Hispanic 30:11,14 33:9
holding 72:6 124:3
holds 6:19
holiday 20:8 36:20
holidays 17:9 23:12
holistically 76:1
Holmes 2:10 10:17 17:7
 17:8,13 20:10
home 36:19
honest 99:1
honor 91:17
hope 16:21 20:8 44:9
 49:9 86:7,14,18,21

87:4,21 107:15
hopeful 18:18 19:22
hopefully 19:11 116:13
hoping 56:20 118:10
hours 70:13,14 81:13
 85:11,15 92:6 95:3
housing 20:17,19,20
 21:1
huge 47:11 49:20 73:19
 73:19
hugely 119:1
Huh 109:9

I

idea 74:6,18 115:13
ideally 51:12
ideas 66:11 105:3
 114:14
identification 49:11
 121:13,14
identified 108:3 123:13
identify 26:19 27:4
 105:7 106:10 107:18
identifying 96:3 100:17
 101:9 103:3 112:4
illustrated 92:11
impact 119:2 121:14,15
impart 121:3
impassioned 116:21
implement 96:18 120:6
implementation 14:9
 35:11 57:6 93:22
 114:21 118:12
implemented 24:13
implementing 71:9
implied 105:5
implies 99:5
important 13:7 14:2,8
 35:7,9 53:3,4 60:15
 65:20 66:4 74:2 94:22
 102:19 116:6,9 117:7
importantly 35:13
impressed 57:18
impressions 104:12
improve 7:3 31:21
 34:11 35:5 49:8 56:2
 62:16 76:18 87:9
 93:13 96:5 100:18,20
 101:11 105:11 112:5
improved 35:19
improvement 69:1,2
improvements 21:11
improving 53:1 103:4
in-depth 123:5
incentive 20:2 110:3,10
inclination 68:17
include 10:13 25:9
included 39:12 48:11

includes 7:5 32:11 48:8
 48:10 62:9 93:19
 108:10
including 36:7 53:8
 60:10,11 123:14
 127:10 129:5
inclusive 110:6
income 107:17
incomes 20:21
increase 11:17 13:17
 124:12
increasing 12:7
incredibly 78:10
incumbent 104:20
independent 95:20
indicate 39:18,19
indicated 27:18 43:2
 59:13 113:2,2
indicates 86:4 93:12
indicators 51:18
individual 36:15,16
 54:5 80:3 96:9
industrial 83:19
inequitably 13:1
inexcusable 49:15
Influence 21:17
inform 80:22 105:15
information 19:9 20:3
 23:22 24:8 40:2 41:3
 41:8 43:4 44:2,6
 50:22 79:4 84:6
initially 114:21
initiate 96:18
initiated 124:1
initiative 7:20 22:22
 57:2 74:7 75:11
 109:18 119:4
initiatives 35:17 53:22
 75:3,4 77:10
innovate 87:5
innovative 81:16 84:7
insert 123:21
insights 102:16
insisting 77:17
instinct 40:19
Institutes 72:2
instruction 65:3,14
 67:4 72:3,20 81:16
 117:10 119:11
instructor 92:7
integrated 25:2
intend 8:21
intent 85:2 97:17
 101:21 102:13 105:6
 108:12,13
intentional 122:14
interactive 37:1
interest 84:16

interested 63:10 78:17
interesting 35:16 56:12
 70:5 71:12
interests 13:5
introducing 87:19
introduction 81:19
introductory 9:2
invalidate 52:6
investigate 61:21
investigating 61:9
investments 55:21
invitation 17:22
invite 19:7
involved 20:16 96:2
 100:16 101:8 112:3
issuance 8:15
issue 55:8,14 114:17
 115:17 116:20 123:10
issues 75:6 117:12
 123:11
item 8:14
items 36:8 67:11,11
 69:15

J

Jack 1:11,14 6:10
Jacobs 25:4
Jacobson 1:11,14 3:3
 3:11,12 4:16 5:5,8,20
 6:1,11 9:6 10:2 11:8
 14:14,17 17:2,7 20:9
 23:7 38:2,7 42:20
 44:17 49:1 54:2 59:3
 61:19 62:12 63:9 70:3
 70:5 73:13 76:22
 80:12 88:2,10 89:12
 89:18 90:1,2 91:7,11
 91:18 96:20 97:1
 100:5,10 101:2,16
 103:10,15,19 104:21
 107:9 108:4 113:6
 114:4 119:19 121:8
 122:21 125:2,9,10
 126:15 127:6 130:1,6
 130:9
January 9:1 18:3 19:3,6
Japanese 98:9
Jeopardy 21:16
job 20:22 77:16 108:2
jobs 12:15 21:2,4 84:3
 84:18 85:1
Joe 1:19 73:20
John-Paul 1:21 111:15
 113:2
join 78:20
joined 6:9 11:22
joining 23:8
Jolly 1:17 4:8,9 88:9,12

90:22 91:1 119:22
120:1 121:5 125:4
126:8,9 127:21
Jones 4:7,7 128:4
Journal 129:5
Juanique 2:9 10:14
12:3 14:20
judges 129:4
judgment 64:17
judgments 104:10
jump 57:4
June 19:17
jurisdiction 93:3
jurisdictions 81:10
92:5

K

K 65:17
K-12 13:8 50:4
K-4 56:19
Kamila 118:1
Kamili 1:16 101:22
105:20 112:13 117:15
127:15
Kamili's 104:14
Kang 1:17 6:18 8:13 9:4
9:5 10:3 24:5,10 38:3
38:5 39:5 40:8,17
41:20 43:8,13 44:12
45:8 46:7 48:5 50:12
56:7 58:21 59:20 62:5
62:18 65:1 69:9 71:11
73:3 75:16 78:8 80:15
120:3,9
Karen 1:15 108:20
127:6
keep 15:18 27:2 77:10
120:11
keeping 99:1 104:15
128:5
kept 122:19
key 20:22 21:2 72:9
103:22 120:17 121:1
kicked 15:3
kids 39:1 50:8 73:7 74:9
74:11 76:14 83:7,11
83:19 118:7 119:6
kind 41:17 63:16 64:11
64:13 66:14 76:6
103:9 107:1 117:20
kindergarten 35:13
kinds 48:10 58:2 64:3,4
68:12 69:19 73:9
King 18:2,4,21
knocking 45:4
know 8:4 19:10 26:16
28:18 35:2 38:12
39:17 40:9,16 43:11

44:1,10,10 45:9,17
46:22 47:4,11,12,15
50:18 51:17 55:15
59:1,22 62:6 70:12,21
74:8,10,15 83:1,8
105:11 115:15 116:10
118:7,20 121:2
knowing 22:6 39:3
74:15
knowledge 14:2,12
32:19 69:16,21 73:8
84:4,6 85:21 86:22
92:20 93:15,20 95:10
96:12 97:10,22 98:17
98:20 100:1
knowledgeable 128:12

L

lack 21:10
language 11:19 12:5,8
12:12,13,16,20,22
13:9,11,13,15,19,21
14:5,7 15:12,19 16:3
16:13,16 21:14 22:9
24:22 31:8 47:12 48:9
48:10 53:13 59:5,8,10
60:1,5,13,22 61:4,8
61:14 62:9,17 63:4,8
85:22 97:15 98:7 99:2
102:4 110:1 111:18
113:7,11 123:15
languages 11:22 12:6
13:7 36:5 86:21 95:11
100:1 123:14
lap 114:22
large 22:16 61:13
largely 114:22
larger 31:13 74:13
103:8
launching 36:22
Laura 1:20 7:11 88:18
91:9 127:18
law 92:1
lay 115:11 124:13
LEA 72:2
lead 16:6 35:19 77:2
leadership 22:21 81:18
127:4,14
leading 58:1
learn 22:12 53:19,22
58:15 61:6,11,17
66:16 68:13 76:17,19
83:2 87:8 95:1 114:15
116:15 119:7 120:16
120:21
learned 16:16 24:8
50:18 51:12 67:3
learner 16:20 60:6,13

61:14 62:9
learners 31:8 53:13
59:6 60:1 61:8 62:17
63:4,8 108:11 109:13
learning 11:19 14:4,6
15:12 16:13 26:10
50:5 51:11 59:8 66:20
66:21 78:10 85:16
87:15 89:5 93:1,11,14
93:21 94:7 95:9,15
96:11 97:14 98:6
104:4 119:6 120:19
124:14 127:20
LEAs 41:22 53:17 57:13
58:14 59:18 60:10
62:15 63:7 73:4,11
79:20 80:8 117:19
121:1
leave 10:1
leaving 122:20
led 26:3 27:2 47:7
left 30:7 114:20
legacy 18:21
let's 10:22 19:15 38:15
55:7
level 16:8 21:13 22:1,11
23:1 27:14,15,15,16
27:17 28:12 29:14,20
29:21,22 30:5 31:18
32:20 33:1,3 34:14
35:17,19 36:9,11 37:6
37:7 38:21,22 39:3,16
39:16,18,19 40:3,6,14
42:14 43:19 44:22
45:20 46:6 47:21 48:8
49:19 51:11 52:19
53:2 64:15 66:13
67:19 68:12,13 69:7
69:15,21 80:3 98:21
124:4
levels 22:9,15 25:21
27:13,18 29:13,15
31:16 32:3 34:9 36:12
37:18 40:22 47:9
49:17 69:20 81:9 96:8
116:12
leverage 12:17
levers 77:7
life 16:18 129:4
light 11:2
lightly 59:6
like-aged 83:21
likelihood 40:5
limited 13:18 15:13
44:6 84:17
line 8:4 11:1 37:20
82:11
link 36:6 67:9

linked 67:13
list 56:19 77:22
listed 24:18,20 28:1
106:2
listening 39:7
lit 11:2
literacy 45:20,22 47:15
47:16,21 48:13 55:21
57:11 66:2 128:21
literary 48:18 65:18
literate 21:8
literature 95:20
little 37:17 49:10 54:9
55:21 59:13 61:21
78:4 80:17 101:3
106:10 121:10
live 21:4
lives 87:17
living 84:21
local 12:9 17:14 35:14
35:18
logical 93:9
long 52:22 66:18 84:22
127:7
longer 11:4 84:16
longitudinal 21:18
look 9:8,18 26:18 27:20
29:2 38:19 41:7,11,22
50:21 53:18 57:8 58:5
58:10 59:2 63:17
64:11,12 69:10 78:16
103:1 104:9 124:18
looked 25:12 50:20
51:3
looking 9:21 13:8 19:20
20:7 38:20 50:21 51:4
54:13 56:16 69:7
75:22 76:17,18
102:21 105:5 115:7
118:11 120:20
looks 34:12 36:12
46:21 73:10
Lord 1:18 3:17,18 5:7,8
49:2,3 59:7 76:22
77:1 88:15,17 89:13
90:7,8 91:9 96:22
97:2,5,6,21 99:4,10
99:19 103:20 105:1,2
106:4,9 107:4 113:8
113:20,21 121:8,9
122:22 125:15,16
127:1,2 130:2
lot 20:1 53:6 54:22 55:1
63:18,19,21,22 65:21
65:22 73:6 74:8 76:16
89:3 111:14 114:13
114:19 115:11 119:5
127:9 128:11,11

lots 122:12
love 55:4 75:8
low 33:17 73:17
low-performing 120:4
lower 28:5,15 32:15
 34:6 43:3 59:12 85:3
lower-performing
 70:16
lowering 20:20
lowest 22:4 105:13
lowest-achieving 74:1
Luther 18:2,4,21

M

macro 47:11
mailed 36:18
mailing 36:15
main 25:12
maintain 95:11 98:2
major 21:5 72:7
majority 8:6 49:16
 94:19
making 51:21 53:18
 66:13 75:18 111:2
manipulate 58:1
March 37:11 124:5
Marilyn 10:16 17:13
marks 49:8
Martel 10:18
Martin 18:2,4,21
Mary 1:18 98:11 105:18
 112:12
Massachusetts 61:15
massive 92:11
master 87:12
mastered 41:12,12 86:7
mastery 85:19 92:21
 124:15
mastery- 119:10
material 85:18 86:5,8
 93:10
materials 23:10
math 25:1,2 26:12 28:3
 28:4,8,9,12,17 29:9
 29:18 32:1,3,12,18,19
 33:3,11,12,19 34:13
 34:16,19,22 38:15,16
 38:17,22 39:1,9,13,15
 41:6,22 42:3,8,9 43:6
 43:22 44:8 45:11,14
 50:10 54:14 56:2,2,6
 57:10,15 58:4,7 66:17
 66:19 67:21 69:13
 85:22 117:9
mathematics 95:11
 100:2
matter 16:10 69:3
 130:13

matters 9:14 10:9 20:16
 55:19
Mayor 79:9 94:13
McKinley 14:22 15:1
McNeil 2:9
McNeill 10:14 12:3
 14:15,16,18,20,21
 17:6
mean 40:4 45:10 50:17
 51:16 64:10 72:11
 106:18 121:6
meaningful 80:2
means 14:6 22:16
 27:14 61:6 87:2 92:8
 95:12 116:15 120:5
 121:22
meant 65:8
measure 61:3 69:4
mediates 107:1
medic'ing 20:6
medically 20:5
meet 27:14 56:5 72:4
 83:19 84:13 92:18
 117:5
meeting 1:5 3:6 4:19
 6:16 8:14 9:1 10:7,11
 18:10 21:14 29:15
 31:14,19 32:6 34:1
 56:1 82:20 96:9
meetings 6:20 18:9
 78:20,21 79:10,11,14
 102:20 124:3 127:8
member 2:12 3:18,21
 4:2,5,9,12 5:7,19 7:11
 10:9,18,20 38:12 40:4
 40:10 41:9 42:18,22
 43:10 44:9,14,19 46:1
 47:10 48:22 49:3 54:3
 54:5 58:19 63:14
 68:16 73:15 77:1
 80:22 82:6 88:7,9,17
 89:16 90:5,8,11,14,17
 90:20 91:1,4,9,16,19
 96:22 97:6,16,21
 98:10 99:4,8,10,13,19
 100:3,9,11 101:5,20
 102:6 103:12,14,17
 103:21 104:2 105:1,2
 105:18 106:4,7,9,15
 106:20,22 107:4,12
 108:19 109:7,10,15
 111:6 112:11,17,21
 113:1,18,21 114:3,8
 120:1 121:5,9 124:21
 125:16,19,22 126:3,6
 126:9,12 127:2 130:5
 130:8
members 4:20 6:13 7:1

7:15 8:13 9:6,7 24:6
 38:4 59:4 63:22 79:12
 80:13 82:9 88:14,16
 89:14 94:9,20 97:3
 102:10 103:18 104:18
 104:20 108:5 119:22
 123:4 126:17,21
 128:15 130:3
memorization 66:20
mentioned 52:20 73:21
mentoring 72:16
mentors 73:1
Merilyn 2:10
met 1:10 27:15,16
 29:13 129:16
method 81:21
Mexico 61:13
microphone 11:2,9
middle 26:21 51:13
 56:11 58:17 83:9
 86:19
midst 65:2
miles 84:8
milestone 89:7
mind 38:3 46:18 47:7
 48:1 65:4 120:11
minimize 76:2
minute 42:21
minutes 2:5 5:14,16,18
 11:3 129:3
missed 68:5
mistake 52:15
mixed 26:19
mlkholidaydc.org 19:1
 19:9
mobility 55:8 58:20,22
models 95:16 118:8
modern 87:13
moment 7:18 82:17
 112:12
money 51:9 107:5
monitoring 118:5
month 6:21
month-behind 108:11
months 7:16
morning 18:12
mother 82:22
motion 5:2,12,18 6:2,7
 88:5,8,10 96:21 130:4
mouth 11:9
move 10:4 11:1 23:13
 45:11 55:11 75:12
 81:3 88:5 89:4 91:13
 124:22,22
moved 5:4,5,19,20 6:2
 16:22 73:22 130:5,6
moving 9:20 69:5,5
 74:3

multiple 36:5

N

N.W 1:11
NAEP 51:19 54:11,13
 73:21 77:13
name 6:10 11:15 14:20
 20:13 58:8 123:17
narrative 48:20 66:9
nation's 7:4
National 51:20
nationwide 19:8
nature 114:18
nays 6:3 89:19
nearly 21:12 124:20
necessarily 41:4 44:3
 64:18 106:17 112:15
necessary 87:9
NEDP 8:16
need 12:13 17:18 26:4
 40:19 46:21 47:3
 52:12,13 54:17,17
 56:10 58:3 60:7 62:9
 64:4,8 68:12 72:19
 73:6,7,8,12 74:4,4,15
 76:12 77:7 79:21
 102:2 108:18 117:8
 117:11 119:6,17
 120:11 124:7
needed 12:8 22:18
 108:1 119:11
needing 26:16
needs 23:22 27:4 48:4
 50:5 54:8 59:15,19
 70:17 72:4 73:4 80:6
 82:20 83:19 96:10
 110:6 117:14
negate 52:1
negative 121:15
negotiated 102:4
neighborhood 15:4
neither 95:13
never 58:9 77:11
new 20:8 23:16 24:12
 25:13 29:4 32:18
 35:17,21 37:16,17
 61:3,13 73:18 74:18
 75:3 77:10 81:8 84:15
 111:20 112:7 113:11
 116:3 124:19 127:10
 127:11 128:8 129:21
newest 48:17 63:2
night 128:17
nimble 13:9
nonfiction 48:17 66:1
nonliterary 66:1
nonprofit 11:16 12:10
 15:9 17:14 72:12

norm 49:13
Northwest 6:22
note 6:8 33:15 45:10,18
 62:6 73:20
noted 25:4 59:7 124:11
notes 35:6 56:9
novels 65:19
November 8:14
nuance 111:11
number 22:13 30:20
 42:1 44:22 56:3 59:11
 61:22 62:3,11 67:1,11
 67:22 72:9 74:13 75:6
 77:4 106:1 116:16
 127:9,12 128:6,22
numbers 26:19 28:2,4
 29:22 31:13 51:3,6
 57:17,22,22
numerator 27:1

O

o'clock 18:12
observing 83:9
obviously 53:4 60:7
occasion 129:13,13,14
 129:15
odd 46:2
offer 38:7 85:4,13 98:9
 99:11 100:19 102:6
 104:11 123:2,18
offered 16:3 62:17
 102:12 105:20
offering 86:15 110:2
offerings 93:8
office 79:10 94:13,14
 105:22 112:15 129:6
oh 68:10 118:21 128:4
Okay 38:18 70:12 125:4
old 1:11 6:21 12:19
 70:1,22 77:18
older 26:9 83:11
olds 87:15
ombudsman 128:9
on-going 14:3 35:13
on-grade 46:5
once 19:19 85:7 94:6
ones 52:5 69:12
ongoing 53:16 59:2
online 27:22 121:21
open 13:13 17:22 79:17
 97:19 122:3
opening 123:9
opens 8:18 85:16
operate 52:13
opportunities 7:7 11:20
 13:11 14:5 79:16 81:8
 122:5
opportunity 11:7,12

12:15 15:6 16:3,5,9
 18:6 23:6 24:11 47:13
 49:20 85:9 86:16
 92:10 102:11 108:22
 109:20 114:12,15
 115:18 122:3 127:3
 128:1
opposed 5:11 6:6 48:18
 50:6 89:5,16 112:19
opt 109:18
optimism 28:16,21
 31:13 35:4
optimistic 31:20
opting 108:16
option 14:10 93:1
optionally 39:22
options 13:3,19 37:3,9
opts 110:9
order 2:3 3:7 14:4 39:19
 50:4 81:7 119:12
 127:9

organization 11:17
 15:9
organizations 13:14
 45:21 72:13
organize 94:4
organized 83:16 92:22
original 111:14
OSSE 2:7 8:16 9:18
 25:8 36:18 39:18
 53:16 59:18 62:15
 70:10,15 88:6 107:17
 110:4 114:21 115:20
 116:7 117:18 120:4
OSSE's 37:5 108:2
 114:22
osse.dc.gov/parcc
 36:1
osse.dc.gov/parrc 38:1
outcome 21:5 47:7
 100:18
outcomes 52:21 53:7
 58:11 93:13 96:5
 100:20 101:11 103:4
 105:12 106:18 112:6
outlined 82:16 96:17
 98:13 99:16
outpacing 28:1
outside 16:4,13 85:10
 93:8 122:8
overall 28:14,18,19
 35:2 41:22 42:5,14
oversight 96:1 100:15
 101:7 112:2

P

P-R-O-C-E-E-D-I-N-G-S
 3:1

p.m 1:11 3:2,5 130:14
pace 85:18 86:15 93:1
 93:14 95:2
page 2:2 35:22 38:15
 67:10
paint 64:19
pairing 77:16
panacea 118:21
panel 97:9
parade 18:3 19:6
paragraph 100:11
 111:21,21
paramedic 20:6
PARCC 2:13 8:3 9:11
 21:13 22:9 23:14,15
 24:9,15,16 26:8,15
 27:3,10,12,13,20,22
 36:6,10,17 37:10,12
 38:9 39:18 40:11,21
 41:1,8 46:11 47:1
 49:5 52:3 53:10 58:4
 58:14 61:2,12 63:19
 64:12,19 66:6 67:10
 67:10 68:19 69:4
 71:17 78:22 79:1,13
 92:13
PARCC's 36:3
parent 13:10 36:4 77:2
 78:5,18,20 79:3
parents 63:21 67:9 79:4
 79:11,17,22 80:11
 83:1
parity 115:14,16
park 45:4
part 8:9 20:1 46:10 56:8
 60:18 61:5 62:22
 75:20 83:13 97:18
 101:12 120:17 121:1
partial 68:3
partially 21:14 27:15
participant 12:1
participate 18:7 109:22
participated 123:5
participating 70:10
participation 7:2 10:6
 55:2
particular 9:15 28:20
 31:5,5 32:16 33:15
 34:3,14 40:3,9 47:16
 48:14 52:20 57:15
 62:2,9 65:16 66:21
 69:11 80:6 102:17
 109:18 110:11,15
 117:16 120:18 121:2
particularly 12:5,21
 33:19 34:18 35:8
 42:10,12 61:8 105:12
 106:12

parting 78:3
partly 46:2
partner 45:21
partnering 79:9,20
partners 53:12 55:22
 60:10
partnership 9:9 23:14
 47:2 53:16 77:20
 92:12
parts 42:2,9 68:5 104:6
 119:17 121:12
pass 8:16 85:22 116:15
passage 8:10
passing 85:12 116:2
passion 84:1
passionate 87:3 128:2
pathways 94:20
pattern 43:11
pay 21:4
paying 111:4
peace 18:2 19:5
peer-to-peer 78:10
people 12:14 17:12,15
 17:18 19:7,12 20:2
 52:2 62:20 63:22 67:8
 67:15 71:18 72:19
 73:6 75:6 78:12 84:19
 88:22 108:15 114:13
PERAA 59:12
percent 21:7,12 22:5,14
 27:21 29:4,7 30:16,16
 30:17 31:6,8,9,10
 38:21,22 39:15,16
 49:22,22 50:8,9 59:8
 59:12
percentage 22:8,17
 29:12 30:20 32:2,14
 33:2,8,22 34:4 43:15
 43:19 59:22 61:14
 92:16
percentages 30:2,4
 61:16
percentile 47:20
perform 64:15
performance 22:11
 27:13 29:20 33:3
 37:18 42:14 92:14
 96:8
performance-based
 69:11
performed 42:15
performing 22:8,15
 71:7 105:13
period 8:19 10:5
permitted 87:6
person 16:15 18:2
 127:5
personal 129:9

- perspective** 63:18
 76:21
perspectives 102:17
persuasive 129:2,12
Phalen 81:18 82:4
 104:2 113:8 114:1
 125:18 126:16 127:18
Phalen's 96:21
Phelan 1:20 3:20,21
 5:19,21 7:11,19 44:18
 44:19 46:1 47:10
 48:22 82:6 88:7,12,18
 90:10,11 91:14,16,19
 97:16 98:10 99:8,13
 100:3 101:19,20
 103:17 105:18 106:7
 108:19 111:6 112:11
 112:21 114:3 124:21
 125:19 130:8,10
phonetics 47:17
pick 118:1
picture 26:10 29:18
 36:9 64:5,20 103:8
piece 56:11 78:18
pieces 127:13
piggyback 121:10
pilot 35:16 45:18 53:21
 105:6,15 106:3
 116:18,18
piloted 87:8
pinpoints 23:22
pioneering 122:16
place 35:7 62:16 121:18
 123:21
places 42:13 57:4 58:10
 76:7,16 106:2 121:1
planning 14:9 18:9,10
 33:21 49:7 62:19
plans 77:2
plant 128:16
platform 37:1
playing 128:5
please 5:9 6:8 10:11,16
 11:5,9 23:10 89:21
pleasure 17:9
plus 19:4 85:11
Pohlman 2:12 10:19
 20:11,12,13 74:4
Pohlman's 46:3
point 42:3 46:17,18
 51:7 65:12 66:12 67:8
 67:15 105:4 109:4
 116:10 120:14
points 92:16 109:4
 114:9 117:13
policy 14:3 77:6 127:11
poor 15:3
population 21:7 31:2
 33:13 53:14
populations 54:15
 103:6
portion 4:18
possibilities 84:19
possibility 16:9 85:5
possible 71:6 97:12
post- 47:4 65:20 72:5
post-secondary 25:16
 26:2,7 51:5,11
potentially 12:17
 107:10 114:16 122:11
Poverty 21:17
powerful 78:10
practice 76:18
practices 58:13 96:4
 100:18 101:10 105:7
 106:14 112:5
pre- 35:12 56:18
pre-K 26:5 51:8 57:5
pre-K-3 56:17
pre-kindergarten 56:14
preparation 32:21 94:2
prepare 12:14 26:5
 82:11,12 86:11
prepared 32:17 50:2
 87:12
presence 3:9
present 1:13 3:12,15,18
 3:21 4:2,5,9,12 64:5
 72:8 124:9 129:12
presentation 25:8 37:6
 37:21
presents 26:9
president 1:12,14,15
 2:6 3:3,12,15 4:15,16
 5:4,5,8,20,22 6:1,11
 9:6 10:2 11:8 14:14
 14:17 17:2,7,13 20:9
 23:7 25:4 38:2,7
 42:20 44:17 49:1 54:2
 59:3 61:19 62:12 63:9
 70:3,4 72:21 73:13
 76:22 80:12 88:2,10
 89:12,18 90:2 91:6,7
 91:11,18 96:20 97:1
 100:5,10 101:2,16
 103:10,15,19 104:21
 107:9 108:4,7 109:2,9
 109:12 113:6 114:4
 119:19 120:2 121:8
 122:21 125:2,10,13
 126:14,15 127:6,7
 130:1,6,9
presiding 1:12
pretty 60:14 65:3,3
 120:2 126:18
preventing 74:12
prevents 81:15
previous 26:12 27:12
 30:9 65:6,11 89:8
previously 25:5 46:16
 46:19 50:19 51:1,2
 54:22 65:17
pride 76:9
principals 89:2 94:10
principle 97:18
principles 70:19
prior 14:1,11 60:16
 85:20 86:22 95:10
 97:10,17,20 98:1,11
 98:17,21 99:5,11,17
priority 117:17
privileged 92:15 109:13
probably 19:16 80:3
 97:7 116:20 127:17
 127:19,22
problem 26:14,15,22
 27:6,10 66:22 67:2
 68:2 69:16 73:19 99:3
 115:19 118:20
problem-solving 57:20
problematic 12:22
 123:11
procedural 66:20
proceed 4:18
proceeds 63:11
process 95:7 97:13
 104:4 107:21 109:17
 115:6,22 116:8,9
 118:4,13 120:12
 121:12
produce 9:20 83:18
productive 87:18
professional 62:1
 70:11,13 71:9 77:18
professionals 15:16
proficiencies 93:17
proficiency 12:6 47:12
 49:17 59:15,21 60:3
 60:22 61:4
proficient 50:10
proficiently 21:20
program 15:7,8,11 20:2
 55:3 105:15 106:6
 110:10,22 116:18
 117:17 119:3 122:9
 122:10
programmer 84:11
programs 12:1,13,22
 13:13,16 35:17 55:6
 70:11 72:15,16 96:3
 100:16,21 101:9,12
 103:1,2,5,5,6 105:6
 106:1,11,18 110:5,12
 110:20 112:3,8,9,16
 112:18,20 113:5,12
 117:15 118:2 120:7
 120:13
progress 23:21 51:20
 51:22 52:7,18 53:6,19
 54:10,12 63:10 76:6
 76:11,13,14,15 77:14
 85:17 96:1 100:15
 101:7 112:2 118:5
projects 45:19 73:5,9
promise 53:18
promising 28:14 44:7
 45:14 47:18 53:21
 54:22 58:7
promote 106:20 107:5
 112:14
promoting 96:10
 112:18,19 113:11
properly 6:2
proportions 32:5
proposal 13:6,22
 107:15 124:9
proposals 116:3
propose 98:1
proposed 8:17
protected 109:13
provide 22:16 23:4 24:6
 53:3 81:8,20 93:16
 95:22 100:14 101:7
 107:16 108:17 112:1
 119:10 122:5
provider 36:7
providers 72:10
provides 81:13 82:1
providing 20:18 79:4
 80:8 109:20
provision 86:22
provisions 108:10
public 1:5 2:8,12 3:5
 6:15,16 8:13,14,18,20
 9:1,7,21 10:4,6,7,8,10
 10:10,13,18,20 11:18
 17:22 24:7 25:10
 36:22 37:2 55:13,13
 55:18 60:11 81:1
 88:21 94:11 105:16
 124:3 127:8 129:2
publicly 25:6
published 8:17
pull 11:8
pump 76:8
punishment 49:11
purpose 23:16 103:22
purposes 23:19
pursue 13:4 84:5,22
 87:1 95:8
pursuits 97:15
push 54:9 57:7,12

75:17,21 76:20
put 7:19 62:16 75:8,10
 121:18 122:13
putting 115:21 119:15

Q

qualify 21:4
quality 11:18 13:10
 14:5
question 26:12 38:13
 38:20 39:2 40:18
 41:21 42:19 44:15,20
 46:2 55:20 56:8 57:9
 59:4 62:13,14 63:13
 67:17 68:1,7,10 73:14
 74:22 78:9 120:2,10
 124:22 125:2,7
questions 26:12 38:4
 50:13 58:18 59:2
 63:16 64:10 67:14,16
 67:22 69:13 70:2
 80:13,16,22
quick 35:6 73:16 77:1
quickly 9:20 45:12
 75:13
quite 17:16 33:13 43:17
 44:4,7 108:21 111:7
quorum 2:4 3:9 4:15,17

R

R.I.S.E 18:10
race 30:7 33:6 54:7
 77:22
racial/ethnic 30:21
rails 122:13
raise 115:2
raised 83:7
raising 20:21 75:7 76:3
range 120:12
rarely 128:16,16
rate 62:3
rates 59:15,21 60:3
rational 13:3
reach 16:9 74:14 119:1
reached 26:2
reaches 76:13
reaching 71:18
read 21:20,22 22:12
 23:1 66:10 74:11
 87:21 91:14 99:22
 111:21 113:7
readiness 7:9 9:10
 23:15 26:7 27:19 29:6
 29:8 30:15,18 31:7
 33:10 34:5 41:14
 42:17 43:16 59:10
 61:4 81:9 92:13 93:5
 108:22

reading 21:17 22:4
 54:14 65:18,22 74:7
 102:14
ready 16:7 39:4 46:5
 56:5 86:5 117:6,11
 119:13
real 48:21 69:4 76:4
 122:11
realign 50:3
realize 70:8 74:3
realized 129:21
really 15:18 16:17,22
 25:8 36:9 45:9 47:1
 47:18 53:5,7,18 55:17
 57:3,16,17,18 58:11
 63:5 65:9 66:4,19
 67:4 68:9,14 69:5,14
 69:21 74:2,4 75:22
 78:2,14,15 79:5 88:20
 111:16 114:12,13
 115:11 116:9 118:15
 119:1 120:17 122:14
 122:18,19 128:7
reap 106:13
reason 25:12 45:13
 46:16 67:15 104:14
 121:19
reassure 88:20
reauthorization 63:3
receive 64:16 81:11
 95:9 99:22
received 8:21
recognize 12:11 119:15
recognizing 85:6 95:1
recommend 86:2
recommendation 7:12
 97:10 98:20 99:21
 111:12
recommendations 7:17
 9:19 82:1,5 85:3 86:6
 88:6 91:20 94:17 95:6
 95:19 96:7,16,19
 97:19 98:12 99:16,21
 102:15 111:10
recommended 85:7
record 6:8 54:20 87:22
 130:14
recovery 121:21
reference 116:6
refine 105:3
reflect 116:11
reflected 113:17
reflection 46:3
reflections 45:6
reflects 64:15
reform 45:2
regarding 59:5 91:21
regardless 77:13 83:22

93:5
regular 37:20
regularly 6:19
regulations 8:17,22
 9:20 87:7 114:20
 116:1 118:11
reiterate 54:19 73:16
reiterating 35:1
relate 62:14
relatively 26:13 29:16
 30:1 34:21
release 44:2 67:17
released 36:7 67:11
 69:10
reliable 23:21
remains 92:10
remarks 65:16
remedial 51:7,10
remediate 71:4
remember 58:8
remind 56:10 58:17
remove 95:16 99:2,11
removing 86:2 97:9,17
 98:11,22 99:17
renewed 66:4
repeat 86:18
replace 23:17
replicate 118:9
report 2:14 8:1 9:17
 21:16 22:3 59:12 81:4
 81:22 82:5,12,16 88:3
 88:4,8,11 89:15,20
 91:12 95:5 96:17 98:4
 104:9,11,19 111:7,10
 114:18 115:2 116:7
 116:17 118:16 121:13
reports 36:4,16 37:4
 78:22 79:2,6
representation 89:2
Representative 1:14,15
 1:16,16,17,18,18,19
 1:20 6:12
representatives 88:22
represented 94:22
representing 47:11
 94:10
represents 61:2 88:21
request 123:19,22
requests 71:15 77:4
require 39:1 40:3 69:15
 118:4 123:15
required 24:18,21
 39:19 41:6 116:5
 117:3
requirement 14:8 86:3
 95:16
requirements 92:3
 123:9,12,17 124:2,8

124:12
requirements.' 124:16
requires 27:7 92:2 93:4
 94:1
requisite 96:12
research 74:8 93:12
researched 81:19
resident 20:14
residents 8:15 21:3,10
resolution 2:14 8:22
 13:22 82:2 87:22
 89:17 91:13,20 96:19
 98:2 99:12 100:12
 108:10,20 111:8
 117:7,13 124:6,11,22
 125:1,5,8
resolutions 81:5
resolve 27:9
resolved 96:13
resource 67:8
resources 12:17 13:15
 36:2,7 51:10 79:21
 117:14,19
respect 108:20
respectively 30:16
respond 13:9
response 59:7 69:13
responses 67:18
rest 77:15 87:17 120:20
result 124:4
resulted 8:1
resulting 8:20
results 8:2,4 9:9 24:2,3
 24:11 25:5,7,9,10
 28:14,15,19,19 29:1,3
 29:10,19 30:7,8,10,11
 30:13 31:2,3,11,17,21
 32:1,10 33:6,12,13,17
 34:10,21 35:5,20
 36:18 37:2,7,11,14,15
 37:19,22 40:20 43:14
 43:22 44:5 45:11,12
 45:15 47:18 50:17,20
 50:21 51:2,22 52:4,11
 53:9 54:4,16 55:1,16
 56:21 57:1 58:7 60:16
 63:17 71:8,17 72:11
 76:2 77:3
review 48:3 63:18 82:12
 95:20 115:6,22 124:1
reviewed 82:11 95:19
reviewing 9:18
revised 124:15
reward 14:6 86:22
rhetoric 55:2
rich 12:16
right 12:18 30:10 38:16
 43:9 52:9,11 57:12

60:20 74:17 99:4,10
121:3
rigidity 12:19
rigor 116:13
rigorous 92:19 118:4
118:13
risk 35:9 105:14
river 16:12
Robert 2:12 10:19
20:13
robust 55:3
role 3:8 22:21 112:15
128:5
roll 89:21 125:3,4 127:8
rolled 73:4
room 88:22
rose 129:12,13,14,15
rote 66:20
roughly 21:7
round 44:15,16 49:5
59:4
rub 83:4
rubric 67:18 116:7
rulemaking 96:18 120:8
running 13:20
Ruth 1:18 127:16

S

S.R 125:8
Salley 2:8 10:13 11:15
salutatorians 19:19
sample 67:19
samples 36:8
sat 38:9
Saturday 18:12
saw 25:13 33:14 34:19
34:22 35:2 51:2,4,6
57:3,18 65:16,19 66:7
69:1,2
saying 41:16 64:18
74:17 102:22 109:3,5
109:8 117:15
says 39:8 98:4 100:13
102:7 118:21
SBOE 2:6
sboe@dc.gov 10:11
scale 87:10
scheduled 6:20
schedules 94:5
school 2:14 7:9 11:18
12:21 14:22 15:1,2,4
15:5,13,14,16,21 16:4
16:4,7,10,19 19:17
20:1 21:10,17,22 22:2
22:6,19 23:3 24:3,17
24:19,21 25:3,5,15,16
25:21 26:1 30:13 31:3
31:17 33:14 34:3,6,9

34:16 37:7 41:6 42:8
46:21,22 51:13,13,14
55:10,12,18 58:4
60:11 71:5,8 72:14
78:1,13 79:22 80:3,10
81:4,7 82:15 83:9,12
85:4,10,21 86:12,20
87:16 91:21 92:3,9,18
93:13 94:17 95:7
96:15 98:8,9 110:9,11
110:16 117:3,9
118:18 119:7,8,13,14
122:8 123:12 124:2,8
125:7 127:16 128:22
schools 13:18 21:12
22:14 25:11 35:14
36:3,15,18,19 39:21
41:5,21 42:4,12 45:21
47:20 49:7 53:17
55:12 56:4 57:13 58:6
58:14 64:1 70:16 71:6
71:15 72:12 74:13
77:12,16,17 78:1,3
79:7,20 83:11 85:13
86:20 87:5 93:6 94:3
94:11 95:8 100:22
101:14 109:17,20
110:8,12,14,14,20,21
112:9 113:13 116:13
119:9,16 120:5,13,16
122:8,16 128:3,22
129:1
Schwartz 2:8 10:14
11:1,6,11,15 14:15
science 66:3
score 36:3,12,16 41:22
42:6 63:17 67:18
68:13 78:22 79:2,6
scored 21:13 29:12
40:21,22
scores 22:4,13 38:15
42:4 48:3 55:15 56:3
63:19 64:8,12,12,19
73:17 75:14 92:13
scoring 32:2,6,14 49:17
49:19 69:20
seat 81:13
seats 10:16
second 5:6,7,21,22
23:21 37:12 42:18
77:6 78:9 85:20 88:9
96:20,22 97:10 98:19
103:14 105:21 113:20
116:17 130:8,9
secondary 47:5 63:1
65:21 71:14 72:1,6
seconded 6:1,3 88:12
97:1 103:15

sector 12:10
sectors 88:20
see 13:5,20 19:15 20:17
22:13 24:18,20 26:13
26:20,21 27:6 28:3,13
28:14,16 29:3,14,17
30:1,4,12,13,19 31:3
31:5,18 32:2,4,5,13
33:7,22 34:3,10,14
37:2,3,5,22 38:15
40:20 41:16 42:12
43:15 45:11 51:21
55:4,10 57:20 58:1
63:10 67:5,20,22 68:3
68:6 69:19 73:4,12
75:12 87:15 103:5
110:9,13 128:16,19
129:9,17
seed 53:21
seeds 128:16
seeing 20:7 25:22 30:9
45:13,15 47:19 48:3
52:5 53:9 57:1 58:11
61:16 65:5 76:6,11
seek 76:2,14
seeking 79:16
seen 12:2 13:22 24:2
25:9 28:22 44:3 52:18
54:10,11,11 70:20
71:15
segment 53:14 105:20
self-paced 95:15
self-pacing 93:19
semester 16:21
seminar 72:22
sending 36:19
Senior 15:5
seniors 128:22
sense 22:7 26:6 32:16
40:14,15 41:10 52:14
56:21 67:1 68:4,10
76:9 116:22 118:19
118:22
sent 79:7
sentiment 107:22
separate 61:1
sequenced 86:17
series 67:16 78:19
serious 69:4 74:19,19
76:4
serve 100:22 101:14
103:6 109:21 112:9
113:14
served 82:10
serves 110:15
service 18:5 53:2
services 62:17
servicing 7:22

session 80:19,21
126:20
sessions 5:14
set 29:22 37:18 83:22
84:17 85:14 94:16
setting 51:14 95:4
shaded 32:11
shake 74:13,17
share 17:10,21 24:11
78:4 79:12
shared 25:5 26:11 42:3
105:19
shares 54:6
sharing 9:8 17:5
shift 49:6 53:7 65:2,4
66:7 70:9
shifts 65:12 67:4 79:13
shoulders 119:16
show 18:17 30:10 31:11
36:8 42:4 73:9 119:12
showed 92:14
showing 36:11
shows 29:11,19 30:6,8
31:1 32:10 33:1,6
38:14 39:8 52:8 69:20
74:9
shrunk 54:16
side 45:16
significant 7:21 30:13
31:3 33:7 49:6,8 65:4
66:7 69:1,15 94:1
significantly 111:7
signs 28:15,21 35:3
45:14,15
Silverman 129:7
similar 33:13 34:21
44:20
similarly 30:12
simple 120:2
single 33:18 56:4 127:5
sitting 85:11 88:22
six 22:1
skill 26:16 27:7 32:19
66:2,14,15 93:20
skills 12:8,12 21:17
57:20 68:15 84:22
92:20 93:15 97:22
slide 24:14 29:11,19
30:6,8,19 31:1 32:1
32:10,10 33:1,6 34:12
36:14 38:14,15 43:1
44:20
slides 30:9
slightly 29:17 30:4
34:13 43:18
slow 12:11
slowly 101:3
smallest 83:3

social 66:3 83:13
 123:16
society 20:6 87:18
socio-economic 16:11
sole 92:8
solid 89:10
solution 27:5
solve 118:20 119:17
solving 66:21 69:16
soon 127:19
sorry 15:22 43:1 111:9
 121:7
sort 42:2 46:8,12,20
 47:3,7 49:4,11,12
 53:18 57:18 58:2,10
 60:2 61:1,3 62:19
 65:5,9,12 68:4,7,20
 72:18 74:5 75:5,10
 76:8,20 78:6,11 79:1
 79:15 105:4,10
 118:22 119:1 120:15
 128:14
sound 60:20
sounds 107:9
sources 84:5
Southeast 15:14 18:5
Spanish 15:21 16:13
speak 10:10 11:20 16:2
 49:10 79:17 82:5
speakers 86:21
speaking 82:17 106:2
 129:3
special 31:2,6 33:12,18
 50:8,9 52:22 53:8
 54:7,15 62:10 126:21
Specialized 71:14 72:1
specific 22:22 23:17
 29:12 43:12 46:8,10
 111:18
specifically 11:21 63:4
specifics 81:1
spectrum 110:7
speculative 57:2
speech 16:22
spend 51:9 82:17
spirit 82:18 87:20
 104:16 107:13
spread 58:12
spring 27:22 67:15
sprout 83:6
SR 91:21
St 18:11
staff 7:22 10:11 23:11
 62:1 123:3
stages 60:14 61:9
 62:20
stakeholders 72:9
 102:5 104:2,6 124:4

stand 130:12
standard 74:14 92:22
standardization 81:14
standardized 23:18
standards 35:12 57:7
 66:6 92:19 115:10
 116:2,5,11 128:20
standards- 61:1
start 10:22 49:4 60:15
 82:8
started 3:4 60:9 89:7
 124:20
starting 29:21 37:10
 47:3,6 53:11 60:8
 67:5 79:6 127:6
state 1:3,10,17 3:6 4:17
 6:12,14,17 7:1 8:15
 9:3,5,13 13:5 23:17
 24:10 26:9 35:11,17
 38:5 39:5 40:8,17
 41:20 43:8,13 44:12
 45:8,19 46:7 48:5
 49:6 50:12 52:19
 53:16 56:7 57:7 58:21
 59:20 62:5,18 65:1
 66:5 69:9 71:11 73:3
 75:16 77:2,15 78:8
 81:6,22 82:13 88:4
 91:19 92:2 94:8,14
 95:18,21,22 96:6,14
 96:15 100:13,14
 101:5,6 102:8,9,14
 103:7,12 104:7
 105:22 106:5 107:4,7
 108:15 110:4 111:4,8
 111:9,22 112:1 116:5
 120:9,21 123:22
 124:1,5,5,7,9 128:20
 129:5
State's 112:15
state- 85:22
state-wide 25:9 48:7
stated 108:13
statement 110:3
states 23:16 24:16,18
 24:20 28:1 41:8 43:5
 44:1,7 58:15 60:19,21
 61:10,12,15 66:19
 78:1,1 79:1 92:5
 115:9,12
states' 61:7
stay 44:21 83:22 102:3
staying 55:10
step 7:6 26:21 60:15
 65:8 78:7 88:1 89:11
 94:22
steps 35:9 66:21 67:3
sticks 83:4

Stokes 57:14
stop 52:15
strategies 13:16 62:15
 62:21 64:3
strategy 13:8
streams 84:20
Street 1:11 6:22 129:5
strengths 80:7 96:4
 100:17 101:10 103:3
 112:4
strike 98:1
strong 12:13 57:17
 58:11 77:16
stronger 110:3 128:11
structure 50:6
struggle 20:18 26:2
struggled 25:21
struggling 25:17 51:6
 65:7 78:13
stuck 68:5
student 1:16 8:9,11
 13:10 14:21 18:1,6
 23:1,22 26:10,22 27:4
 27:18 36:8,10,15 37:6
 40:5 55:8 58:19 59:15
 67:19 69:19 81:16
 82:21 93:10 94:7
 96:11 118:5 121:20
 127:15 128:8,9
student's 23:20 26:18
students 7:7 8:6 11:18
 12:4,18 13:4,11,16,18
 14:7 16:2,5,7,9,11
 18:1,19 21:12,19 22:8
 22:12,14,17 24:15,16
 25:10,10,14,20 26:1,6
 26:17 27:21 28:2,5,6
 28:9,16,20 29:5,7,12
 29:15,20 30:2,5,8,11
 30:14,17,20,21 31:4,6
 31:10,10,14,18 32:2,6
 32:14,16 33:2,2,9,11
 33:17 34:1,4,7,15
 35:10,15 36:16 39:3,9
 39:11 40:20 41:11
 42:12 43:15,19 45:3
 46:13 47:14,20 49:16
 49:18,22 50:5,10,18
 51:5,17 52:3,21 53:8
 55:5,9 56:5,13,17,18
 57:19 59:9,19 60:1,6
 60:13 61:14,16,22
 62:2,4,8,10,10 63:20
 64:14,14,15,21 65:5
 66:15 68:1,3,6,11
 69:5,6,6 72:4,14,17
 74:1,14 80:6,7 81:8
 81:11 84:4 85:4,5,9

85:17,20 86:3,7,15,18
 87:10 92:15,17 93:4
 93:14,19 95:1,9,17
 96:2,8 97:13 98:6
 99:22 100:15 101:1,8
 101:15 105:8,12
 106:12 107:17 108:18
 109:20,21 110:8,10
 110:13 111:1 112:3
 112:10 113:15 117:1
 117:2,5,8 118:18
 119:1,12 122:4,6,15
 122:16,20 123:4
 128:21 129:10,17,17
 129:20
students' 42:4 66:2
 68:20 95:15
studies 66:3 123:16
study 15:7,8 21:6,8,18
studying 98:7
stuff 119:6
style 32:18 70:1 72:19
subcategories 42:2,5
subcategory 48:7
subject 67:13 73:11
 82:2
subjects 48:11 66:3
 86:16,19 87:1 100:22
 101:13 113:3,4,13
submit 19:8
submitted 11:4
substance 98:3
substantial 76:11
 115:14
substantially 97:11
 116:4
substantive 8:20 123:6
subtract 26:17
subtracting 26:14
succeed 8:10 22:18
 65:10
succeeded 26:1
succeeding 25:15
 42:10
Succeeds 8:11
success 46:21 69:7
 71:2
successful 39:4 40:7
 47:4 93:22 96:12
 100:21 101:12 106:1
 106:11 112:8 113:12
 118:2,7 119:5
successfully 120:6
suggest 72:22 73:18,19
suggestions 79:18
summer 15:10 16:20
 37:13,19 60:9
summertime 38:10

Sunshine 2:11 10:17
17:11,14 18:15 19:10
superintendent 1:17
2:7 6:17 8:12 9:3,5
10:3 24:5,10 38:3,5
39:5 40:8,17 41:20
43:8,13 44:12 45:8
46:7 48:5 50:12 56:7
58:21 59:20 62:5,18
65:1 69:9 71:11 73:3
75:16 78:8 80:15
94:14 95:22 96:15
100:14 101:6 105:22
106:5 110:4,19 111:9
112:1 120:3,9 123:22
124:7
Superintendent's 129:6
support 7:3 18:21
19:11,20 20:1 35:10
35:15 45:22 49:12,14
50:7 53:13 60:8,12
61:7 62:2,8 63:5,7,7
71:16 86:9 94:2
104:14 107:6,8,15
108:17 117:18
supported 106:12
supporting 66:12 72:17
supports 35:7,21 62:16
sure 11:1 14:2 19:16
40:17 45:17 46:9
50:15 59:21 60:2
75:17,18 78:8 79:3,20
98:22 99:13 105:19
106:4 108:1 109:19
110:4 111:2 117:16
117:19 119:5,12
120:4 121:18 122:19
surprising 44:22
suspect 77:21
synergies 93:9
system 12:19 13:3 23:4
26:5 37:16 49:14 50:4
64:6 75:13 83:16 85:7
85:8,10 87:7 119:17
121:19
systemically 59:14
systems 49:11 50:7

T

table 2:1 10:16 111:16
tackle 67:2
tackled 89:8
tail 105:10
tailor 93:7
take 7:18 10:15 15:21
16:3,22 22:21 39:20
47:15 52:3,10 53:15
64:11 65:10 67:6

77:18,19 78:6,9 83:20
84:10 86:5 93:9 117:3
117:11 121:21 125:3
127:3
takeaways 28:13 35:2
taken 16:20 87:4
takers 30:22 34:20
takes 37:17 102:15
talk 14:11 16:1 40:11
48:16 54:22 72:10
79:12,22 80:4 108:22
109:1
talked 55:20,22 121:11
talking 77:9 111:13,17
115:17 120:7
talks 14:1 108:20
task 2:14 7:10,15,22
9:17,19 11:13 17:17
81:4,7,17,22 82:9,16
85:2 87:19 88:11,15
91:10 94:9,19 95:5
96:16 98:4,14 102:1,3
102:13,16 103:9,22
104:1,5,16,17,19
108:12 114:11 116:22
121:12 122:19 123:5
123:19 124:20 126:17
127:20 129:10
teach 66:14 68:17 70:9
70:20
teacher 10:19 94:2
teachers 64:2,8 66:15
67:7,9 68:9 69:6 70:9
70:18 73:9 89:1 94:10
117:4
Teachers' 94:12
teaching 12:20 64:16
67:6 68:18,22,22 83:8
team 8:1 71:12 80:19
123:3
teams 71:20
tech 19:12,21
technical 66:3 82:14
122:6
Technology 15:1,2
tell 41:13 63:19,21 64:1
64:3,7
telling 64:8
template 79:1
templates 36:4 80:8
ten 52:4 74:2 75:1
term 14:11 46:4 48:10
terms 7:8 28:13 43:21
47:20 52:19 73:22
111:17 116:7 117:15
terrific 100:5 103:22
104:4 114:12
test 14:7 22:13 28:8,9

28:12 29:14 30:22
34:20 36:8 39:9,11,13
39:15 40:12,21 41:2,3
41:6 42:3 44:11 55:15
60:22 61:2,3 63:17
64:12 67:13,14 68:18
68:19,19 69:13 70:1
73:18 85:21 86:16
testify 11:12 23:6
testimony 10:8 11:4
23:9 46:3
testing 55:6,10
tests 23:18 28:17 29:17
32:12 34:22 69:10,11
69:12
text 48:18,18,20,21
65:18 66:1,10,10,11
111:20 112:7
texts 66:12
thank 4:16 10:2 11:6,7
11:10,11,12 14:13,14
14:18 17:3,4,6 20:9
20:12 23:5,7,8 24:10
38:2 44:17,19 48:22
49:3 54:3 63:9,11
70:4 80:14 81:2 82:7
89:9,12 91:7,11,18
100:6 104:21 119:19
120:1 121:5 122:20
122:21 123:2 126:15
127:2 130:1
Thanks 46:1
theme 19:5
they'd 126:22
thing 19:13 40:16 43:5
44:21 45:10 50:14
56:12 70:1,21,22
74:17,21 79:19
118:14
things 17:18 48:16
54:20 57:3 63:19 64:4
64:9 68:12 74:3,17
75:18,19 83:3 89:6
127:9
think 14:8 25:19 33:16
39:6,17,21 40:1,2,18
40:18 41:15,18,20
43:22 44:4 45:1,4,9
45:16,16 46:8,9,10,14
46:17,19,20 47:1,6
49:8,15 50:14,15 52:1
52:2,8,14,15,17,20,22
53:5,15 54:5 55:6,15
56:7,11 57:3,12 58:5
58:9,22 59:1 60:4,8
60:15 61:8 62:12,19
62:21 63:5,12,14,15
63:17,21 64:9,18 65:2

65:4,12,16 66:17 68:9
69:9,18,22 70:17 71:1
71:17,20 72:16 73:3,5
73:11 74:2,6,19 75:9
75:19 76:3,9,15 78:9
78:15 79:8 80:2,17
83:15 88:2 97:16
98:11,13,15,16
102:18,19,20 103:7
103:22 104:8,13,15
104:19 108:7,9 109:3
109:15,16,18 110:1
111:1 113:1,4,5
114:14 116:5,8 120:9
120:13,15,20 121:3
129:11,18
thinking 27:8 41:10
46:12 53:12 56:16
58:3 65:13 69:17
71:20 78:4 97:6
115:22 120:11
third 6:20 21:16 34:8
74:7,10 100:11
111:20 117:22
thirst 83:2
thought 53:20 64:13
65:8 74:20 94:2 105:6
105:9
thoughtfully 87:5
thoughts 75:15 130:3
thousands 84:8
three 11:3 30:10 34:8
71:2 75:14 85:7 86:6
throw 74:22
tie 55:14
tied 55:2
tier 22:4
Tierra 1:17 127:20
time 3:4 10:21 13:20
15:12 16:19 17:3
18:14,18,20 29:1
31:21 32:22 34:11
35:5,20 37:17,20 51:9
51:19,22 52:10,22
54:1 57:2 60:2 67:6
76:5 78:21 79:15
80:20 81:14 82:10
83:20,22 85:8 86:8
87:2 92:6,7 99:5
101:3 113:7 127:18
times 21:21 22:1
Title 63:3,6
to-year 41:3
today 16:21 25:6 52:6
67:21 68:11 81:22
today's 12:12
tonight 23:9
Tonight's 7:5

tools 19:12,21 80:8
top 29:22 34:8 77:22
topic 19:4 84:1 87:3
topics 84:6
Total 2:11 10:17 17:10
 17:13 18:14 19:10
totally 44:1 45:9 49:15
 104:8,13,15 107:8
totalsunshine.org 20:4
touched 59:6
tourism 12:10
town 84:18
track 27:19 29:5,7
 30:15,18 31:7 33:9
 34:5,16 43:16 50:2
 52:9 59:9 68:8
tracks 47:16
traditional 92:9 94:10
 95:3
training 71:12,16
trajectory 45:2
transfer 86:19
transferring 55:11
transition 37:15 70:14
 70:15
transitions 127:10
translated 36:5
travel 16:16
traveled 15:13
tremendous 11:13
 51:21 54:10
Trial 54:15
tried 68:10
troubling 31:4 33:17,19
 50:17 52:5,12
truancy 127:15
true 43:4,6 86:9 102:1
truly 87:12 89:4,10
try 76:18
trying 15:17 40:1 58:10
 58:12 61:11 63:16
 64:1 75:18,19 77:10
 109:3,16
TUDA 54:15
turn 24:5
tutoring 72:15
TV 18:17
twin 82:22
two 23:18 34:15 48:16
 57:3 58:17 71:21
 77:12 85:8 86:16
 95:13 123:17 129:3
type 66:21 70:17 85:14
 110:15
types 109:21 110:22

U

U.S 12:7

unanimous 91:6 126:14
unanimously 124:6
uncomfortable 106:10
underlying 26:16 27:7
 67:1
understand 36:3 49:14
 50:7 68:14 78:12
 102:13 108:8
understandable 23:20
understanding 27:8
 57:17,21 66:22 78:5,6
 84:1 86:10 95:2 99:14
 116:14

understands 50:16
underutilized 77:7
Unfortunately 8:5
Union 94:13
unique 35:8 82:20
uniquely 12:16
Unit 81:12,12,21 92:6
 93:8 94:5,21
United 66:18 92:5
Units 92:22 95:12 119:8
universal 35:12 56:14
 57:5
unprepared 92:18
 118:19
unproductive 94:6
unquenchable 83:2
upcoming 19:6
update 2:13 8:13 9:8
 23:14 124:8
updating 124:11
uptick 71:15
Urban 54:15
urge 22:20
urgency 22:7 52:14
urges 95:22 100:14
 101:6 102:8 111:22
use 55:17 60:20 67:21
 78:2 118:8
useful 41:19 79:4
 121:11
usually 83:21

V

valedictorians 19:19
validate 122:7
value 12:12 129:18,19
various 88:20 109:21
vast 49:16
version 11:5
versus 56:18
vice 1:15 3:15 5:4,22
 70:4 72:21 108:7
 109:2,9,12 125:13
 127:7
video 36:1

viewing 6:15 9:6
vision 82:18 87:20
visiting 57:13
visual 37:2,4
vocational 100:22
 101:13 110:22 112:9
 113:3,13
vote 91:6 125:3,5
vulnerable 35:10
 105:13 106:13

W

wait 75:13
waiver 85:15 95:7 96:2
 97:13 98:16 100:16
 101:8 103:2 109:17
 110:9 112:3 120:5,12
waiver- 117:16
waiver-based 116:3
waivers 115:13 127:17
waiving 108:16
walk 18:3 19:5 29:10
 31:22
walks 129:4
wall 12:2 83:4 129:5
want 6:14,17 7:14 8:13
 9:12 13:2 14:2 16:1
 35:22 38:16,18 50:15
 53:7 54:9,19 58:5,13
 59:4 61:17 62:6 63:5
 64:11 71:4 73:20
 74:21 76:20 80:1,14
 82:8,16 85:13 88:3
 89:9 104:12,16
 105:15 109:10 114:10
 115:7,20 117:16
 118:2,14 119:3,14
 122:17 123:2
wanted 15:11 17:21
 38:19 51:15 73:16
 115:2 122:13 127:3
 128:7,13
wants 108:9 109:5
ward 1:14,15,16,17,18
 1:19,20 6:9,11 7:10
 16:10 20:14 38:8
 79:11 81:18 108:6
 114:7 119:22 121:10
 127:21 128:2
wards 21:6
Washington 1:11 45:2
 94:12 129:16
wasn't 15:19 41:6 42:7
 65:10 70:6
Wattenberg 1:18 4:1,2
 38:8,11,12 40:4,10
 41:9 42:18,22 43:10
 44:9,14 63:12 73:13

73:15 77:9 89:16
 90:13,14 103:14,16
 103:19,21 104:22
 114:7,8 119:20
 125:21,22 127:16
 130:5,7
way 32:20 37:2,4 39:2
 40:11,13 50:21 52:6
 67:6 70:9 72:17 74:5
 74:5 77:14 89:4,7
 97:11 102:21,21
 105:2 108:11 117:8
 118:19
ways 44:2 57:19 68:2
 81:15 96:4 100:18
 101:10 105:11 107:16
 112:5
we'll 8:2 9:2 29:17 82:1
 113:7
we're 3:3 10:4 17:14
 19:11,18,20,22,22
 22:16 23:13 44:1 45:5
 45:13 47:19 53:9,11
 54:18 56:20 57:1,10
 61:8,11 63:6 67:5
 68:22 69:7 75:3,4,4
 75:17,19,22 76:6,17
 77:14 78:5,16 79:14
 81:3 102:20 109:16
 109:19 111:13,17
 115:17 118:5 120:7
 120:11 128:15
we've 17:15 24:8,13
 25:20 26:11 28:22
 30:9 52:16 54:10
 56:16 71:21 75:2 79:9
 80:7,17 91:12 102:19
weaker 77:17
weaknesses 96:4
 100:17 101:10 103:4
 112:5
website 19:1 36:1 37:5
 38:1 67:10
WEDA 60:19
Wednesday 1:7 6:20
Weedon 1:19 4:7,7 6:8
 54:2,3 58:19 75:21
 77:9 90:19,20 107:11
 107:12 126:5,6
week 8:11 15:14 36:13
 36:14,20 79:7
weeks 56:1
weigh 102:11 129:11
welcome 6:15,17 7:2
welcomes 10:5
welcoming 127:10
welnt 117:20 130:14
weren't 68:6 122:20

white 30:11,17 33:11
Whitlow 57:14
Whittington 4:14,14
Williams 1:15 3:14,15
 5:4,6,22 6:2 70:3,4
 72:21 90:4,5 108:6,7
 109:2,9,12 125:12,13
 127:7
willing 17:19 80:16
 107:19
Wilson 1:20 3:20,21
 5:19,21 7:11,19 15:14
 44:18,19 46:1 47:10
 48:22 81:18 82:4,6
 88:7,12,18 90:10,11
 91:14,16,19 96:21
 97:16 98:10 99:8,13
 100:3 101:18,20
 103:17 104:3 105:18
 106:7 108:19 111:6
 112:11,21 113:8
 114:1,3 124:21
 125:18,19 126:16
 127:18 130:8,10
window 122:3
winners 19:13
winter 37:15
wisdom 121:3
wish 109:17
wishing 95:8
withdraw 123:19
 124:17
witness 10:16
witnesses 10:8,13
wonder 38:3 40:10,13
 74:6,16 107:13
wonderful 7:22 14:18
 18:17 19:13 88:7
 114:4 123:3 127:13
 127:13 128:10 129:22
word 26:13 97:17,20
 98:1,11,17 99:11,17
 108:11 112:13
wording 108:9
words 19:4
wordsmithed 105:17
wordsmithing 107:10
work 7:6,11 9:13 11:13
 16:7 17:10 25:18 26:3
 26:18,20 28:18 31:12
 35:3,14,18 36:8,10
 38:10 49:7 51:7 52:19
 53:4,5,11 58:15 59:18
 60:8 67:19 69:18,19
 71:19 72:11,13 75:9
 82:11,18 84:20,21
 87:19 89:1,3,10 102:1
 106:21 114:11,13

120:22 123:6 124:5
 127:13,17 128:10
worked 98:3 115:9
working 5:14 8:7 17:15
 20:5 45:20 47:5 55:22
 63:22 73:2,12 75:12
 75:19 76:10 79:8
 80:18,21 84:17
 124:19
works 11:17 65:19
 87:10
world 11:21 13:7 16:17
 84:2,14 85:5,22 86:11
 87:13 95:10 100:1
 123:14 128:17
worse 51:16
wouldn't 41:2 69:2
wow 118:22
write 66:8,8,9 129:1
writing 48:14,19,19,20
 48:20 66:14
written 11:4 23:10
wrong 38:17

X

Y

yeah 46:9
year 20:8 24:8,17,19,22
 25:17 26:3 29:4 34:20
 36:17 37:10,12,14,16
 39:20 40:20 41:1,3,15
 41:17 47:4 73:5 75:14
 87:15 92:7 98:18
 127:3,10 128:13
 129:21 130:12
year's 8:3
year- 41:2
years 8:8 17:16 20:16
 34:15 52:3,4 58:2
 74:2 75:1 89:6 123:14
 124:20
yeas 6:3 89:19
young 12:14 17:12,15
 17:18 19:7,12 83:1
younger 71:1
youth 19:1

Z

zero 56:4
zest 87:14

0

1

1 1:20 7:10 20:14 21:13
 22:9,15 27:14 28:7,10
 29:21 30:5 31:18 33:4

34:17,20 38:22 39:1,4
 39:11,16,20,22 40:6,7
 40:15 41:2,5 42:11
 43:19 45:1 81:18 86:3
 93:4 95:7,17 99:15,20
 116:19 117:4,6,11
10 18:11 31:10
10th 15:5 59:11
11 2:8 24:16 38:15,16
 43:2
11th 8:18
12 26:5 31:7 51:8 59:8
 65:17
120 81:13 85:11,15 92:6
 95:3
13 43:1,2
130 2:15
14 2:9 31:8 50:9
14- 24:19,21
15 17:16 24:19,21
15-6 125:8
1516 91:22
16 1:7 3:5 6:16 21:8
 96:14
17 2:11 15:17 30:15
18 38:18
18th 18:3 83:18 84:3
19th 18:13
1s 41:13

2

2 1:14 6:11 22:9,16 25:1
 25:2 27:15 38:22
 39:16 95:9 99:15,16
 99:20,21
20 2:12 9:1
2001 54:13
2002 54:13
2007 21:6
2009 59:16
2010 128:21
2012 21:15 124:2
2014 21:8 59:16 124:5
2014-15 24:17
2015 1:7 3:5 5:15 6:16
 92:12 94:16,16 96:14
2016 9:1 18:2,4 19:18
 37:8,13 128:11
202/741-0888 10:12
21 30:16
21st 12:14 89:11
23 2:13
24 29:7
25 29:4 88:19 94:9
28 38:22 39:16
2nd 5:15
2s 41:13

3

3 1:18 2:3 8:3 9:9 22:11
 24:3 25:1,7 27:15
 28:14 29:3,5,8 30:6
 30:22 31:1,16,16,22
 32:8 33:4,10,12 34:2
 38:8 45:1,3 59:9 63:3
 63:6 95:11 99:15,20
 114:7 121:10
3-8 2:13
30 8:19
300 19:4
34 21:12
37 38:21 39:15
3rd 21:12,20 22:1,4,15
 23:2 30:3 32:15 43:2
 43:6,14,17,20 44:5
 45:14 46:15,16 56:12

4

4 1:16 2:4 27:16,18
 29:13 31:5,16 32:3,6
 32:8,14 49:19 50:8
 56:17 95:14 99:15,20
 122:1
4,000 21:19
40 20:16
44 92:15
441 1:11 6:22
4th 1:11 6:22 19:3
 22:12,15 26:11 32:15
 43:6 44:5 45:14 54:14
 56:13 67:20

5

5 2:5 19:3 27:17,18
 29:13,22 31:16 32:3,6
 32:14 49:19 59:12
5:30 1:11 3:2,5
50 21:7
501(c)(3) 17:14
58 92:15

6

6 1:19 2:6 6:9 128:2
60 47:20 49:22
60,000 21:9
63 22:5

7

7 1:15 108:6 119:22
7:32 130:14
70 22:14 49:22
75 49:22
79 30:17
7th 28:4,8,9 30:3 32:11
 34:17,22 50:9

8

8 1:17 8:3 9:9 19:3 24:4
25:1,7 28:14 29:3,5,8
30:6,22 31:1,17,22
33:4,10,12 34:2 59:9
127:21

81 2:14

8th 28:4,8,9 30:3 32:12
34:18,19,22 38:21
39:8,9,10,13,13,14,14
40:6,21 54:14

9

9 2:7 5:15

92 27:21

9th 15:2 39:2 40:7 50:1
86:4 93:4 95:17 109:1
123:10

C E R T I F I C A T E

This is to certify that the foregoing transcript


In the matter of: Meeting

Before: DC State Board of Education

Date: 12-16-15

Place: Washington, DC

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



Court Reporter

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS

1323 RHODE ISLAND AVE., N.W.

WASHINGTON, D.C. 20005-3701