

12:00:52:04  
12:12:32:06 >> WELCOME TO THE  
12:12:33:00 SEPTEMBER 19TH, 2024 SCHOOL  
12:12:35:02 BOARD MEETING.  
12:12:36:00 THIS MEETING IS NOW IN SESSION.  
12:12:38:23 SCHOOL BOARD MEMBER DAVID PRIDDY  
12:12:39:17 CANNOT ATTEND TODAY'S MEETING  
12:12:41:19 DUE TO PERSONAL REASONS.  
12:12:44:01 TO BEGIN TONIGHT'S MEETING, WE  
12:12:45:10 WANT TO RECOGNIZE THE START OF  
12:12:47:02 HISPANIC HERITAGE MONTH WHICH IS  
12:12:52:05 A TIME WHEN WE COME TOGETHER TO  
12:12:53:27 CELEBRATE HISPANIC AND LATINO  
12:12:55:28 COMMUNITIES.  
12:12:56:18 AT OUR NEXT MEETING, WE WILL  
12:12:57:24 HAVE SOME SPECIAL RECOGNITIONS  
12:12:59:15 CONNECTED TO HISPANIC HERITAGE  
12:13:01:14 MONTH, BUT IN THE MEANTIME, I  
12:13:02:29 WANT TO EXPRESS OUR APPRECIATION  
12:13:05:14 TO OUR HISPANIC STUDENTS,  
12:13:07:25 EDUCATORS, STAFF, AND FAMILIES  
12:13:10:16 FOR THE PERSPECTIVE AND TALENTS  
12:13:13:07 AND EXPERIENCES THEY BRING TO  
12:13:15:09 ARLINGTON PUBLIC SCHOOLS.  
12:13:16:23 WE ALSO WELCOME YOUR FEEDBACK  
12:13:18:07 AND ENGAGEMENT AS WE WORK TO  
12:13:20:02 ENSURE THAT ALL OF OUR STUDENTS  
12:13:22:13 INCLUDING OUR HISPANIC STUDENTS  
12:13:24:01 HAVE ACCESS TO CULTURALLY  
12:13:26:02 RESPONSIVE, INCLUSIVE, AND  
12:13:28:24 APPROPRIATELY CHALLENGING  
12:13:29:18 LEARNING.  
12:13:30:15 TONIGHT I EXTEND A WELCOME AND  
12:13:32:07 THANKS TO THE APS STAFF,  
12:13:33:15 STUDENTS, FAMILIES, AND  
12:13:35:06 ARLINGTON COMMUNITY MEMBERS WHO  
12:13:37:07 JOINED US HERE IN THIS ROOM AND  
12:13:38:26 THOSE WATCHING VIA LIVESTREAM.  
12:13:41:27 YOUR ENGAGEMENT ENSURES THIS  
12:13:42:22 PUBLIC INSTITUTION IS  
12:13:43:16 ACCOUNTABLE AND IT FURTHERS OUR  
12:13:45:12 GOAL OF WORKING SHOULDER TO  
12:13:46:27 SHOULDER TO MAKE SURE THAT ALL  
12:13:48:14 OF OUR STUDENTS WILL SUCCEED AND  
12:13:50:06 THRIVE.  
12:13:50:20 AT THIS TIME, I'M PLEASED TO  
12:13:52:09 WELCOME THE ARLINGTON CAREER  
12:13:53:23 CENTER SPACE FORCE JROTC CADET  
12:13:58:03 CORPS WHO WILL PRESENT THE

12:13:59:15 COLORS.  
12:14:00:12 PLEASE STAND.  
12:14:41:09 >> PRESENT COLORS.  
12:14:46:27 >> I PLEDGE ALLEGIANCE TO THE  
12:14:46:27 FLAG OF THE UNITED STATES OF  
12:14:46:27 AMERICA AND TO THE REPUBLIC FOR  
12:14:46:27 WHICH IT STANDS, ONE NATION  
12:14:46:27 UNDER GOD, INDIVISIBLE, WITH  
12:14:46:27 LIBERTY AND JUSTICE FOR ALL.  
12:14:57:25 >> ORDER, COLORS.  
12:14:58:19 COLOR GUARD.  
12:15:46:01 >> THIS EVENING, WE'D LIKE TO  
12:15:47:06 RECOGNIZE NATIONAL NEIGHBORHOOD  
12:15:49:20 DAY WHICH IS CELEBRATED IN  
12:15:50:29 NEIGHBORHOODS ACROSS THE COUNTRY  
12:15:52:03 ON THE THIRD SUNDAY IN SEPTEMBER  
12:15:54:09 EVERY YEAR.  
12:15:55:27 THE MISSION OF NATIONAL  
12:15:56:24 NEIGHBORHOOD DAY IS TO INSPIRE,  
12:15:58:25 BUILD, AND SUSTAIN THE  
12:16:00:23 NEIGHBORHOOD RELATIONSHIPS THAT  
12:16:01:28 WE KNOW BUILD STRONGER MORE  
12:16:04:06 CARING AND EFFECTIVE  
12:16:05:00 COMMUNITIES.  
12:16:06:11 WE AT THE SCHOOL BOARD WANT TO  
12:16:07:22 RECOGNIZE NATIONAL NEIGHBORHOOD  
12:16:08:29 DAY, BECAUSE WE KNOW THAT IT  
12:16:10:28 TAKES ALL OF US IN THE COMMUNITY  
12:16:12:26 TO NURTURE THE DEVELOPMENT OF  
12:16:14:14 OUR YOUNGEST CITIZENS.  
12:16:16:29 IT IS THEIR RIGHT TO EXPECT THE  
12:16:18:17 LEVEL OF SUPPORT AND SERVICE AND  
12:16:20:08 OPPORTUNITY FROM THIS COMMUNITY.  
12:16:23:03 IT IS IN OUR OWN BEST INTEREST  
12:16:24:18 TO FOSTER THE DEVELOPMENT OF OUR  
12:16:26:26 NEXT GENERATION OF ARLINGTON  
12:16:28:07 LEADERS AND WORKERS.  
12:16:31:06 AND IT IS THE RIGHT THING TO DO,  
12:16:32:27 BECAUSE SPENDING TIME WITH OUR  
12:16:35:28 YOUNG PEOPLE IS IMPORTANT JUST  
12:16:37:20 BECAUSE THEY ARE DELIGHTFUL  
12:16:39:11 HUMAN BEINGS, SO WE RECOGNIZE  
12:16:40:16 THAT NEIGHBORHOODS AND  
12:16:41:21 NEIGHBORHOOD GROUPS HAVE A  
12:16:42:28 REALLY IMPORTANT ROLE TO PLAY  
12:16:44:09 HERE.  
12:16:45:27 TONIGHT WE WANT TO HIGHLIGHT  
12:16:47:01 THREE NEIGHBORHOOD ORGANIZATIONS  
12:16:48:12 THAT WE VALUE FOR THEIR SUPPORT

12:16:50:04 OF ARLINGTON YOUTH AND FAMILIES.  
12:16:52:29 I'M GOING TO INVITE THEM TO COME  
12:16:54:01 UP HERE ONE BY ONE TO PRESENT  
12:16:55:20 THEM WITH CERTIFICATES AND THEN  
12:16:57:02 I WOULD LIKE FOR THEM TO STAY UP  
12:16:58:21 HERE SO WE CAN TAKE A PICTURE  
12:17:00:06 WITH OUR SCHOOL BOARD MEMBERS.  
12:17:02:25 AT THIS TIME, I'D LIKE TO INVITE  
12:17:04:24 MARCON JACKSON TO JOIN ME.  
12:17:08:14 HE IS THE VICE PRESIDENT OF  
12:17:10:12 RESIDENT SERVICES AT TRUE GROUND  
12:17:12:17 HOUSING PARTNERS, WHICH FORMERLY  
12:17:14:19 WAS KNOWN AS THE ARLINGTON  
12:17:15:27 PARTNERSHIP FOR AFFORDABLE  
12:17:17:28 HOUSING OR APAH, AN ORGANIZATION  
12:17:22:09 THAT HELPS LOWER INCOME  
12:17:23:27 NEIGHBORS GAIN ACCESS TO SAFE  
12:17:26:08 AFFORDABLE HOUSING.  
12:17:27:19 THEY ALSO PROVIDE PROGRAMS AND  
12:17:28:27 RESOURCES TO SUPPORT FAMILIES IN  
12:17:33:22 ACADEMICS, HEALTH, AND COMMUNITY  
12:17:35:04 RELATIONSHIPS.  
12:17:35:28 SOME OF THE SERVICES THAT THEY  
12:17:36:20 PROVIDE INCLUDE YOUTH ENRICHMENT  
12:17:38:25 ACTIVITIES AND ACADEMIC HELP  
12:17:40:22 LIKE PROVIDING NEW BACKPACKS  
12:17:42:27 FILLED WITH SCHOOL SUPPLIES.  
12:17:44:20 WE ARE VERY GRATEFUL FOR THE  
12:17:46:04 WORK THAT TRUE GROUND IS DOING  
12:17:47:10 TO HELP ARLINGTON FAMILIES  
12:17:49:00 ACHIEVE THEIR PERSONAL AND  
12:17:49:28 PROFESSIONAL GOALS.  
12:17:50:22 [Applause]  
12:17:53:05 NEXT, I WOULD LIKE TO INVITE  
12:18:03:12 DAVE SCHUTZ.  
12:18:07:24 THEY PROVIDE A FORUM FOR  
12:18:09:22 INDIVIDUAL CIVIC ASSOCIATIONS TO  
12:18:10:27 COME TOGETHER TO DISCUSS,  
12:18:12:12 DEBATE, INFORM, AND ADVOCATE  
12:18:14:17 AROUND IMPORTANT COMMUNITY  
12:18:15:24 ISSUES.  
12:18:16:28 ITS MEMBERS INCLUDE OVER 90  
12:18:19:02 CIVIC GROUPS REPRESENTING A  
12:18:20:10 BROAD CROSS-SECTION OF THE  
12:18:21:12 COMMUNITY.  
12:18:22:26 WHETHER THEY ARE ORGANIZING  
12:18:24:11 COMMUNITY EVENTS, ADVOCATING FOR  
12:18:26:03 LOCAL NEEDS LIKE SAFER STREETS,  
12:18:28:14 IMPROVING PUBLIC SPACES, OR

12:18:30:06 SUPPORTING OUR LOCAL SCHOOLS,  
12:18:31:21 OUR CIVIC ASSOCIATIONS AND THE  
12:18:33:18 CIVIC FEDERATION IMPROVE THE  
12:18:35:10 QUALITY OF LIFE FOR ARLINGTON  
12:18:37:15 CHILDREN AND FAMILIES.  
12:18:39:09 THANK YOU!  
12:18:40:06 [Applause]  
12:18:46:03 >> AND LAST, I WOULD LIKE TO  
12:18:47:21 INVITE SAUL REYES, THE EXECUTIVE  
12:18:52:00 DIRECTOR OF BUGATA AND SOME OF  
12:18:54:09 THE YOUNG PEOPLE THAT HE WORKS  
12:18:55:18 WITH.  
12:18:57:05 A VOLUNTEER TENANT ORGANIZATION,  
12:19:00:16 BUGATA STRIVES TO EDUCATE AND  
12:19:02:02 ADVOCATE FOR RESIDENTS WHILE  
12:19:03:23 PRESERVING AFFORDABLE HOUSING  
12:19:05:13 AND THE COMMUNITY'S ECONOMIC AND  
12:19:06:18 CULTURAL DIVERSITY.  
12:19:08:22 ESTABLISHED IN 1998 BY BUGATA,  
12:19:11:04 THE BUCKINGHAM YOUTH BRIGADE,  
12:19:13:05 WHO YOU SEE REPRESENTED HERE, IS  
12:19:15:11 AN AFTER-SCHOOL PROGRAM THAT  
12:19:17:03 HELPS TEENAGERS IN ARLINGTON  
12:19:18:24 DEVELOP LEADERSHIP SKILLS,  
12:19:20:22 SELF-ESTEEM, AND CIVIC  
12:19:22:00 RESPONSIBILITY BY WORKING HAND  
12:19:23:25 IN HAND WITH SCHOOLS.  
12:19:25:27 YOU HELP US ENSURE THAT OUR  
12:19:27:09 STUDENTS HAVE EVERY OPPORTUNITY  
12:19:28:19 TO SUCCEED AND YOU ENCOURAGE  
12:19:30:15 STUDENTS AND FAMILIES TO PERSIST  
12:19:32:19 IN ATTAINING THEIR GOALS.  
12:19:35:25 TO CONCLUDE ON BEHALF OF THE  
12:19:37:14 SCHOOL BOARD, I OFFER MY DEEPEST  
12:19:39:06 THANKS FOR YOUR DEDICATION,  
12:19:40:27 COMMITMENT, AND GENEROSITY.  
12:19:42:29 THANK YOU.  
12:19:43:06 [Applause]  
12:19:51:06 >> WE LOOK FORWARD TO WORKING  
12:19:52:08 WITH THESE GROUPS AND MANY  
12:19:53:26 OTHERS TO BUILD A BRIGHTER  
12:19:56:21 FUTURE FOR ARLINGTON'S NEXT  
12:19:58:18 GENERATION OF LEADERS AND  
12:20:00:06 CITIZENS.  
12:20:01:04 BOARD MEMBERS AND THE  
12:20:02:01 SUPERINTENDENT, PLEASE JOIN ME  
12:20:03:09 TO TAKE A GROUP PICTURE.  
12:21:02:18 >> WE ARE NOW AT CONSENT.  
12:21:04:18 MAY I HAVE A MOTION TO ADOPT OUR

12:21:06:12 CONSENT AGENDA?  
12:21:07:27 >> I MOVE TO ADOPT THE CONSENT  
12:21:09:19 AGENDA.  
12:21:10:10 >> IS THERE A SECOND?  
12:21:11:19 >> SECOND.  
12:21:13:09 >> ALL IN FAVOR, PLEASE SAY YES.  
12:21:17:05 ALL OPPOSED, PLEASE SAY NO.  
12:21:20:18 THE MOTION PASSES 4-0.  
12:21:23:27 I WOULD LIKE TO ANNOUNCE THAT  
12:21:25:05 UNDER CONSENT, THE SCHOOL BOARD  
12:21:26:14 APPROVED NEW APPOINTMENTS IN  
12:21:27:28 VARIOUS POSITIONS AT ARLINGTON  
12:21:29:16 PUBLIC SCHOOLS AS DISPLAYED ON  
12:21:31:23 THIS SLIDE.  
12:21:33:00 TO THESE NEW MEMBERS OF OUR  
12:21:34:02 COMMUNITY, WE ARE SO DELIGHTED  
12:21:35:24 THAT YOU CHOSE APS AND WE'RE SO  
12:21:37:22 GRATEFUL FOR THE TALENTS,  
12:21:39:03 SKILLS, AND KNOWLEDGE THAT WE  
12:21:41:19 KNOW YOU WILL SHARE WITH YOUR  
12:21:43:10 STUDENTS, THEIR FAMILIES, AND  
12:21:45:20 YOUR NEW COLLEAGUES.  
12:21:47:21 WE WELCOME YOU TO ARLINGTON  
12:21:48:22 PUBLIC SCHOOLS.  
12:21:49:06 IN ADDITION UNDER CONSENT, THE  
12:21:53:08 BOARD ADOPTED REVISIONS TO  
12:21:55:00 SCHOOL BOARD POLICY B-3.6.37  
12:21:58:18 TELEPHONIC PARTICIPATION IN  
12:22:00:09 SCHOOL BOARD ADVISORY COMMITTEE  
12:22:01:27 MEETINGS AND B-4.4 ELECTRONIC  
12:22:05:03 PARTICIPATION IN MEETINGS BY  
12:22:06:14 INDIVIDUAL MEMBERS TO CLARIFY  
12:22:08:21 THE GUIDELINES FOR VIRTUAL  
12:22:10:09 PARTICIPATION.  
12:22:12:00 THE SCHOOL BOARD HAS APPROVED  
12:22:13:17 THE POLICY IMPLEMENTATION  
12:22:15:27 PROCEDURE OR PIP RELATED TO THIS  
12:22:17:10 NEW POLICY AND THESE REVISED  
12:22:18:25 SCHOOL BOARD POLICIES WILL BE  
12:22:19:26 POST ON BOARD DOCS.  
12:22:23:04 WE ARE NOW AT TIME FOR  
12:22:24:19 ANNOUNCEMENTS.  
12:22:26:03 THE SCHOOL BOARD WILL HOLD THE  
12:22:27:18 FOLLOWING MEETINGS.  
12:22:31:14 SEPTEMBER 24 - WORK SESSIONS, 9  
12:22:28:10 OBSTRUCTIONAL TECHNOLOGY AT 9  
12:22:35:28 a.m., A WORK SESSION ON  
12:22:37:13 PARTNERSHIPS AT 10:45 a.m.  
12:22:40:09 ON THE CAREER CENTER PROGRAMMING

12:22:42:04 AT 1 p.m.  
12:22:44:04 2:45 p.m., A WORK SESSION ON  
12:22:46:17 PLANNING FACTORS.  
12:22:47:26 WE WILL GO INTO A CLOSED MEETING  
12:22:49:08 AT 4:30 p.m.  
12:22:51:00 ON SEPTEMBER 25TH, THE NEXT DAY,  
12:22:52:22 THE POLICY SUBCOMMITTEE WILL  
12:22:54:13 MEET AT 8 a.m. IN THE BOARD  
12:22:55:28 CONFERENCE ROOM.  
12:22:57:13 ON OCTOBER 1, WE HAVE A CLOSED  
12:22:59:05 MEETING AT 5:30 p.m. IN THE  
12:23:01:14 BOARD CONFERENCE ROOM.  
12:23:05:03 OCTOBER 8, A MEETING OF THE  
12:23:07:25 WHOLE.  
12:23:08:29 OCTOBER 9TH, THE POLICY  
12:23:11:05 SUBCOMMITTEE MEETS IN THE BOARD  
12:23:14:02 CONFERENCE ROOM.  
12:23:15:27 OCTOBER 17TH, CLOSED MEETING AT  
12:23:17:22 5:30 AND THEN A SCHOOL BOARD  
12:23:20:00 MEETING IMMEDIATELY FOLLOWING  
12:23:21:19 HERE AT 7 p.m. ON  
12:23:23:00 OCTOBER 17TH.  
12:23:24:05 A REMINDER TO OUR COMMUNITY THAT  
12:23:25:26 WE ARE STILL ACCEPTING  
12:23:27:08 APPLICATIONS FOR SCHOOL BOARD  
12:23:28:29 ADVISORY COUNCILS FOR THIS  
12:23:30:27 CURRENT SCHOOL YEAR.  
12:23:32:05 IF YOU WOULD LIKE INFORMATION  
12:23:33:12 ABOUT THOSE ADVISORY COUNCILS OR  
12:23:35:04 WISH TO APPLY, YOU CAN FIND MORE  
12:23:36:26 INFORMATION IN THE SCHOOL BOARD  
12:23:38:17 SECTION OF THE APS WEBSITE.  
12:23:41:12 BOARD MEMBERS, DO YOU HAVE ANY  
12:23:42:26 ANNOUNCEMENTS THIS EVENING?  
12:23:46:04 >> YES!  
12:23:46:11 I WOULD LIKE TO SHARE SOME  
12:23:51:26 REALLY EXCITING NEWS ABOUT ONE  
12:23:53:04 OF OUR KENMORE SEVENTH GRADERS,  
12:23:57:00 MADDIE, AND SHE HAS BEEN  
12:23:58:18 IDENTIFIED AS ONE OF 30  
12:24:00:03 FINALISTS IN THE 2024 THERMAL  
12:24:02:21 FISHER SCIENTIFIC JUNIOR  
12:24:04:22 INNOVATORS CHALLENGE WHICH IS  
12:24:06:03 THE NATION'S PREMIER S.T.E.M.  
12:24:10:04 COMPETITION FOR MIDDLE  
12:24:11:08 SCHOOLERS.  
12:24:12:06 FINALISTS GET TO TRAVEL TO  
12:24:13:11 WASHINGTON D.C. TO PARTICIPATE  
12:24:16:03 IN FINALS WEEK OF THE

12:24:17:18 COMPETITION.  
12:24:19:26 AND I WOULD LIKE TO SHARE A  
12:24:20:28 LITTLE BIT ABOUT MADDIE'S  
12:24:22:12 PROJECT, BECAUSE I LEARNED  
12:24:24:17 SOMETHING JUST FROM READING THE  
12:24:26:02 DESCRIPTION.  
12:24:28:16 THE BACKGROUND -- I'M NOT GOING  
12:24:30:14 TO PRONOUNCE THE TITLE,  
12:24:31:19 BECAUSE -- THE BACKGROUND IS  
12:24:33:07 THAT MADDIE HAS ALWAYS WANTED TO  
12:24:34:23 SEE THE AURORA BOREALIS OR  
12:24:36:08 NORTHERN LIGHTS AND DESPITE MANY  
12:24:38:06 MY ATTEMPTS, SHE SAYS, I HAVEN'T  
12:24:40:02 SEEN THE NORTHERN LIGHTS AND  
12:24:41:11 THIS LED ME TO THE NEXT BEST  
12:24:44:06 THING, RESEARCH.  
12:24:45:24 THE AURORA BOREALIS IS CAUSED BY  
12:24:49:20 MASS EJECTIONS, CLOUDS OF PLASMA  
12:24:51:20 AND MAGNETIC FIELDS SPURTING  
12:24:54:16 FROM THE SUN'S CORONA.  
12:24:56:14 THEY CREATE A BEAUTIFUL LIGHT  
12:24:57:29 SHOW, BUT THEY CAN TAKE OUT  
12:25:00:18 SATELLITES AND INCREASE CANCER  
12:25:02:02 RISK FOR ASTRONAUTS.  
12:25:03:14 MADDIE DECIDED TO FIND OUT WHAT  
12:25:04:26 TIME OF YEAR THEY'RE AT THEIR  
12:25:10:12 STRONGEST.  
12:25:11:26 SPRING AND FALL IS WHEN THE  
12:25:13:04 VELOCITY IS IN THE HIGHEST.  
12:25:15:10 MADDIE IS ALSO A SOCCER PLAYER  
12:25:16:16 AND SHE WANTS TO AN  
12:25:23:04 ASTROPHYSICIST.  
12:25:30:04 >> WE'RE NOW AT SUPERINTENDENT'S  
12:25:31:25 ANNOUNCEMENT --  
12:25:32:25 >> OH, I HAVE ONE.  
12:25:33:27 >> OH, ONE MORE!  
12:25:36:22 >> I HAVE ONE ANNOUNCEMENT.  
12:25:38:21 LAST NIGHT I HAD THE JOY AND  
12:25:39:26 PLEASURE OF MEETING WITH THE  
12:25:41:12 STUDENT ADVISORY BOARD AND I  
12:25:42:06 WANTED TO GIVE THOSE STUDENTS A  
12:25:44:12 SPECIFIC SHOUTOUT.  
12:25:46:00 THEY WERE GIVING US FEEDBACK ON  
12:25:47:24 THE PROPOSED DRAFT OF THE CELL  
12:25:50:19 PHONE POLICY, AND THEY WERE  
12:25:53:21 ASKING LOTS OF REALLY INCREDIBLE  
12:25:55:25 SUBSTANTIVE QUESTIONS PUSHING  
12:25:57:23 BACK ON LOTS OF GOOD THINKING.  
12:26:00:06 AND I JUST WANT TO ENCOURAGE ALL

12:26:01:27 STUDENTS, IF YOU ARE NOT ALREADY  
12:26:03:12 ENGAGED IN THE S.A.B. TO ENGAGE  
12:26:05:18 WITH THEM AND ALSO TO MAKE YOUR  
12:26:07:20 VOICE HEARD OVER THE COURSE OF  
12:26:09:05 THE NEXT SEVERAL MONTHS AS THIS  
12:26:10:27 POLICY IS BEING DISCUSSED.  
12:26:14:14 I WANTED TO GIVE THAT GROUP OF  
12:26:15:22 STUDENTS A SHOUTOUT FOR ENGAGING  
12:26:17:28 COLLABORATIVELY AND IT SHOWS THE  
12:26:19:07 IMPORTANCE OF LISTENING TO OUR  
12:26:20:09 STUDENTS.  
12:26:20:27 >> THANK YOU.  
12:26:23:00 WE ARE NOW AT SUPERINTENDENT'S  
12:26:25:02 ANNOUNCEMENTS.  
12:26:25:23 DR. DURAN, DO YOU HAVE  
12:26:26:14 ANNOUNCEMENTS?  
12:26:26:28 >> YES, I DO, THANK YOU,  
12:26:29:01 Ms. KADERA.  
12:26:31:00 SO WE'RE GOING TO START OUT WITH  
12:26:32:15 OUR VERY FIRST "EVERY STUDENT  
12:26:36:12 COUNTS" VIDEO.  
12:26:38:24 LATER THIS EVENING, WE'RE GOING  
12:26:39:18 TO HEAR ACADEMIC DATA UPDATE  
12:26:42:02 FROM OUR CHIEF ACADEMIC OFFICE,  
12:26:43:27 Dr. MANN, AND SHOW HOW OUR  
12:26:45:22 STUDENTS ARE PROGRESSING IN  
12:26:46:23 READING, MATH, SCIENCE, AND  
12:26:48:25 SOCIAL STUDIES.  
12:26:49:27 SO ACCOMPANY THAT PRESENTATION,  
12:26:51:08 TONIGHT'S VIDEO SHOWS A  
12:26:53:16 SUCCESSFUL INSTRUCTIONAL TEAM AT  
12:26:55:08 GUNSTON MIDDLE SCHOOL AND THE  
12:26:56:23 STRATEGIES THEY'RE USING TO HELP  
12:26:58:14 STUDENTS ACHIEVE GROWTH AND MEET  
12:27:00:22 PROFICIENCY GOALS IN MATH.  
12:27:02:17 THIS VIDEO IS ALSO HIGHLIGHTING  
12:27:03:22 HOW TEACHERS ARE WORKING  
12:27:05:00 COLLABORATIVELY TO SERVE OUR  
12:27:06:01 STUDENTS, OUR ENGLISH LEARNERS,  
12:27:07:27 HISPANIC AND BLACK STUDENTS,  
12:27:09:15 BASED ON THEIR INDIVIDUAL  
12:27:10:15 STRENGTHS AND NEEDS, SO LET'S  
12:27:12:04 TAKE A WATCH.  
12:27:13:05 [MUSIC]  
12:27:13:22 >> WE'RE AT GUNSTON TODAY TO  
12:27:16:27 HIGHLIGHT THE POWER OF  
12:27:17:18 COLLABORATION.  
12:27:18:09 YOU'LL HEAR FROM A TEAM THAT  
12:27:19:05 WORKED TOGETHER LAST YEAR TO



12:27:20:19 PLAN PURPOSEFULLY FOR STUDENTS  
12:27:23:25 AND REALLY SAW SOME GREAT  
12:27:25:26 OUTCOMES FOR THE SUCCESS OF  
12:27:27:21 ENGLISH LEARNERS.  
12:27:28:25 >> I THINK HAVING THREE TEACHERS  
12:27:30:10 INSIDE OF OUR CLASSROOM REALLY  
12:27:31:15 WAS A BENEFIT.  
12:27:32:10 WE WERE ABLE TO TEACH A LOT OF  
12:27:33:17 DIFFERENT STRATEGIES TO A LOT OF  
12:27:34:22 STUDENTS, SO WE HAD MATH  
12:27:36:10 INTERVENTIONIST, AN EL TEACHER  
12:27:40:09 AND THEN ME.  
12:27:42:06 IT JUST GAVE TEACHERS AND  
12:27:43:11 STUDENTS MORE TIME TO WORK STEP  
12:27:46:26 BY STEP USING WHITEBOARDS, DOING  
12:27:49:05 WORKSHEETS TOGETHER.  
12:27:50:23 THEY CAN ALSO DISCUSS WITH A  
12:27:51:18 PARTNER, PROCESS THROUGH THINGS,  
12:27:54:00 AND SO WE USED TO A LOT OF  
12:27:55:08 THINGS TO HELP STUDENTS ENGAGE  
12:27:59:16 WITH THE CONTENT AND WITH EACH  
12:28:01:05 OTHER MORE AND REALLY PRACTICE  
12:28:02:13 USING THAT LANGUAGE AROUND MATH.  
12:28:04:08 >> AND WITH HAVING THREE  
12:28:05:25 TEACHERS IN THERE, YOU CAN BE  
12:28:09:00 SUCCESSFUL WITH MEETING  
12:28:09:25 EVERYBODY'S NEEDS.  
12:28:10:26 KIDS THAT NEED CHALLENGES, KIDS  
12:28:13:12 THAT NEEDED A LITTLE MORE TIME  
12:28:15:07 AND SUPPORT AND OPPORTUNITIES.  
12:28:16:12 >> THEY'RE, LIKE, MY FAVORITE  
12:28:18:20 TEACHERS FROM LAST YEAR!  
12:28:20:25 THEY'RE JUST SO FUN AND THEY  
12:28:21:26 MAKE ME FEEL HAPPY.  
12:28:26:09 MY TEACHERS WERE SO STRICT IN MY  
12:28:28:19 OTHER SCHOOL.  
12:28:29:14 THEY WERE SCREAMING AT ME.  
12:28:32:09 YOU HAVE TO DO IT BY YOURSELF,  
12:28:33:14 YOU HAVE TO LEARN EVERYTHING  
12:28:34:15 THAT I SAID.  
12:28:36:03 AND HERE, TEACHERS ARE TRYING TO  
12:28:37:18 HELP ME.  
12:28:38:19 >> WE WOULD DIVIDE AND CONQUER.  
12:28:41:01 SO THE LANGUAGE GOAL, THE  
12:28:42:25 LEARNING GOAL, ANY VOCABULARY  
12:28:44:27 WAS ALL DONE BY THE EL TEACHER.  
12:28:47:16 I KIND OF LED MOST OF OUR GUIDED  
12:28:49:18 PRACTICES OR WHATEVER WE WERE  
12:28:51:03 LEARNING THAT DAY.

12:28:52:05 AND THEN AMY REALLY HELPS WITH  
12:28:55:06 SMALL-GROUP INTERVENTION AND  
12:28:56:21 HELPING THE KIDS THAT NEEDED  
12:28:58:00 EXTRA TIME.  
12:28:58:25 >> THE WAY WE DID SO MANY SMALL  
12:29:01:13 GROUPS IN THERE AND THAT I  
12:29:02:18 WASN'T JUST WORKING WITH CERTAIN  
12:29:03:27 KIDS, THERE WAS NEVER THAT KIND  
12:29:06:04 OF -- IF I'M WORKING IN A SMALL  
12:29:08:00 GROUP, THERE MUST BE SOMETHING  
12:29:10:01 WRONG.  
12:29:11:02 I FELT LIKE THAT WAS HUGE IN  
12:29:12:06 THAT CLASS AS WELL.  
12:29:13:08 >> SO IT HELPED ME A LOT GOING  
12:29:15:10 INTO SMALL GROUP AND IT REALLY  
12:29:18:25 HELPED ME, BECAUSE SHE EITHER  
12:29:21:00 TAUGHT ME NEW WAYS TO USE A  
12:29:22:29 TRICK OR DIFFERENT WAYS TO USE  
12:29:25:27 SOMETHING.  
12:29:26:12 >> FOR A LOT OF OUR EL STUDENTS,  
12:29:27:23 IT CAN FEEL VERY OVERWHELMING TO  
12:29:29:29 BE FOCUSING ON ALL THE THINGS  
12:29:33:04 THEY COULD BE POSSIBLY LEARNING  
12:29:34:12 ACROSS THE CLASS, SO JUST  
12:29:35:24 KNOWING WHAT THE PRIORITIES WERE  
12:29:37:22 REALLY HELPED THEM FOCUS ON WHAT  
12:29:39:00 WAS A NEED TO LEARN VERSUS MAYBE  
12:29:41:02 WHAT THEY COULD LEARN.  
12:29:42:27 >> I WAS IN ALD, AN ENGLISH  
12:29:46:06 LEARNER, AND SOMETIMES IT HELPS  
12:29:47:27 ME GET BETTER AT MY ENGLISH AND  
12:29:49:29 MATH.  
12:29:50:27 HOW TO MULTIPLY IN MY HEAD AND  
12:29:52:18 HOW TO SUBTRACT AND ADD IN MY  
12:29:54:21 HEAD TOO.  
12:29:55:12 >> OVER THE COURSE OF THE YEAR,  
12:29:56:17 A LOT OF STUDENTS GREW BY LEAPS  
12:29:58:08 AND BOUNDS BOTH BECAUSE THEY  
12:29:59:16 WERE ABLE TO ACCESS MATH SKILLS  
12:30:01:14 THEY HAD IN THEIR ORIGINAL  
12:30:02:25 LANGUAGE AS WELL AS GAIN NEW  
12:30:04:10 MATH SKILLS AS THE YEAR  
12:30:05:21 PROGRESSED.  
12:30:06:12 >> SO ONCE THEY START TO GRASP  
12:30:08:08 CONCEPTS, WE HAVE THEM KIND OF  
12:30:09:24 BECOME THE TEACHER.  
12:30:10:22 AND THEY LEARN MORE FROM BEING  
12:30:12:03 THE TEACHER AS WELL, BECAUSE  
12:30:14:12 IT'S NOT JUST THEM GIVING THE

12:30:15:24 OTHER STUDENT THE ANSWER, BUT  
12:30:17:00 ALSO THE STEPS TO GET TO THAT  
12:30:18:02 ANSWER.  
12:30:18:16 >> IF I HAVE TO EXPLAIN TO A LOT  
12:30:19:24 OF PEOPLE WHAT TO DO, I HAVE TO  
12:30:22:22 KNOW IT FIRST BEFORE I EXPLAIN  
12:30:24:10 IT TO OTHER PEOPLE.  
12:30:25:18 I HAVE TO KNOW THE EXACT THING  
12:30:26:23 WHAT I'M GOING TO SAY, AND I  
12:30:28:02 HAVE TO DO IT BY MYSELF FIRST.  
12:30:30:04 >> I WAS FEELING SMART.  
12:30:32:29 I WAS FEELING HAPPY,  
12:30:34:04 COMFORTABLE.  
12:30:36:11 BECAUSE MY FRIENDS UNDERSTOOD  
12:30:37:18 WHAT I WAS TRYING TO EXPLAIN.  
12:30:40:04 >> THIS IS VERY HELPFUL FOR OUR  
12:30:44:18 DAUGHTER.  
12:30:45:12 THAT'S WHY SHE'S GROWING IN  
12:30:48:17 ENGLISH SKILLS AND MATH ALSO.  
12:30:52:12 AND WE ARE SO THANKFUL FOR THE  
12:30:56:07 GUNSTON MIDDLE SCHOOLS, ALL OF  
12:30:58:13 THE TEACHERS.  
12:31:00:14 I'M SO THANKFUL FOR THIS.  
12:31:02:06 >> WE ALL HAD DIFFERENT, LIKE,  
12:31:03:24 GIFTS AND STRENGTHS THAT WE  
12:31:05:27 BROUGHT TO THE TABLE, AND SO WE  
12:31:07:24 GAVE EACH OTHER ENOUGH SPACE AND  
12:31:09:26 ENOUGH TRUST TO BE ABLE TO  
12:31:11:04 EXERCISE THOSE STRENGTHS AND  
12:31:14:03 GIFTS.  
12:31:14:27 >> WE JUST LISTENED TO EACH  
12:31:16:06 OTHER AND WE WANTED TO TRY  
12:31:17:18 ANYTHING.  
12:31:18:18 IT WASN'T, LIKE, OH, I WAS  
12:31:20:00 UNCOMFORTABLE DOING THIS.  
12:31:21:11 WE TRUSTED EACH OTHER AS A TEAM.  
12:31:26:06 >> WHEN YOU'RE COLLABORATING, IT  
12:31:27:28 WAS BENEFICIAL AND IT HELPED ALL  
12:31:29:29 THE KIDS.  
12:31:31:27 >> SHE WAS VERY NICE, ALWAYS  
12:31:33:02 WAS, LIKE, KIND, ANSWERING US,  
12:31:37:04 SHOWING US HOW TO DO IT.  
12:31:39:05 WHEN WE WERE SAD OR UPSET WITH  
12:31:40:11 SOMETHING OUTSIDE OF SCHOOL,  
12:31:41:19 SHE'D ALWAYS COME TO US, ASK US,  
12:31:44:01 WAS EVERYTHING OKAY?  
12:31:45:12 SHE ALWAYS HELPED US TO BE  
12:31:48:10 HAPPY.  
12:31:49:08 >> THE MORE CONFIDENT THAT THEY

12:31:50:09 FEEL IN THEIR STRATEGIES THAT  
12:31:52:04 THEY HAVE, THE MORE THEY'RE  
12:31:54:02 GOING TO FEEL LIKE THEY CAN  
12:31:55:27 PROBLEM SOLVE AND THAT'S WHAT I  
12:31:57:04 WANT TO TEACH, THEM PROBLEM  
12:31:58:19 SOLVING, NOT THEM JUST KNOWING  
12:32:00:09 THE RULE TO THE MATH PROBLEM.  
12:32:01:24 I WANT THEM TO LOOK AT A PROBLEM  
12:32:02:29 THEY MAY NOT KNOW AND FEEL LIKE  
12:32:04:18 THEY CAN PERSEVERE AND TRY IT.  
12:32:06:17 AND THAT'S AWESOME TO SEE EVEN  
12:32:08:14 ME, JUST GAINING IN CONFIDENCE,  
12:32:10:29 MAKES THEM DO BETTER ON THESE  
12:32:15:21 TESTS.  
12:32:16:09 >> I LEARNED A LOT AND IT WAS A  
12:32:17:25 VERY FUN MATH CLASS.  
12:32:20:00 >> DON'T HATE MATH, BECAUSE  
12:32:22:02 YOU'RE GOING TO LIKE IT AT THE  
12:32:23:13 END OF THE YEAR.  
12:32:25:15 >> SO SHOUTOUT TO THE TEAM AT  
12:32:27:17 GUNSTON, BUT SO MANY OF OUR  
12:32:29:00 TEACHERS AT EVERY SCHOOL WHO  
12:32:30:11 WORK COLLABORATIVELY TO HELP  
12:32:31:19 PLAN AND SUPPORT THEIR STUDENTS.  
12:32:33:18 AS Ms. KADERA SAID, WE KICKED  
12:32:35:06 OFF HISPANIC HERITAGE MONTH HERE  
12:32:36:21 IN APS CELEBRATING THAT FROM  
12:32:38:24 SEPTEMBER 15TH TO OCTOBER 15TH  
12:32:40:22 AND THIS IS A VERY IMPORTANT  
12:32:41:27 MONTH BECAUSE IT CELEBRATES --  
12:32:43:25 EVERY YEAR WE CELEBRATE AND  
12:32:45:16 APPRECIATE THE HERITAGE AND  
12:32:46:21 CONTRIBUTIONS OF ALL OF OUR  
12:32:47:26 STUDENTS IN APS AND LATINO AND  
12:32:50:14 HISPANIC AMERICANS IN OUR  
12:32:52:22 COMMUNITY AND OUR COUNTRY AND  
12:32:53:27 OUR COUNTY.  
12:32:54:28 IT'S SUCH AN IMPORTANT THING TO  
12:32:56:09 RECOGNIZE.  
12:32:57:07 AND IN FACT, IN APS, OVER 30%,  
12:32:59:03 ONE THIRD OF OUR STUDENTS, ABOUT  
12:33:00:15 A THIRD OF THEM IDENTIFY AS  
12:33:02:07 HISPANIC OR LATINO.  
12:33:04:08 SO THROUGHOUT THE MONTH, OUR  
12:33:05:09 SCHOOLS WILL BE DOING A VARIETY  
12:33:06:11 OF EVENTS, CLASSROOM LESSONS.  
12:33:08:10 WE HAVE HERITAGE NIGHTS  
12:33:10:01 CELEBRATING HISPANIC HERITAGE  
12:33:11:06 MONTH AND I HOPE EVERYONE WILL

12:33:12:21 PARTAKE IN MANY OF THOSE.  
12:33:14:20 THE THEME THIS YEAR IS PIONEERS  
12:33:18:29 OF CHANGE, SHAPING THE FUTURE  
12:33:20:11 TOGETHER.  
12:33:21:09 I'M EXCITED AT OUR NEXT SCHOOL  
12:33:22:27 BOARD MEETING THAT WE WILL HAVE  
12:33:24:18 AN OPPORTUNITY TO HIGHLIGHT OUR  
12:33:27:13 HIGH SCHOOL HISPANIC LEADERS  
12:33:28:20 FROM EACH OF OUR SCHOOLS THAT  
12:33:31:06 HAVE BEEN IDENTIFIED BY THEIR  
12:33:32:14 SCHOOLS AND WE'RE ALSO HAVING A  
12:33:34:02 VERY SPECIAL RECOGNITION THIS  
12:33:35:00 YEAR BECAUSE OF THE HISPANIC  
12:33:38:15 PRINCIPAL OF THE YEAR FOR THE  
12:33:40:06 COUNTRY WAS CHOSEN AS ONE OF OUR  
12:33:41:25 OWN, CARLOS RAMIREZ FROM  
12:33:43:20 RANDOLPH.  
12:33:44:18 AND ONE STUDENT, HISPANIC  
12:33:45:29 STUDENT IN THE ENTIRE COUNTRY,  
12:33:48:07 WAS CHOSEN, DAPHNE, FROM THE  
12:33:50:09 CAREER CENTER.  
12:33:51:00 ONE IN THE WHOLE COUNTRY, SO  
12:33:52:12 WE'RE VERY EXCITED TO RECOGNIZE  
12:33:53:14 THEM AT OUR NEXT BOARD MEETING.  
12:33:55:26 THEY'LL BE RECEIVING THAT HONOR  
12:33:56:28 AT A NATIONAL CONFERENCE IN  
12:33:58:22 PORTLAND, OREGON.  
12:34:01:01 AS A REMINDER TO OUR FAMILIES,  
12:34:02:07 WE CONTINUE TO OFFER THE ABILITY  
12:34:03:22 FOR YOU TO STAY INFORMED OF YOUR  
12:34:05:14 STUDENT'S USE OF INTERNET  
12:34:07:02 RESOURCES ON APS DEVICES THROUGH  
12:34:09:14 LIGHTSPEED.  
12:34:10:19 MANY FAMILIES HAVE OPTED IN AS  
12:34:11:21 YOU CAN SEE.  
12:34:12:15 WE DO HAVE A LARGE NUMBER ON THE  
12:34:14:00 SLIDE THAT HAVE OPTED IN.  
12:34:15:29 WE'VE HAD 1,654 WHO'VE OPTED IN  
12:34:20:02 TO DATE.  
12:34:21:17 FAMILIES CAN DO THAT THROUGH  
12:34:22:24 ParentVue.  
12:34:23:25 REACH OUT TO YOUR SCHOOL TO FIND  
12:34:25:03 OUT HOW YOU CAN SIGN UP FOR  
12:34:26:22 THIS.  
12:34:27:29 YOU'LL RECEIVE A WEEKLY REPORT  
12:34:29:07 IF YOU SIGN UP SO IT'S A  
12:34:31:15 SIGN-IN, OPT-IN.  
12:34:33:20 THIS WEEKLY REPORT WILL SHARE  
12:34:35:15 WITH YOU THE WEBSITES, THE

12:34:36:24 BROWSING DATA OF YOUR CHILD.  
12:34:38:19 WE'RE ALSO WORKING WITH  
12:34:39:14 LIGHTSPEED TO ADD A FEATURE TO  
12:34:41:06 ALLOW FAMILIES TO VIEW THE  
12:34:42:07 AMOUNT OF TIME SPENT ON EACH  
12:34:44:16 SITE, BUT THAT'S CURRENTLY NOT  
12:34:45:25 AVAILABLE FROM THE VENDOR, SO  
12:34:48:19 WE'VE MADE THAT REQUEST.  
12:34:49:24 FAMILIES CAN VISIT THE LINK ON  
12:34:50:26 OUR SLIDE TO LEARN MORE AND  
12:34:53:29 REGISTER.  
12:34:54:20 I'M VERY EXCITED TO MAKE THIS  
12:34:55:22 ANNOUNCEMENT.  
12:34:56:23 I MET LAST YEAR WITH PRESIDENT  
12:34:58:14 WASHINGTON FROM GEORGE MASON AND  
12:35:00:05 WE ARE PARTNERING WITH THEM IN A  
12:35:02:12 DIFFERENT WAY.  
12:35:03:13 WE'VE LONG PARTNERED WITH GMU,  
12:35:04:25 BUT THIS YEAR WE'RE EXCITED TO  
12:35:06:07 PARTNER WITH THEM TO OFFER A  
12:35:07:22 DIRECT PATH TO COLLEGE ADMISSION  
12:35:09:07 FOR CERTAIN STUDENTS THAT ARE  
12:35:10:15 QUALIFIED AT OUR SCHOOLS.  
12:35:12:21 THEY ARE DOING A PILOT AND SO  
12:35:13:26 THEY'RE NOT DOING IT FOR ALL  
12:35:15:02 SCHOOLS, BUT THEY'RE PILOTING IN  
12:35:17:00 SEVERAL SCHOOL DIVISIONS IN THE  
12:35:18:17 AREA.  
12:35:19:05 AND SO AT OUR ARLINGTON CAREER  
12:35:21:26 CENTER, WNL AND WAKEFIELD, 23  
12:35:26:13 TOTAL HIGH SCHOOLS ARE PART OF  
12:35:27:18 THIS PILOT.  
12:35:29:12 THIS PROGRAM WILL PROVIDE DIRECT  
12:35:31:03 ADMISSION TO GMU FOR APS SENIORS  
12:35:32:29 WHO HAVE A 3.25 GPA OR HIGHER.  
12:35:36:12 THAT'S THE SOLE QUALIFICATION.  
12:35:37:21 THEY WILL GET A DIRECT  
12:35:38:19 ADMISSION.  
12:35:39:10 THEY WILL NOT HAVE TO APPLY.  
12:35:40:25 THEY WILL NOT HAVE TO HAVE  
12:35:43:16 LETTERS OF RECOMMENDATION OR PAY  
12:35:46:27 APPLICATION FEES.  
12:35:48:03 THEY WILL JUST BE ADMITTED  
12:35:49:22 SHOULD THEY CHOOSE TO WANT TO  
12:35:51:13 ATTEND.  
12:35:52:14 STUDENTS EARNING THIS WILL BE  
12:35:53:18 INFORMED THE WEEK OF  
12:35:54:16 SEPTEMBER 23RD, VERY EXCITED TO  
12:35:57:08 ANNOUNCE THAT BASED ON THE DATA,

12:35:58:21 WE WILL BE HAVING DIRECT OFFER  
12:36:01:01 ADMISSIONS TO 776 APS HIGH  
12:36:03:17 SCHOOL SENIORS.  
12:36:05:21 THE PROGRAM AGAIN IS AT THOSE  
12:36:07:06 SCHOOLS ONLY FOR NOW AND WE HOPE  
12:36:08:15 TO EXPAND IT TO ALL OF THEM AND  
12:36:10:24 DIRECT ADMISSIONS ARE A GREAT  
12:36:12:03 WAY FOR OUR STUDENTS TO BE ABLE  
12:36:13:18 TO HAVE THAT OPPORTUNITY TO NOT  
12:36:15:27 HAVE TO GO THROUGH THOSE EXTRA  
12:36:17:08 STEPS TO APPLY.  
12:36:18:10 THEY'VE EARNED IT THROUGH THEIR  
12:36:19:14 GPA AND I THANK PRESIDENT  
12:36:21:08 WASHINGTON FOR THE MEETING HE  
12:36:23:07 AND I HAD AND HIS ABILITY TO SAY  
12:36:25:09 YES WHEN I SAID, WHY ISN'T  
12:36:27:24 ARLINGTON INVOLVED IN THIS  
12:36:28:19 PILOT?  
12:36:29:06 HE SAID, WELL, WE'LL MAKE IT  
12:36:30:18 HAPPEN, SO THANK YOU TO  
12:36:31:10 MR. STOCKTON WHO DID A LOT OF  
12:36:34:07 THE BEHIND-THE-SCENES WORK TO  
12:36:35:15 GET THE WORK DONE THERE.  
12:36:37:21 CONTINUING WITH THAT, WE HAVE AN  
12:36:40:03 ADDITIONAL PARTNERSHIP, A  
12:36:41:07 PROGRAM ON WEDNESDAY,  
12:36:42:05 SEPTEMBER 25TH TO HELP FOSTER  
12:36:44:09 LEADERSHIP AND CREATE WELCOMING  
12:36:45:28 SCHOOL ENVIRONMENTS.  
12:36:46:23 THERE ARE APPROXIMATELY 70  
12:36:48:14 STUDENTS FROM MIDDLE SCHOOLS AND  
12:36:49:25 HIGH SCHOOLS AND 13 CLUB  
12:36:51:16 SPONSORS WILL BE ATTENDING A  
12:36:58:09 MENTORING AND STUDENT AMBASSADOR  
12:36:59:28 PROGRAM.  
12:37:00:19 THEY WERE SELECTED TO RECEIVE  
12:37:03:20 LEADERSHIP TRAINING TO SERVE AS  
12:37:05:08 AMBASSADORS TO WELCOME NEW  
12:37:06:20 STUDENTS TO THEIR SCHOOLS AND  
12:37:07:25 IT'S AN IMPORTANT OPPORTUNITY  
12:37:08:26 NOT JUST FOR THESE STUDENTS BUT  
12:37:10:14 FOR THEIR SCHOOLS TO CREATE  
12:37:11:26 WELCOMING ENVIRONMENTS THAT ARE  
12:37:14:02 CULTURALLY INCLUSIVE.  
12:37:15:02 AND TO CONCLUDE MY  
12:37:19:10 ANNOUNCEMENTS, I ALWAYS END WITH  
12:37:20:16 A BRIGHT SPOT.  
12:37:22:00 THIS WEEK'S BRIGHT SPOT IN LINE  
12:37:23:12 WITH STUDENTS, STUDENTS,

12:37:25:11 STUDENTS, IS SHINING A LIGHT ON  
12:37:26:24 THE OUTSTANDING STUDENTS WHO  
12:37:28:01 CONTINUE TO MAKE APS PROUD.  
12:37:29:27 WE ANNOUNCED 22 APS SENIORS  
12:37:31:18 NAMED NATIONAL MERIT  
12:37:33:09 SEMIFINALISTS.  
12:37:36:24 THESE SENIORS JOINED 16,000  
12:37:39:02 SEMIFINALISTS NATIONALLY WHO  
12:37:42:24 QUALIFIED BY TAKING THE TEST AND  
12:37:45:27 THESE STUDENTS WILL HAVE THE  
12:37:46:25 OPPORTUNITY TO COMPETE FOR  
12:37:49:10 APPROXIMATELY 6870 SCHOLARSHIPS  
12:37:52:18 WORTH \$26 MILLION.  
12:37:54:06 SO CONGRATULATIONS TO OUR  
12:37:56:17 SENIORS WHOSE NAMES YOU CAN SEE  
12:37:57:29 ON THE SLIDE.  
12:37:58:27 WE'RE PROUD OF THE WORK THEY'VE  
12:37:59:25 DONE.  
12:38:01:18 WITH THAT, Ms. KADERA, I  
12:38:03:10 CONCLUDE MY ANNOUNCEMENTS, THANK  
12:38:04:12 YOU.  
12:38:06:03 >> THOSE WERE SOME PRETTY  
12:38:07:11 WONDERFUL ANNOUNCEMENTS TONIGHT,  
12:38:08:25 THANK YOU.  
12:38:10:23 WOW.  
12:38:12:04 COLLEAGUES, DO YOU HAVE  
12:38:12:17 QUESTIONS ABOUT THE  
12:38:13:02 ANNOUNCEMENTS?  
12:38:15:06 ANYTHING OVER HERE?  
12:38:15:28 >> NO.  
12:38:16:25 BUT THAT VIDEO JUST WARMS MY  
12:38:18:10 MATH TEACHER HEART!  
12:38:21:12 >> I KNEW WE'D GET HER WITH THE  
12:38:23:11 MATH!  
12:38:25:18 I WANT TO SAY AGAIN ECHO THE  
12:38:27:20 APPRECIATION THAT WENT INTO THE  
12:38:28:22 WORK FOR THE GEORGE MASON  
12:38:30:19 ANNOUNCEMENTS.  
12:38:33:27 AND JUST, YOU KNOW, NOTE THAT WE  
12:38:36:05 HAVE SO MANY RESOURCES IN OUR  
12:38:38:20 COMMUNITY.  
12:38:40:14 EDUCATIONAL INSTITUTIONS,  
12:38:41:12 CULTURAL INSTITUTIONS.  
12:38:43:00 AND THESE ARE THE KINDS OF  
12:38:44:22 PARTNERSHIPS AND COLLABORATIONS  
12:38:45:23 WE REALLY HOPE TO CULTIVATE WITH  
12:38:47:12 MORE AND MORE OF OUR NEIGHBORS  
12:38:49:00 IN ARLINGTON.  
12:38:50:05 AND I'M VERY GRATEFUL TO GEORGE



12:38:51:26 MASON FOR THE TWO PROGRAMS THAT  
12:38:55:00 DR. DURAN HIGHLIGHTED AND JUST  
12:38:56:02 NOTE THAT THERE ARE MORE.  
12:38:57:27 SO ONE OF THE PROGRAMS, FOR  
12:38:59:01 INSTANCE, THAT BENEFITS MY  
12:39:00:06 COLLEAGUES AND I IS THE GEORGE  
12:39:01:24 MASON SPONSORS RELI THAT BRINGS  
12:39:11:05 TOGETHER ELECTEDS FROM NINE  
12:39:12:26 DIFFERENT COUNTIES WHERE WE'RE  
12:39:14:04 ABLE TO SHARE IDEAS.  
12:39:16:02 WE'RE INFORMED BY RESEARCH FROM  
12:39:18:14 GEORGE MASON'S EDUCATION  
12:39:19:11 DEPARTMENT OR SCHOOL OF  
12:39:20:12 EDUCATION.  
12:39:21:23 AND MASON IS JUST DOING A LOT OF  
12:39:23:08 REALLY WONDERFUL THINGS TO  
12:39:24:16 SUPPORT PUBLIC EDUCATION IN OUR  
12:39:26:21 COMMUNITY.  
12:39:27:05 SO THANK YOU TO THEM.  
12:39:28:16 OKAY, WE ARE NOW AT PUBLIC  
12:39:35:27 COMMENT ON AGENDA AND NON-AGENDA  
12:39:38:09 ITEMS.  
12:39:40:23 PLEASE TURN YOUR ATTENTION TO  
12:39:41:13 THE TVS WHERE YOU'LL SEE A VIDEO  
12:39:43:22 PRODUCED BY THE AETV AND  
12:39:46:11 STUDENTS -- AND THE VIDEO WILL  
12:39:48:26 NOW REVIEW OUR PUBLIC COMMENT  
12:39:51:10 GUIDELINES.  
12:42:45:28 >> OKAY, I'LL CALL OUR SPEECHES  
12:42:47:06 TO LINE UP.  
12:42:53:25 [ READING NAMES ]  
12:42:56:04 FIRST SPEAKER, NATALIA CRISPEN.  
12:43:01:03 NEXT SPEAKER, JOSH WOHL.  
12:43:05:09 OH, I APOLOGIZE.  
12:43:30:25 >> HELLO, MY NAME IS NATALIA.  
12:43:33:28 I HAVE A STUDENT AT KENMORE  
12:43:35:10 MIDDLE SCHOOL.  
12:43:36:14 I AM HERE BECAUSE I FEEL LIKE  
12:43:38:26 THIS IS WHERE THE PROBLEM WOULD  
12:43:41:13 COME TO.  
12:43:42:15 SO WHAT'S GOING ON IS ON OUR  
12:43:49:00 BUS, THE 75, THIS JUST HAPPENED  
12:43:50:29 ON MONDAY, THE PRINCIPAL HAS TWO  
12:43:54:08 GROUPS.  
12:43:55:03 ONE GROUP OF GIRLS AND ONE GROUP  
12:43:56:14 OF BOYS.  
12:43:57:12 IF ONE KID MISBEHAVES, WE'LL  
12:43:59:14 HAVE TO WAIT FOR THE SECOND BUS,  
12:44:01:19 WHICH THE FIRST BUS COMES AT

12:44:04:07 2:48 AND THE SECOND BUS COMES AT  
12:44:08:23 2:54.  
12:44:10:04 MY THING IS THAT I THINK IT'S  
12:44:12:15 NOT RIGHT FOR ONE KID MISTAKE  
12:44:16:24 FOR EVERY KID TO BE PAYING FOR  
12:44:18:16 IT.  
12:44:19:27 AND THAT WILL SLOW ME DOWN, FOR  
12:44:21:12 EXAMPLE, MY DAUGHTER HAD TO BE  
12:44:24:03 THERE EARLY TO PICK UP HER  
12:44:25:18 LITTLE SISTER OR IF WE HAVE SOME  
12:44:27:03 ERRANDS TO GO, THAT SLOWS US  
12:44:30:07 DOWN, EVEN THOUGH SHE BEHAVES  
12:44:31:29 GOOD.  
12:44:32:17 EVEN THOUGH IT WAS  
12:44:34:11 BACK-TO-SCHOOL NIGHT YESTERDAY,  
12:44:35:09 I TALKED TO EVERY SINGLE TEACHER  
12:44:37:01 AND EVERY SINGLE TEACHER TOLD ME  
12:44:38:26 MY KID IS EXCELLENT, NO PROBLEMS  
12:44:40:29 WITH HER.  
12:44:42:00 BUT THAT THEY, LIKE I SAID ON  
12:44:43:29 MONDAY, SHE CALLED ME TELLING  
12:44:45:08 ME, MOMMY, I'M GOING TO BE LATE  
12:44:47:07 BECAUSE THERE'S ONE GIRL  
12:44:49:01 MISBEHAVING, SO WE'RE TAKING THE  
12:44:51:04 SECOND BUS.  
12:44:53:15 I NOTICE THAT FOR ME, THERE'S  
12:44:55:20 NOT A PROBLEM FOR ME TO PICK HER  
12:44:57:06 UP, IT'S JUST FOR ME, IT'S NOT  
12:44:59:05 OKAY FOR SOMEBODY TO PAY FOR  
12:45:00:20 SOMEBODY ELSE'S MISTAKES.  
12:45:04:00 THE PRINCIPAL SAID THE REASON  
12:45:05:08 HE'S DOING THIS IS TO KEEP IT  
12:45:09:21 ORDER.  
12:45:10:08 KIDS THAT MISBEHAVE COULD BE  
12:45:15:03 PULLED APART AND I DON'T THINK  
12:45:17:24 IT SHOULD BE HELD ON AS A GROUP.  
12:45:20:09 THERE'S A BIG PROBLEM ON THE  
12:45:22:01 BUS.  
12:45:22:25 THE WALK IS 1.7, SO WE DON'T GET  
12:45:25:12 NO BUS AND IT SAYS IT'S 1.5.  
12:45:27:08 THANK YOU.  
12:45:30:19 >> THANK YOU FOR YOUR COMMENTS.  
12:45:30:23 NEXT SPEAKER, JOSH WOHL.  
12:45:52:09 >> TONIGHT I BRING BEFORE YOU A  
12:45:53:20 WHEEL OF CONCERNS.  
12:45:55:15 I WAS GOING TO START TONIGHT  
12:45:56:09 WITH THE LOSS OF THE WEEKLY  
12:45:57:18 GRADE REPORTS TO PARENTS, BUT  
12:45:59:13 I'M THRILLED TO FIND OUT THAT'S

12:46:00:17 BEEN RESTORED NEXT WEEK.  
12:46:02:03 I'M SURE MY SON IS NOT SO  
12:46:03:24 THRILLED ABOUT IT, BUT I AM.  
12:46:05:17 STAYING ON THE CONCERNS OF MY  
12:46:06:25 SON, HIS BUILDING HAS BEEN  
12:46:08:20 STRUGGLING WITH HVAC ISSUES  
12:46:10:19 SINCE THE BEGINNING OF THE YEAR.  
12:46:12:12 OTHER SCHOOLS REPORT THE SAME  
12:46:13:22 PROBLEMS.  
12:46:14:27 PERHAPS THE AUDITOR CAN GET AN  
12:46:16:08 INDEPENDENT REPORT OF WHICH  
12:46:17:13 BUILDINGS HAVE HVAC ISSUES SO  
12:46:19:08 THEY CAN BE UPGRADED WITH CIP  
12:46:22:00 FUNDS.  
12:46:22:28 I'M THRILLED TO GET A TRUE  
12:46:23:26 EXAMINATION OF OUR DEVICE  
12:46:25:21 CHOICES BEING PROPOSED FOR  
12:46:26:26 STUDENTS ON HOW TO BEST SPEND  
12:46:28:17 THE PUBLIC DOLLAR.  
12:46:30:18 EVER SINCE ONE-TO-ONE STARTED,  
12:46:32:04 IT SEEMS THE COZY RELATIONSHIP  
12:46:33:22 BETWEEN APPLE AND APS HAS BEEN  
12:46:37:12 PRESERVED AT ALL COSTS.  
12:46:41:00 AND JUST FOR FUN, LET'S ASK HOW  
12:46:42:19 MANY BUS DRIVERS WE'RE CURRENTLY  
12:46:45:06 SHORT.  
12:46:45:24 THE KIDS AREN'T LAUGHING WHILE  
12:46:47:05 THEY'RE WAITING AND 99.4%  
12:46:50:01 STAFFING THAT MEANT ON DAY ONE  
12:46:53:09 MEANT ABOUT 1,000 KIDS HAD AT  
12:46:55:18 LEAST ONE CLASS WITHOUT A  
12:46:57:18 QUALIFIED TEACHER.  
12:46:59:03 FURTHER, I HOPE THERE IS A  
12:47:00:09 FOLLOW-UP TO THE PURCHASING  
12:47:01:17 AUDIT.  
12:47:02:24 TWO WEEKS AGO, IT SOUNDED LIKE  
12:47:03:23 THE NEW PROCESSES WOULD ALLOW  
12:47:05:08 FOR GOOD STEWARDS OF MONEY TO  
12:47:06:23 ACQUIRE WHAT THEY NEED, BUT THE  
12:47:08:15 REALITY IN SCHOOLS IS THAT IT'S  
12:47:09:27 ALMOST IMPOSSIBLE FOR  
12:47:10:28 WELL-MEANING EMPLOYEES TO DO SO  
12:47:12:14 AND I HOPE YOU ASK FOR PROOF  
12:47:13:26 THAT THIS IS SUCCESSFUL IN THE  
12:47:15:08 SCHOOLS.  
12:47:16:15 NEXT IN THE NAME OF SAFETY, WE  
12:47:17:24 REKEYED ALL THE BUILDINGS AND  
12:47:19:09 FOR THE SECOND YEAR IN A ROW,  
12:47:21:05 FOUR WEEKS IN AND MANY TEACHERS

12:47:22:16 ACROSS THIS COUNTY STILL DON'T  
12:47:23:28 HAVE KEYS TO THEIR CLASSROOM.  
12:47:25:10 FIND OUT WHAT RESOURCES  
12:47:28:12 MAINTENANCE NEEDS AND PROVIDE IT  
12:47:29:17 AND THERE HAS TO BE A BETTER  
12:47:30:22 WAY.  
12:47:31:10 AND FINALLY, OUR AUDIT REVEALED  
12:47:32:25 WE ARE ELIGIBLE FOR NEW HEALTH  
12:47:34:03 CARE PLANS IN JANUARY 2027 AS  
12:47:37:08 LONG AS WE HAVE AN RFP IN PLACE  
12:47:39:20 IN THE LATTER MONTHS OF 2025.  
12:47:42:29 YOUR EMPLOYEES DO BETTER.  
12:47:45:17 AND MY LAST STATEMENT FOR THE  
12:47:46:21 NEXT YEAR-AND-A-HALF WILL BE  
12:47:48:05 WHAT ARE WE DOING TO PREPARE FOR  
12:47:50:00 THE HEALTH CARE RFP FALL 2025.  
12:47:53:26 >> THANK YOU FOR YOUR COMMENTS.  
12:47:56:27 >> NEXT SPEAKER, SUSAN COACH.  
12:48:05:06 >> HI, I'M SUSAN, AND I  
12:48:07:02 REPRESENT THE ARLINGTON GROUP OF  
12:48:08:16 MOMS DEMAND ACTION.  
12:48:09:27 I KNOW SOME OF YOU ON THE BOARD,  
12:48:11:06 AND I'M HAPPY TO SEE YOU ALL.  
12:48:13:12 I DON'T KNOW IF YOU'RE AWARE OR  
12:48:14:09 NOT, BUT THERE WERE SEVERAL  
12:48:16:01 SCHOOL SHOOTING THREATS MADE IN  
12:48:18:06 LOUDOUN COUNTY LAST WEEK AFTER  
12:48:20:01 THE SHOOTING AT THE APP LAY CHA  
12:48:28:09 HIGH SCHOOL IN GEORGIA.  
12:48:29:26 THE ENHANCED POLICE PRESENCE  
12:48:32:25 AROUND THE SCHOOL CREATED A  
12:48:34:26 HEIGHTENED SENSE OF ANXIETY FOR  
12:48:37:02 PARENTS AND STUDENTS.  
12:48:38:27 AS PART OF THE RESOLUTION PASSED  
12:48:39:29 BY THE SCHOOL BOARD IN MARCH,  
12:48:41:07 THE SCHOOL SUPERINTENDENT IS  
12:48:42:12 EXPECTED TO PREPARE A LETTER  
12:48:44:00 EXPLAINING THE IMPORTANCE OF  
12:48:46:05 SECURE GUN STORAGE AND THE LEGAL  
12:48:47:23 REQUIREMENTS IN VIRGINIA.  
12:48:50:05 AND HOW TO KEEP GUNS OUT OF THE  
12:48:51:21 HANDS OF CHILDREN.  
12:48:53:12 TO MY KNOWLEDGE, AND I'M NOT A  
12:48:55:00 PARENT, SO I DON'T GET ALL THE  
12:48:56:20 COMMUNICATION, THAT LETTER  
12:48:58:10 HASN'T BEEN SENT YET, SO I'M  
12:48:59:29 FOLLOWING UP ON THAT JUST TO  
12:49:01:08 MAKE SURE THAT IT HAPPENS.  
12:49:04:06 I'D ALSO LIKE TO ASK IF THE

12:49:05:08 SAFETY AND EMERGENCY MANAGEMENT  
12:49:06:16 TEAM REVIEWS AND TESTS ITS PLANS  
12:49:10:08 IN CASE AN EMERGENCY PRESENTS  
12:49:12:03 ITSELF.  
12:49:13:24 I'D LIKE TO KNOW WITH CONFIDENCE  
12:49:15:15 THAT APS IS AS PREPARED AS  
12:49:17:00 POSSIBLE.  
12:49:17:24 AND THEN MY THIRD POINT IS A  
12:49:20:26 PANIC BUTTON BADGE THAT WAS WORN  
12:49:22:11 BY THE TEACHERS IN APPALACHIA  
12:49:25:20 HIGH SCHOOL ACTUALLY PRESENTED  
12:49:27:04 THE TRAVESTY FROM BECOMING WORSE  
12:49:29:27 THAN IT WAS.  
12:49:30:21 IT'S A PANIC BUTTON THAT THEY  
12:49:31:20 CAN TOUCH THAT EITHER ALERTS  
12:49:33:20 SCHOOL ADMINISTRATION OR THE  
12:49:34:18 POLICE.  
12:49:35:09 SO I'M WONDERING IF APS IS AWARE  
12:49:37:01 OF THAT, IF THEY'RE THINKING  
12:49:38:26 ABOUT SOMETHING LIKE THAT WOULD  
12:49:40:04 BE USEFUL, AND IF THAT'S  
12:49:41:25 SOMETHING THAT COULD BE PUT IN  
12:49:43:10 PLACE.  
12:49:44:04 I CAN GIVE YOU MORE INFORMATION  
12:49:45:09 IF YOU'D LIKE TO KNOW.  
12:49:47:25 MOMS DEMAND ACTION IS HERE TO  
12:49:48:23 HELP YOU IN ANY WAY THAT WE CAN  
12:49:50:25 AND I APPRECIATE YOUR CONTINUED  
12:49:52:10 SUPPORT, THANK YOU.  
12:49:54:02 >> THANK YOU VERY MUCH.  
12:49:56:14 >> NEXT SPEAKER, ANGIE KRAMER.  
12:50:11:20 >> MY NAME IS ANGIE KRAMER.  
12:50:14:09 IN 1960, ARLINGTON  
12:50:16:04 SUPERINTENDENT MR. RAY REID GAVE  
12:50:18:08 TESTIMONY TO THE U.S. COMMISSION  
12:50:19:16 ON CIVIL RIGHTS REPORTING ON  
12:50:20:28 APS' DE-SEGREGATION PROCESS.  
12:50:23:26 HE SAID IN PART: STANDARDS OF  
12:50:26:08 ARLINGTON COUNTY SCHOOLS ARE  
12:50:27:12 HIGH.  
12:50:29:19 BLACK STUDENTS EXPERIENCE SEVERE  
12:50:31:27 SCHOLASTIC DIFFICULTIES.  
12:50:34:22 THEY ARE WORKING CONSIDERABLY  
12:50:36:06 BELOW THE AVERAGE OF OTHER  
12:50:37:11 STUDENTS.  
12:50:38:28 DOROTHY HAMM'S OWN CHILD WAS  
12:50:41:24 DENIED ADMISSION TO THE SCHOOL  
12:50:43:09 THAT NOW BEARS HER NAME FOR LACK  
12:50:46:02 OF ACADEMIC ACHIEVEMENT.

12:50:47:24 FOUR STUDENTS DESEGREGATED  
12:50:50:18 STRATFORD NOT BECAUSE OF THE  
12:50:51:26 PROXIMITY TO WHITENESS WOULD  
12:50:54:02 SOMEHOW MAKE THEM SMARTER, BUT  
12:50:55:20 BECAUSE THEY LACKED THE SAME  
12:50:56:28 OPPORTUNITIES IN THEIR HOME  
12:50:58:03 SCHOOLS, SEPARATE BUT EQUAL WAS  
12:51:00:01 ANYTHING BUT.  
12:51:03:12 OVERSCRUTINIZING THEIR  
12:51:04:06 STANDARDIZED TEST SCORES FOLLOW.  
12:51:06:09 I GAVE YOU A DOCUMENT OF TEST  
12:51:07:14 SCORES FROM SCHOOL YEAR 1963 TO  
12:51:09:22 '64.  
12:51:20:13 OUR SCHOOLS ARE STILL  
12:51:21:11 SEGREGATED.  
12:51:22:19 WHOSE FAULT IS IT NOW?  
12:51:23:21 THIS IS NOT AN AROUND FAILURE,  
12:51:25:27 JUST AS IN 1959, IT'S A FAILURE  
12:51:28:00 OF OPPORTUNITY.  
12:51:29:08 WE'VE BEEN FAILING THEM FOR 65  
12:51:30:23 YEARS NOW, NOT JUST SINCE THE  
12:51:33:12 PANDEMIC.  
12:51:34:19 MORE IF YOU WANT TO TALK ABOUT  
12:51:37:04 WHEN THEY DIDN'T EVEN HAVE  
12:51:38:26 ACCESS TO PUBLIC EDUCATION.  
12:51:40:08 STOP CALLING IT AN ACHIEVEMENT  
12:51:41:19 GAP.  
12:51:42:04 IT'S AN OPPORTUNITY GAP.  
12:51:44:02 HOW MANY MORE OPPORTUNITIES DOES  
12:51:45:29 DISCOVERY HAVE WITH THEIR  
12:51:47:03 \$118,000 PTA BUDGET, 71k  
12:51:51:09 RAISED AT THEIR ANNUAL  
12:51:52:17 FUNDRAISER LAST YEAR COMPARED TO  
12:51:54:15 CARLIN SPRINGS.  
12:51:56:23 MORE TEACHER STIPENDS, FIELD  
12:52:00:02 TRIPS.  
12:52:00:17 I WISH PEOPLE WOULD STOP  
12:52:02:14 MISUSING MATH AND STATISTICS TO  
12:52:04:24 FURTHER MARGINALIZE THESE KIDS.  
12:52:08:22 APS DOES NOT HAVE TO FRAME THIS  
12:52:10:00 ISSUE TO SUIT THEIR NARRATIVE  
12:52:11:23 EITHER.  
12:52:14:00 >> THANK YOU VERY MUCH.  
12:52:15:18 >> NEXT SPEAKER, LAURA FERGUSON.  
12:52:40:25 >> SCHOOL BOARD AND DR. DURAN,  
12:52:42:23 I'M LAURA FERGUSON AND I'M A  
12:52:45:01 PARENT OF A WAKEFIELD SENIOR AND  
12:52:48:21 ALUM.  
12:52:49:22 WE'RE IN THE YONDER PILOT.

12:52:51:17 WE CAN ALL AGREE THAT MOST PHONE  
12:52:52:25 USE IN SCHOOLS IS A DISTRACTION  
12:52:54:21 AND INDEED THERE ARE VERY FEW  
12:52:59:09 OBJECTIONS, BUT ADULTHOOD MEANS  
12:53:02:24 LEARNING TO MANAGE OUR CELL  
12:53:04:23 PHONE USAGE.  
12:53:06:08 OUR SENIORS ARE ON THE VERGE OF  
12:53:08:10 THIS ADULT WORLD AND NOW THEIR  
12:53:10:25 DEVICES MUST BE LOCKED IN A  
12:53:13:00 POUCH ALL DAY WITH THREATS OF  
12:53:14:22 SUSPENSION.  
12:53:15:16 NEVER MIND THAT MANY OF OUR HIGH  
12:53:16:21 SCHOOL STUDENTS HAVE ADULT  
12:53:18:05 RESPONSIBILITIES, REGULAR COUNTY  
12:53:20:00 BUSES TO CATCH, JOB  
12:53:21:25 REASSIGNMENTS, SIBLINGS AND  
12:53:23:10 SOMETIMES, YES, THEIR OWN  
12:53:24:29 CHILDREN TO CARE FOR AFTER  
12:53:27:07 SCHOOL OR IN AN EMERGENCY.  
12:53:29:12 SOME STUDENTS ARE TRAINING TO BE  
12:53:30:26 PARAMEDICS AND ALL HAVE HAD CPR  
12:53:32:19 AND MOST HAVE HAD NARCAN  
12:53:34:07 TRAINING.  
12:53:35:08 I AM COMFORTED THEY KNOW HOW TO  
12:53:36:20 DO THE RIGHT THING BUT WITH  
12:53:38:12 YONDER POUCHES LOCKED UP, WHEN  
12:53:41:01 SECONDS COUNT, THEY CANNOT CALL  
12:53:43:07 911.  
12:53:43:18 AND THERE IS THAT ELEPHANT IN  
12:53:44:16 THE ROOM, THE TRAGIC LOCKDOWNS  
12:53:46:16 WE EXPERIENCED AT WAKEFIELD IN  
12:53:48:11 2022 TRAUMATIZED TEACHERS,  
12:53:49:29 STUDENTS, AND YES, ALSO PARENTS.  
12:53:53:12 I HAD TWO KIDS AT WAKEFIELD THAT  
12:53:55:20 DAY THE FIRST TIME.  
12:53:57:05 THE FIRST LOCKDOWN CALLED  
12:53:58:09 OVERDOSE.  
12:53:59:27 KID NUMBER TWO TEXTED THAT HE  
12:54:01:02 WAS OKAY.  
12:54:02:00 KID NUMBER ONE HAD TO WAIT UNTIL  
12:54:03:12 A FRIEND LENT THEM THEIR PHONE  
12:54:05:03 BECAUSE THEIR CELL WAS AT HOME.  
12:54:06:19 IT WAS A TERRIFYING 45 MINUTES  
12:54:08:22 TO LET HAPPEN, BUT WE CONNECTED  
12:54:10:01 AND IT WAS BETTER.  
12:54:11:13 DURING THE SECOND EVEN MORE  
12:54:12:14 TERRIFYING LOCKDOWN, GUN IN THE  
12:54:14:16 BUILDING, BOTH OF OUR KIDS HAD  
12:54:15:29 THEIR PHONES AND WE CALMED KID

12:54:18:17 NUMBER 2 DOWN WHEN HE PANICKED  
12:54:20:19 AND DESPERATELY NEEDED A  
12:54:22:11 RESTROOM.  
12:54:23:03 WE WERE THERE FOR HIM JUST LIKE  
12:54:24:04 MANY OTHER PARENTS WERE THERE  
12:54:25:16 FOR THEIR KIDS THAT DAY.  
12:54:27:08 THERE IS NO CONTINGENCY PLAN FOR  
12:54:29:18 EMERGENCIES IN THE YONDER PLAN.  
12:54:33:04 GOD FORBID A TEACHER IS INJURED  
12:54:35:09 OR AN OVERDOSE IS WITNESSED.  
12:54:37:19 STUDENTS WILL BE HELPLESS TO  
12:54:39:13 HELP.  
12:54:39:27 I CALL ON THE SCHOOL BOARD TO  
12:54:40:29 PROTECT OUR STUDENTS AND  
12:54:42:03 TEACHERS.  
12:54:43:05 CANCEL THE YONDER PLAN PILOT.  
12:54:45:01 >> THANK YOU FOR YOUR COMMENTS.  
12:54:46:18 >> I'LL ASK THE NEXT THREE  
12:54:49:13 SPEAKERS TO LINE UP.  
12:54:51:25 NEXT SPEAKER, DEBORA WALDRON.  
12:55:25:09 >> EVERY YEAR THE PHYSICS  
12:55:26:23 TEACHERS AT YORKTOWN ORGANIZE  
12:55:28:18 TWO DIFFERENT FIELD TRIPS SO OUR  
12:55:30:18 STUDENTS HAVE THE OPPORTUNITY TO  
12:55:31:20 CONNECT PHYSICS TO REAL LIFE.  
12:55:33:19 DEPENDING ON THE CLASS THEY  
12:55:34:11 TAKE, STUDENTS HAVE THE  
12:55:35:09 OPPORTUNITY TO COLLECT AND  
12:55:36:23 ANALYZE DATA ABOUT FORCES,  
12:55:38:08 PROJECTILE, ENERGY, CIRCULAR  
12:55:40:18 MOTION AND OTHER PHYSICS  
12:55:41:16 CONCEPTS AT A MINOR LEAGUE  
12:55:44:01 BASEBALL GAME OR AN AMUSEMENT  
12:55:46:15 PARK.  
12:55:48:14 SNEAKILY, THEY FOREVER CHANGE  
12:55:49:14 HOW STUDENTS VIEW SPORTS AND  
12:55:51:19 AMUSEMENT PARKS.  
12:55:53:20 THEY SEE, THINK, FEEL PHYSICS.  
12:55:57:00 IT'S QUITE AWESOME.  
12:55:58:00 WE TAKE ABOUT 450 STUDENTS ON  
12:56:00:03 THIS TRIP, COLLECT MORE THAN  
12:56:01:11 \$20,000 IN ORDER TO PAY FOR THE  
12:56:03:06 BUSES AND THE FOOD AND THE  
12:56:04:09 TICKETS.  
12:56:04:24 WE TAKE THE STUDENTS OFF CAMPUS,  
12:56:07:15 SOMETIMES MORE THAN 100 MILES  
12:56:08:17 FROM CAMPUS, WHERE THEY INTERACT  
12:56:10:12 WITH THE GENERAL PUBLIC.  
12:56:11:15 WE HAVE FUN, WE STUDY PHYSICS



12:56:16:05 AND NO ONE WORRIES ABOUT OUR  
12:56:17:20 ABILITY TO DO THIS SAFELY AND  
12:56:18:28 PROPERLY.  
12:56:20:20 YET IF TOMORROW MORNING I SWING  
12:56:22:21 BY HOME DEPOT ON MY WAY TO  
12:56:24:17 SCHOOL TO BUY WING NUTS IN ORDER  
12:56:27:16 TO FIX A PIECE OF EQUIPMENT, I'M  
12:56:30:25 OUT \$6 BECAUSE APS WILL NO  
12:56:32:24 LONGER REIMBURSE TEACHERS.  
12:56:34:16 ALL THAT TRUST, \$20,000 MY  
12:56:39:10 COLLEAGUES AND I PROCESSED,  
12:56:41:02 DOESN'T EXIST FOR A \$6 RECEIPT.  
12:56:45:00 SOME PEOPLE DID MISUSE APS FUNDS  
12:56:47:01 AND IF THEY DID SO  
12:56:52:25 INTENTIONALLY, THEY SHOULD BE  
12:56:54:00 FIRED.  
12:56:55:04 I DON'T UNDERSTAND WHY THOSE WHO  
12:56:56:18 HAVE NOT MISUSED APS FUNDS WHO  
12:56:58:14 HAVE FOLLOWED THE RULES AND  
12:56:59:23 SIMPLY WANT TO GET WHAT WE NEED  
12:57:01:02 WHEN WE NEED IT FOR OUR  
12:57:02:04 CLASSROOMS AND NO LONGER HAVE  
12:57:03:03 THE ABILITY TO BE REIMBURSED  
12:57:04:17 WHEN WE PROVIDE A RECEIPT.  
12:57:06:16 I'M SURE SOMEONE IN FINANCE IS  
12:57:08:10 THINKING YOU SHOULD PLAN AHEAD  
12:57:09:19 AND WE SHOULD, BUT SOMETIMES WE  
12:57:11:14 DON'T, AND SOMETIMES WE HAVE A  
12:57:12:26 LAST-MINUTE BRILLIANT IDEA.  
12:57:14:08 AND SOMETIMES WE'RE A BIOLOGY  
12:57:16:01 TEACHER DOING AN OSMOSIS  
12:57:17:26 DIFFUSION LAB THAT REQUIRES TEN  
12:57:20:11 BEETS, ONE POTATO, AND ONE  
12:57:22:00 ONION.  
12:57:23:18 NOW BECAUSE APS CAN'T REIMBURSE  
12:57:25:28 THAT TEACHER, WE PAY AN ARM AND  
12:57:30:08 A LEG OR SEND OUR TREASURER OUT  
12:57:31:24 TO GET IT.  
12:57:32:22 >> THANK YOU FOR YOUR COMMENTS.  
12:57:35:13 >> NEXT SPEAKER, (UNFAMILIAR  
12:57:37:17 WORD OR NAME).  
12:57:47:08 >> GOOD EVENING.  
12:57:48:12 I'M A SCHOOL BUS DRIVER AND WE  
12:57:51:04 NEED SUPPORT, NO SURPRISE.  
12:57:53:12 WE START EVERY DAY WITH 33  
12:57:55:14 DRIVERS SHORT THAT LEADS TO  
12:57:57:06 EXTRA RUN COVERAGE AND RUNNING  
12:57:59:25 LATE ON A REGULAR BASIS.  
12:58:01:27 THIS WEEK MY RUN EXPANDED FROM

12:58:03:22 25-MINUTE RUN TO ALMOST AN  
12:58:06:07 HOUR-LONG RUN.  
12:58:07:16 I DRIVE FOR SPECIAL ED EDUCATION  
12:58:10:03 STUDENTS.  
12:58:10:21 THEY DON'T UNDERSTAND CHANGES.  
12:58:11:26 I HAVE A STUDENT THAT CRIED FOR  
12:58:13:07 ALMOST AN HOUR ON MY BUS BECAUSE  
12:58:15:12 SHE COULDN'T UNDERSTAND BECAUSE  
12:58:17:14 I DOUBLED UP, SHE WOULD BE THE  
12:58:19:12 LAST STOP INSTEAD OF THE FIRST  
12:58:21:20 ONE CREATING UNNECESSARY STRESS  
12:58:23:05 ON THE STUDENT.  
12:58:24:00 WE NEED SUPPORT.  
12:58:25:08 NO SURPRISES.  
12:58:26:26 OUR COWORKER SHARED WITH ME THAT  
12:58:29:01 HER RUN IS 64+ STUDENTS ON HER  
12:58:31:20 BUS AND 20 OF THEM ARE UNDER THE  
12:58:34:12 FIRST GRADE OR BELOW.  
12:58:36:07 SHE PRAYS EVERY DAY THAT SHE  
12:58:37:25 WILL BE ABLE TO CONNECT THE  
12:58:39:00 RIGHT CHILDREN WITH THE RIGHT  
12:58:40:08 PARENTS.  
12:58:41:15 WE NEED SUPPORT, NO SURPRISES.  
12:58:43:28 BESIDES THE POINT THAT WE ARE  
12:58:45:06 OVERWORKED, OVERWHELMED, AND  
12:58:46:25 OVERSTRETCHED FOR THE SAME  
12:58:48:15 MONEY, THE STUDENTS ARE NOT  
12:58:50:11 RECEIVING THE CARE THAT THEY  
12:58:51:19 DESERVE.  
12:58:52:17 THEY DESERVE TO FEEL SAFE, TO  
12:58:54:08 FEEL SEEN, TO BE SAFE.  
12:58:56:25 WE NEED SUPPORT, NO SURPRISES.  
12:58:58:24 WE NEED AN ATTENDANT IN EVERY  
12:59:00:18 SINGLE BUS TO BE ABLE TO  
12:59:02:24 RECOGNIZE THE CHILDREN WITH A  
12:59:04:28 SYSTEM THAT HELPS US TO SERVE  
12:59:06:10 THEM BETTER LIKE YELLOW FOR  
12:59:12:06 KINDERGARTEN, GREEN FOR THOSE  
12:59:15:07 THAT DON'T NEED TO BE MET BY AN  
12:59:16:25 ADULT.  
12:59:18:00 AND LAST, WHAT ARE WE DOING TO  
12:59:20:15 HELP DRIVERS WITH THE PARKING  
12:59:21:23 SITUATION?  
12:59:22:14 THANK YOU SO MUCH.  
12:59:24:18 >> THANK YOU VERY MUCH.  
12:59:26:09 >> LAST SPEAKER, DANIELE JONES.  
12:59:33:18 >> GOOD EVENING.  
12:59:35:23 EVERYONE WHO WORKS FOR APS  
12:59:36:24 AGREES THAT WE WANT TO RAISE

12:59:38:22 GOOD CHILDREN.  
12:59:40:20 CHILDREN WHO ARE HEALTHY,  
12:59:42:01 ETHICAL, INCLUSIVE AND KIND.  
12:59:43:20 WE ALL AGREE, BUT OUR APS  
12:59:45:08 PRACTICES LIVING UP TO WHAT OUR  
12:59:47:13 AGREED GOALS.  
12:59:49:17 IN OTHER WORDS, ARE OUR DISTRICT  
12:59:50:18 LEADERS AND THEIR POLICIES  
12:59:52:16 MODELING THESE IDEALS.  
12:59:57:14 A PROMISE OF BEING A PART OF  
12:59:58:26 PRODUCTIVE CHANGE, AFTER HOURS  
01:00:01:00 OR SOMETIMES YEARS OF EFFORT  
01:00:03:11 THAT INPUT AND GROUP DECISIONS  
01:00:05:23 ARE IGNORED.  
01:00:06:27 IS THIS GOOD ROLE MODELING?  
01:00:09:09 I'M PRETTY SURE GASLIGHTING IS  
01:00:11:01 NOT SOMETHING WE WANT OUR  
01:00:12:12 STUDENTS TO LEARN OR DO.  
01:00:13:21 A LARGE PERCENT OF OUR SUPPORT  
01:00:15:03 STAFF DO NOT MAKE A LIVING WAGE  
01:00:17:01 YET APS CHOSE LAST YEAR TO  
01:00:18:23 BALANCE THE BUDGET ON THEIR  
01:00:19:21 BACKS.  
01:00:20:25 DRIVING THEM FURTHER INTO  
01:00:22:00 POVERTY.  
01:00:22:21 IS THIS WHAT WE WANT OUR FUTURE  
01:00:23:29 BUSINESS LEADERS TO ABSORB?  
01:00:25:25 OR DO WE WANT THEM TO OPEN  
01:00:27:03 ETHICAL ENTERPRISES WHERE ALL  
01:00:29:18 INVOLVED THRIVE?  
01:00:30:22 OUR BUS DRIVERS AND ATTENDANTS  
01:00:32:24 ARE FORCED TO PARK A MILE AWAY  
01:00:35:23 FROM THE BUS BARN.  
01:00:37:14 APS IS EATING INTO EMPLOYEES'  
01:00:38:22 UNPAID TIME AND CAUSING THEM TO  
01:00:40:14 BE LATE WHEN THEY MISS A SHUTTLE  
01:00:42:10 FORCING THEM TO WALK THAT MILE  
01:00:43:16 OR WAIT FOR THE NEXT SHUTTLE.  
01:00:44:28 IS NEGLECTING TO THINK OF OTHERS  
01:00:46:14 SOMETHING WE WANT TO INSTILL?  
01:00:48:13 I THINK NOT.  
01:00:49:18 FINALLY, I WANT TO ECHO WHAT DEB  
01:00:51:07 WAS SAYING, BUT IT'S NOT JUST  
01:00:52:22 TEACHERS.  
01:00:53:13 YOU ARE NOT TRUSTING YOUR STAFF  
01:00:54:18 OR TEACHERS WHO DEAL WITH YOUR  
01:00:56:29 STUDENTS WHO ARE TRUSTED WITH  
01:00:59:07 OUR FUTURE TO NOT SPEND SIX OR  
01:01:03:18 TEN DOLLARS WITHOUT SOME MORE

01:01:06:10 OVERSIGHT.  
01:01:07:21 THESE ARE BUT A FEW EXAMPLES OF  
01:01:09:19 POOR ROLE MODELING FOR OUR  
01:01:11:01 STUDENTS BY LEADERSHIP.  
01:01:12:02 THEY ARE WATCHING.  
01:01:14:24 THINK HARD ABOUT WHAT YOU WANT  
01:01:15:15 THEM TO SEE.  
01:01:16:23 THANK YOU.  
01:01:18:27 >> THANK YOU VERY MUCH.  
01:01:19:04 THANK YOU TO ALL OF OUR SPEAKERS  
01:01:24:20 FOR YOUR COMMENTS.  
01:01:25:15 WE APPRECIATE THE TIME THAT YOU  
01:01:26:17 TOOK TO JOIN US THIS EVENING AND  
01:01:28:02 TO SHARE YOUR PERSPECTIVES WITH  
01:01:29:13 US.  
01:01:30:24 TONIGHT WE HEARD COMMENTARY  
01:01:32:05 RELATED TO TRANSPORTATION,  
01:01:34:06 FACILITIES AND HVAC, THE  
01:01:36:09 FOLLOW-UP TO LAST YEAR'S AUDITS,  
01:01:38:21 SCHOOL SAFETY AND SAFE GUN  
01:01:40:03 STORAGE, ACADEMIC OPPORTUNITIES  
01:01:42:03 FOR ALL OF OUR STUDENTS, THE  
01:01:44:11 CELL PHONE POUCH PILOT, AND  
01:01:46:06 PURCHASING PROTOCOLS.  
01:01:47:28 WE WILL WORK WITH THE  
01:01:48:23 SUPERINTENDENT TO COORDINATE ANY  
01:01:51:07 NECESSARY FOLLOW-UP TO THESE  
01:01:53:05 QUESTIONS AND CONCERNS OVER THE  
01:01:54:13 COMING WEEK.  
01:01:55:08 THE SIGN UP TO SPEAK FORM FOR  
01:01:57:06 THE OCTOBER 17TH SCHOOL BOARD  
01:01:58:14 MEETING WILL BE POSTED FROM  
01:01:59:22 OCTOBER 11TH THROUGH 16TH AT 4  
01:02:01:25 p.m.  
01:02:03:02 AND BEFORE WE MOVE ON TO OUR  
01:02:04:04 NEXT AGENDA ITEM, THE BOARD WILL  
01:02:05:26 TAKE A FIVE-MINUTE RECESS.  
01:02:07:26 WE WILL COME BACK AT 7:55.  
01:07:53:24 >> WELCOME BACK.  
01:07:54:09 WE ARE BACK FROM OUR BRIEF  
01:07:55:23 RECESS AND WE ARE NOW AT  
01:07:57:19 MONITORING ITEMS.  
01:07:59:17 TONIGHT'S MONITORING ITEM IS OUR  
01:08:00:26 ANNUAL ACADEMIC DATA UPDATE.  
01:08:02:27 DR. DURAN, CAN YOU PLEASE  
01:08:03:28 INTRODUCE THE STAFF WHO WILL BE  
01:08:05:13 PRESENTING THIS?  
01:08:06:21 >> YES, SO TONIGHT WE'RE VERY  
01:08:08:27 HAPPY TO PROVIDE AN UPDATE ON

01:08:10:12 HOW OUR STUDENTS ARE  
01:08:11:13 PROGRESSING, THE WORK WE'RE  
01:08:14:15 DOING AND THE GREAT WORK THE  
01:08:15:27 TEACHERS DOING TO SUPPORT OUR  
01:08:18:05 STUDENTS.  
01:08:18:25 Dr. MANN WILL PROVIDE AN  
01:08:19:27 OVERVIEW OF THE DATA RELATED TO  
01:08:21:06 OUR STANDARDIZED ASSESSMENTS,  
01:08:24:14 OUR SOL, AND AN UPDATE AND  
01:08:26:29 OVERVIEW OF SOME OF THE CHANGES  
01:08:28:04 TO DIBELS.  
01:08:29:25 WE'LL SEE A CHANGE AND THERE'S A  
01:08:31:07 LOT OF QUESTIONS ON THAT BECAUSE  
01:08:32:12 YOU'RE NOT GOING TO SEE THAT  
01:08:33:09 DATA TONIGHT, AND A SNEAK  
01:08:35:09 PREVIEW INTO THE COMING CHANGES  
01:08:36:21 PERFORMANCE VIRGINIA DEPARTMENT  
01:08:37:08 OF EDUCATION WITH REGARDS TO  
01:08:40:17 ACCOUNTABILITY MEASURES FOR  
01:08:41:21 SCHOOLS.  
01:08:42:16 A LOT OF INFORMATION.  
01:08:43:23 THIS JUST AS AN FYI, THIS  
01:08:47:27 MONITORING REPORT DOESN'T FOLLOW  
01:08:50:23 THE NORMAL TEMPLATE, BECAUSE  
01:08:52:04 IT'S MORE DATA AND INFORMATION  
01:08:54:02 AND NOT JUST THE DATA, BUT WHAT  
01:08:56:14 ARE SOME OF THE AREAS WE'LL BE  
01:08:57:29 WORKING ON TO ADDRESS SOME OF  
01:08:59:20 THE CHALLENGES AND CELEBRATE THE  
01:09:01:05 SUCCESSES WE SEE AS WELL.  
01:09:02:03 Dr. MANN?  
01:09:18:12 >> I'M HAPPY TO BRING THIS  
01:09:19:14 PRESENTATION TO YOU ON BEHALF OF  
01:09:20:29 ACADEMICS, BUT ALL OF OUR  
01:09:22:20 TEACHERS AND STUDENT AND LEADERS  
01:09:23:26 AT OUR SCHOOLS, BECAUSE THIS IS  
01:09:25:01 A GROUP EFFORT AND AS DR. DURAN  
01:09:26:26 SAID, WE HAVE MANY MEMBERS HERE,  
01:09:29:15 SO WE HAVE SARAH PUTNAM,  
01:09:34:00 DIRECTOR OF CURRICULUM AND  
01:09:36:27 INSTRUCTION KERRI HIRSCH AND OUR  
01:09:41:00 NEW K-12 ELA SUPERVISOR SARAH  
01:09:46:06 CRUZ AND OUR NEW SUPERVISOR FOR  
01:09:48:27 SOCIAL STUDIES, CHRISTINE JOY,  
01:09:50:23 AND OUR DIRECTOR OF ENGLISH  
01:09:52:01 LEARNERS, TERRI MURPHY.  
01:09:56:07 I'M TRYING NOT TO TURN AROUND!  
01:09:59:06 STEPHANIE MACINTYRE, OUR NEW  
01:10:01:14 SUPERVISOR FOR INSTRUCTIONAL

01:10:02:25 SUPPORT AND ALSO FROM THE EL  
01:10:04:04 OFFICE, (UNFAMILIAR WORD OR  
01:10:04:24 NAME), AND DID I MISS ANYBODY?  
01:10:09:21 I GOT EVERYBODY, ALL RIGHT.  
01:10:10:29 I WAS TRYING NOT TO TURN AROUND!  
01:10:12:21 BUT BEFORE I BEGIN, I WANT TO  
01:10:13:29 ALSO THANK OUR BOARD LIAISON FOR  
01:10:16:02 THIS PRESENTATION, Ms. TURNER.  
01:10:21:08 LASTLY BUT NOT LEAST, DAN HOUSER  
01:10:27:23 WHO HAS A HUGE HAND IN PREPARING  
01:10:30:19 ALL THE DATA AND ALL THE  
01:10:32:07 QUESTIONS THAT MYSELF AND DR.  
01:10:33:15 DURAN CONSTANTLY PEPPER HIM  
01:10:35:10 WITH.  
01:10:37:24 AND SO DAN, I THINK YOU'RE  
01:10:39:02 WATCHING, THANK YOU FOR YOUR  
01:10:40:01 HARD WORK ON THIS.  
01:10:42:06 AND SO THIS EVENING, WE'LL TALK  
01:10:43:07 ABOUT OUR BRIGHT SPOTS AND OUR  
01:10:45:00 OPPORTUNITIES THAT WE NEED TO  
01:10:46:21 CONTINUE TO FOCUS ON.  
01:10:47:23 WE'LL LOOK AT OUR INSTRUCTIONAL  
01:10:49:21 PRIORITIES AND YOU CAN SEE WE'LL  
01:10:50:23 GO THROUGH THE FOUR CORE, BUT  
01:10:53:01 ALSO ESPECIALLY HIGHLIGHTING  
01:10:54:15 THIS EVENING FOR THE BOARD WHAT  
01:10:56:20 WE'RE PLANNING TO DO WITH OUR  
01:10:58:04 ENGLISH LEARNERS.  
01:10:59:22 THIS YEAR, WE KNOW THE VIRGINIA  
01:11:03:27 LITERACY ACT IS PARAMOUNT FOR  
01:11:05:06 EVERYONE AND YOU REMEMBER BACK  
01:11:06:13 AT THE BEGINNING OF THE SUMMER,  
01:11:07:26 YOU APPROVED MORE PROFESSIONAL  
01:11:09:17 LEARNING DAYS FOR US, AND THAT'S  
01:11:11:26 A GOAL, BUT ALSO OUTCOMES FOR  
01:11:13:24 OUR EL LEARNERS.  
01:11:19:19 THIS HAS NEW IMPLICATIONS FOR  
01:11:20:23 THE NEW STANDARDS OF  
01:11:22:14 ACCREDITATION WE'LL BE UNDER FOR  
01:11:24:23 THE '25-26 SCHOOL YEAR.  
01:11:26:26 ALSO THE TESTING UPDATES AND AS  
01:11:28:05 DR. DURAN MENTIONED, ALSO WHAT  
01:11:29:27 DOES THE NEW SUPPORT FRAMEWORK  
01:11:31:21 LOOK LIKE FROM VDOE.  
01:11:33:20 AS WE THINK ABOUT OUR  
01:11:34:15 ACHIEVEMENT, WE KNOW THERE'S A  
01:11:36:19 LOT OF GOOD THINGS TO CELEBRATE  
01:11:38:21 IN ARLINGTON, AND IT'S NOT JUST  
01:11:40:13 SOL SCORES.

01:11:41:07 WE HAVE VERY TALENTED STUDENTS  
01:11:42:15 AND STAFF WHO SUPPORT THEM.  
01:11:44:14 AND SO YOU MAY REMEMBER WE HAD A  
01:11:46:13 97.7 GRADUATION RATE.  
01:11:48:25 WE HAD 1745 GRADUATES.  
01:11:51:16 AND THEN ALSO IF YOU THINK ABOUT  
01:11:53:15 OUR ON-TIME GRADUATION, OUR  
01:11:55:00 HIGHEST RATE SINCE 2008.  
01:11:57:09 AND THEN ALSO TO DRAW YOUR  
01:11:58:17 ATTENTION TO OUR STUDENTS WHO  
01:12:00:08 COMPLETED A COLLEGE-LEVEL COURSE  
01:12:02:13 OF EITHER ADVANCED PLACEMENT,  
01:12:04:22 INTERNATIONAL BACCALAUREATE, AND  
01:12:07:07 DUAL ENROLLMENT.  
01:12:08:01 JUST TO POINT OUT, WE HAD  
01:12:09:19 8,408 AP COURSES, 2172 IB  
01:12:17:11 Courses, 1777 DUAL ENROLLMENT  
01:12:19:27 COURSES, AND THIS IS 2,000 MORE  
01:12:25:17 COURSES MORE ENROLLMENT THAN  
01:12:26:18 PRE-PANDEMIC.  
01:12:28:00 AND SO WE CONTINUE TO THINK  
01:12:29:02 ABOUT OUR ACCOLADES AS DR. DURAN  
01:12:31:00 MENTIONED AT HIS CLOSEOUT OF THE  
01:12:32:29 SCHOOL YEAR.  
01:12:33:17 WE ARE STILL NUMBER TWO VOTED BY  
01:12:35:26 NICHE BEHIND FALLS CHURCH, BUT  
01:12:37:24 WE ARE THE NUMBER-ONE PLACE TO  
01:12:39:03 WORK IN VIRGINIA IF YOU'RE A  
01:12:40:11 TEACHER.  
01:12:41:12 BUT ALSO WE KNOW WE HAD  
01:12:43:00 WILLIAMSBURG BECOME A BLUE  
01:12:45:05 RIBBON SCHOOL.  
01:12:46:13 WE ALSO HAD ARLINGTON  
01:12:48:27 TRADITIONAL WAKEFIELD BE TAGGED  
01:12:52:12 AS AN EXEMPLARY SCHOOL  
01:12:55:10 PERFORMANCE BY THE VIRGINIA  
01:12:57:06 BOARD OF EDUCATION.  
01:13:00:08 WE HAVE MANY THINGS TO CELEBRATE  
01:13:01:12 IN ARLINGTON AND AT THIS POINT,  
01:13:03:15 WE'LL START TO GO INTO OUR  
01:13:04:20 STANDARDS OF LEARNING.  
01:13:06:18 SO WE'RE GOING TO BEGIN WITH  
01:13:08:03 LITERACY AND AS YOU KNOW, WE'VE  
01:13:09:15 BEEN ON THIS JOURNEY OF THE  
01:13:10:20 SCIENCE OF READING.  
01:13:12:05 YOU CAN SEE PRE-PANDEMIC, WE  
01:13:13:16 WERE AT 83% IN 2018, 2019.  
01:13:18:28 THANK YOU AGAIN TO Ms. TURNER  
01:13:20:09 HELPING US THINK HOW CAN WE SHOW

01:13:22:08 THESE DATA DIFFERENTLY AND THIS  
01:13:23:10 IS A NEW SLIDE FOR US, BUT  
01:13:24:23 YOU'LL SEE WE'VE MAINTAINED AT  
01:13:26:14 80% OVER THE LAST THREE YEARS.  
01:13:28:27 YOU'LL ALSO SEE THE STATE IS  
01:13:29:26 ALSO AT THAT SAME RATE.  
01:13:31:18 WE ARE OUTPERFORMING THE STATE  
01:13:32:27 IN EVERY CATEGORY.  
01:13:34:08 BUT WE KNOW WE STILL HAVE WORK  
01:13:35:27 TO DO AND I'LL HIGHLIGHT  
01:13:37:07 THROUGHOUT THE PRESENTATION,  
01:13:38:05 THERE ARE PLACES WHERE WE DO  
01:13:40:01 HAVE BRIGHT SPOTS AND THAT'S  
01:13:41:09 SPECIFICALLY WITH OUR STUDENTS  
01:13:42:24 WHO IDENTIFY AS BLACK, HISPANIC,  
01:13:45:13 AND EL AND ALSO OUR ECONOMICALLY  
01:13:48:24 DISADVANTAGED STUDENTS.  
01:13:50:13 THIS SLIDE WILL LOOK FAMILIAR  
01:13:51:21 HERE.  
01:13:53:15 I'LL HIGHLIGHT FOR YOU WE DID  
01:13:54:20 SEE AN INCREASE AT FOURTH GRADE.  
01:13:56:15 WE WENT FROM 79 TO 81.  
01:13:58:01 AND THEN ALSO YOU'LL SEE THE END  
01:13:59:22 OF COURSE TEST, THAT'S FOR OUR  
01:14:01:27 11TH GRADERS, WE DID SEE AN  
01:14:03:23 INCREASE THERE.  
01:14:04:18 AT THE OTHER GRADE LEVELS, WE  
01:14:06:06 EITHER WENT UP A PERCENTAGE  
01:14:07:20 POINT OR DOWN ONE.  
01:14:08:26 AND SO STATISTICALLY, WE WOULD  
01:14:10:04 SAY WE WERE FLAT, BUT WE KNOW  
01:14:11:16 THAT'S NOT WHERE WE WANT TO BE.  
01:14:13:18 WE WANT TO BE CONTINUING TO SEE  
01:14:14:26 THOSE INCREASES AT EVERY GRADE  
01:14:17:00 LEVEL.  
01:14:18:28 SO AS WE MOVE TO OUR MATH  
01:14:20:07 PERFORMANCE, YOU'LL NOTE IN 2018  
01:14:24:15 THE STATE AND ARLINGTON WERE AT  
01:14:26:00 82 FOR THE STATE AND WE WERE AT  
01:14:27:22 87.  
01:14:28:09 AND THEN THE PANDEMIC HAPPENED  
01:14:30:00 AND YOU SEE THE DROP THERE.  
01:14:32:09 WE'RE SLOWLY INCHING OUR WAY  
01:14:34:08 BACK TO THE 80S.  
01:14:35:20 WE'RE AT 79% FOR MATH THIS YEAR  
01:14:37:15 AND WE WANT AND WE'RE HOPING TO  
01:14:39:20 CONTINUE THIS UPWARDS  
01:14:41:15 TRAJECTORY.  
01:14:42:10 AND SO THE MATH OFFICE LAST YEAR



01:14:45:08 WITH MR. STEWART AND  
01:14:46:16 Ms. SHANNON ELLIS DID A LOT OF  
01:14:49:08 WORK WITH THEIR TEAM AND OUR  
01:14:50:17 TEACHERS ON MATH WORKSHOPS AND  
01:14:52:02 OTHER THINGS.  
01:14:53:03 AND SO TO DRAW YOUR ATTENTION TO  
01:14:54:15 THIS NEXT SLIDE TO HIGHLIGHT FOR  
01:14:56:10 YOU SIXTH GRADE MATH, WE DID GO  
01:14:58:29 UP BY TWO PERCENTAGE POINTS.  
01:15:00:15 I REALLY WANT TO HIGHLIGHT OUR  
01:15:02:06 SEVENTH GRADE TEACHERS AND  
01:15:03:27 STUDENTS.  
01:15:04:11 THIS IS A GROUP THAT EVERY  
01:15:07:15 SCHOOL SYSTEM STRUGGLES WITH AND  
01:15:08:21 IS TRYING TO FIGURE OUT HOW DO  
01:15:10:26 WE WRAP OUR HEADS AROUND  
01:15:12:20 SUPPORTING OUR STUDENTS TAKING  
01:15:14:29 SEVENTH GRADE MATH.  
01:15:16:10 TO CONTINUE TO SEE THIS UPWARD  
01:15:18:28 TREND AT 37% TO NOW BEING AT  
01:15:21:14 53%, THAT'S SOMETHING WE KNOW WE  
01:15:22:23 HAVE WORK TO DO, BUT WE SHOULD  
01:15:24:15 ALSO CONGRATULATE AND HELP  
01:15:27:09 CELEBRATE THOSE TEACHERS BUT  
01:15:28:07 ALSO THE HARD WORK FOR THOSE  
01:15:31:09 STUDENTS.  
01:15:31:29 LASTLY DOWN AT THE BOTTOM, FOR  
01:15:33:27 END OF COURSE GEOMETRY, WE WENT  
01:15:36:03 UP TWO PERCENTAGE POINTS AND  
01:15:38:14 ALGEBRA 2 FROM 89 TO 93, BUT  
01:15:41:06 OVERALL WE DID GO UP BY 1  
01:15:43:16 PERCENTAGE POINT FROM '22, '23.  
01:15:46:12 AND SO DRAWING YOUR ATTENTION TO  
01:15:47:16 SCIENCE, YOU'LL SEE THAT THIS  
01:15:48:28 WAS AN AREA OF STRENGTH FOR OURS  
01:15:51:09 AS 86% PRIOR TO THE PANDEMIC.  
01:15:53:21 AND THEN WE HAD A DROP, AS YOU  
01:15:56:14 CAN SEE HERE.  
01:15:58:02 BUT WE'RE INCHING OUR WAY BACK  
01:16:00:03 UP.  
01:16:00:18 WE HAD A 2% INCREASE FROM LAST  
01:16:02:27 YEAR.  
01:16:04:11 AND THEN AS YOU LOOK AT OUR  
01:16:06:09 SCORES HERE, YOU'LL SEE THAT WE  
01:16:07:15 DID SEE AN INCREASE FOR OUR  
01:16:09:10 EIGHTH GRADE STUDENTS AND ONE OF  
01:16:10:18 THE THINGS THAT -- Dr. DUDLEY  
01:16:18:16 IS NOT HERE THIS EVENING, BUT HE  
01:16:21:29 AND HIS TEAM DID WORK AT THOMAS

01:16:24:20 JEFFERSON AND YOU CAN SEE THERE  
01:16:27:15 WITH THE MIDDLE SCHOOL SCORE  
01:16:29:12 GOING UP, WE'RE HAPPY TO  
01:16:30:27 CELEBRATE THAT.  
01:16:32:06 AND THE WORK THEY DID.  
01:16:33:17 BUT WE KNOW WE STILL HAVE MORE  
01:16:34:29 WORK TO DO.  
01:16:35:20 WE WANT TO GET BACK INTO THE  
01:16:36:25 80'S, AND SO 74 IS NOT WHERE WE  
01:16:39:11 WANT TO BE.  
01:16:40:18 WE STILL HAVE PLENTY OF WORK TO  
01:16:41:27 DO IN SUPPORTING OUR STUDENTS  
01:16:44:06 ESPECIALLY AT ELEMENTARY.  
01:16:47:28 END OF COURSE, THOSE ARE HIGH  
01:16:49:03 SCHOOL STUDENTS TAKING  
01:16:50:04 CHEMISTRY.  
01:16:50:28 WE ONLY HAD 104 STUDENTS TAKE  
01:16:52:23 THAT TEST AND THEN ALSO IF  
01:16:54:04 YOU'RE LOOKING AT EARTH SCIENCE,  
01:16:55:26 WE HAD 515.  
01:16:57:21 AND SO WE WANT TO JUST ALSO  
01:16:59:15 HIGHLIGHT FOR THE BOARD AND FOR  
01:17:00:10 THE PUBLIC THAT MOST OF OUR  
01:17:02:18 STUDENTS TAKE IN HIGH SCHOOL  
01:17:04:16 BIOLOGY IN NINTH GRADE.  
01:17:06:04 AND WHEN GRADUATION REQUIREMENTS  
01:17:07:18 CHANGED, ONCE YOU PASS THE CLASS  
01:17:10:16 AND THE SOL, THAT'S YOUR  
01:17:12:28 VERIFIED CREDIT.  
01:17:14:00 YOU'RE NOT REQUIRED TO TAKE THE  
01:17:15:05 SOL AGAIN.  
01:17:15:27 AND SO WE'RE HAPPY TO SEE THE  
01:17:17:05 INCREASE IN BIOLOGY, BUT WE KNOW  
01:17:18:24 WE STILL HAVE STUDENTS WHO NEED  
01:17:20:02 THOSE VERIFIED CREDITS AND THOSE  
01:17:21:11 ARE THE STUDENTS WHO ARE  
01:17:23:02 GENERALLY TAKING CHEMISTRY OR  
01:17:25:07 EARTH SCIENCE.  
01:17:26:21 IN THE PAST, WE ALWAYS SAW HIGH  
01:17:28:06 SCORES IN THOSE, BUT THE  
01:17:29:12 STUDENTS NO LONGER HAVE TO TAKE  
01:17:30:23 THOSE.  
01:17:31:04 I JUST WANT TO HIGHLIGHT THAT  
01:17:32:20 FOR THE BOARD AND FOR THE  
01:17:33:18 PUBLIC.  
01:17:34:02 AND SO AS WE LOOK AT SOCIAL  
01:17:35:17 STUDIES, WE ARE ACTUALLY ABOVE  
01:17:38:02 OUR PRE-PANDEMIC LEVEL HERE.  
01:17:40:04 WE WERE AT 80 IN 2018, 2019, AND

01:17:44:27 THIS PAST YEAR, WE WERE AT 81%.  
01:17:47:27 WHERE THE STATE IS GENERALLY  
01:17:49:08 FLAT, WE WERE TECHNICALLY FLAT  
01:17:52:16 GOING FROM 80 TO 81, BUT I'LL  
01:17:54:28 HIGHLIGHT THINGS FOR THE BOARD  
01:17:55:26 IN THE NEXT SLIDE.  
01:17:57:00 AS YOU THINK ABOUT YOU DO SEE A  
01:17:59:09 DROP HERE, AND WE'RE STILL  
01:18:01:21 TRYING TO UNDERSTAND WHY WE  
01:18:03:09 DROPPED IN VIRGINIA.  
01:18:04:14 STUDIES OF FOURTH GRADE FROM 80  
01:18:08:22 TO 77, BUT IN ECONOMICS, WE HAD  
01:18:13:08 AN INCREASE.  
01:18:15:03 IN HISTORY, 62 TO 71.  
01:18:18:06 WE ARE A HEAVY PERFORMANCE-BASED  
01:18:23:12 ASSESSMENT DISTRICT, AND SO THIS  
01:18:25:14 IS MY THIRD PRESENTATION TO THE  
01:18:27:05 BOARD ON OUR ACADEMIC UPDATE AND  
01:18:30:00 IT'S JUST A REMINDER THAT WE'RE  
01:18:31:02 NOT HAVING THE NUMBER OF  
01:18:32:20 STUDENTS IN THE PAST THAT WE'VE  
01:18:33:21 HAD.  
01:18:34:12 AND SO THAT'S WHY YOU SEE THE TS  
01:18:36:11 THERE FOR THOSE OTHER AREAS.  
01:18:38:13 AND IN CASE YOU'RE WONDERING, IN  
01:18:42:00 2021, WE HAD 1900 STUDENTS TAKE  
01:18:44:06 END OF COURSE GEOMETRY AND THIS  
01:18:51:15 PAST YEAR, WE HAD JUST 11, SO TO  
01:18:56:02 HIGHLIGHT THE DIFFERENCES AS WE  
01:18:58:00 USE PERFORMANCE-BASED  
01:18:59:11 ASSESSMENTS FOR OUR STUDENTS.  
01:19:01:26 IN WORLD HISTORY II, THERE WERE  
01:19:03:21 ONLY 18 STUDENTS.  
01:19:04:23 SO AS WE LOOK AT WRITING, YOU DO  
01:19:06:26 SEE A 7% INCREASE.  
01:19:09:08 I WANT TO HIGHLIGHT FOR THE  
01:19:10:02 BOARD THAT WE KNOW WE STILL NEED  
01:19:12:03 TO CONTINUE TO HAVE MORE WRITING  
01:19:13:29 AT EVERY GRADE LEVEL.  
01:19:15:27 AND THAT IS IMPORTANT FOR US.  
01:19:17:26 BUT I WANT TO ALSO HIGHLIGHT  
01:19:18:24 THAT ON THE NEXT SLIDE, YOU'LL  
01:19:20:03 SEE THAT SEVEN-POINT INCREASE  
01:19:22:25 INCLUDED OUR OLD DATA WHICH  
01:19:27:07 COMBINED THE EIGHTH GRADE  
01:19:29:02 WRITING TEST.  
01:19:29:27 WE'RE NO LONGER OFFERING  
01:19:31:08 STUDENTS THAT TEST, SO WHAT YOU  
01:19:32:20 SEE ON SLIDE 14 IS 84 TO 86,

01:19:36:00 THAT'S JUST THE STUDENTS IN THE  
01:19:37:08 11TH GRADE WHO TOOK THE WRITING  
01:19:38:27 TEST.  
01:19:39:21 JUST WANTED TO POINT THAT  
01:19:40:26 DIFFERENCE OUT TO YOU.  
01:19:42:10 AND SO THIS IS WHERE I WANT TO  
01:19:47:23 HIGHLIGHT FOR THE BOARD AND FOR  
01:19:48:27 THE PUBLIC, WE DO HAVE THINGS  
01:19:51:12 THAT WE CAN CELEBRATE AND THE  
01:19:53:23 WORK OF OUR SCHOOLS AND OUR  
01:19:55:08 TEACHERS AND THE TEAM OF  
01:19:56:03 ACADEMICS WORKING TO HIGHLIGHT  
01:19:58:01 THE WORK THAT NEEDS TO BE DONE.  
01:20:00:07 THERE'S STILL MORE TO DO.  
01:20:01:13 FOR OUR BLACK STUDENTS, YOU CAN  
01:20:02:21 SEE WE SAW INCREASES IN READING,  
01:20:04:13 MATH, SCIENCE, AND WRITING.  
01:20:06:06 AND SO THOSE ARE THINGS THAT WE  
01:20:07:27 WANT TO CONTINUE THAT TREND.  
01:20:09:29 THAT'S IMPORTANT FOR US.  
01:20:10:24 AND THEN WE ALSO NEED TO -- IT  
01:20:13:16 MAY NOT HAVE TRANSLATED INTO  
01:20:15:12 MOVING THE AGGREGATE, BUT WE DID  
01:20:16:28 SEE INCREASES IN OUR SUBGROUPS.  
01:20:20:07 AS WE LOOK AT OUR HISPANIC  
01:20:21:05 STUDENTS, I'LL HIGHLIGHT IN A  
01:20:23:14 COUPLE SLIDES OUR HISPANIC  
01:20:25:12 STUDENTS WE KNOW WE HAVE HIGH  
01:20:28:00 RATES OF STUDENTS DOING WELL  
01:20:31:08 WHEN WE BREAK OUT STUDENTS WHO  
01:20:32:13 ARE NOT EL.  
01:20:33:21 SO WE DO NOT NECESSARILY HAVE A  
01:20:35:10 HISPANIC STUDENT PROBLEM.  
01:20:36:28 WE NEED TO FOCUS ON -- AND  
01:20:38:29 THAT'S WHY I SAID FOR LOSS OF  
01:20:40:15 ACADEMICS, ONE OF OUR SECOND  
01:20:41:20 GOAL AFTER THE VIRGINIA LITERACY  
01:20:44:23 ACT IS IMPROVING OUR OUTCOMES  
01:20:46:11 FOR EL LEARNERS.  
01:20:48:09 YOU CAN SEE FOR OUR HISPANIC  
01:20:49:10 STUDENTS, THEY DIDN'T SEE A  
01:20:51:06 DECREASE, BUT WE DID SEE AN  
01:20:53:11 INCREASE IN SCIENCE, SOCIAL  
01:20:54:23 STUDIES, AND WRITING.  
01:20:55:18 AND THEN FOR OUR EL STUDENTS,  
01:21:00:23 AGAIN YOU SEE INCREASES IN  
01:21:02:01 READING AND SCIENCE.  
01:21:05:10 AND I TEASE MY TEAM ABOUT THIS.  
01:21:07:09 MY 14TH DAY OF WORK HERE, I DID

01:21:08:22 THIS PRESENTATION AND SAID 17  
01:21:10:04 ISN'T GOOD UNLESS IT'S YOUR  
01:21:11:25 BIRTHDAY AND WE CONTINUE TO GO  
01:21:12:27 UP IN SCIENCE.  
01:21:13:28 29 IS NOT WHERE WE WANT TO BE  
01:21:15:23 EITHER, BUT WE KNOW THIS IS  
01:21:17:08 IMPORTANT FOR US TO FOCUS ON AND  
01:21:19:13 SO BETWEEN THE EL OFFICE AND  
01:21:21:21 ALSO Dr. LEE AND HIS TEAM IS  
01:21:23:20 REALLY HOW DO WE MAKE SURE OUR  
01:21:25:11 STUDENTS HAVE ACCESS TO  
01:21:26:06 GRADE-LEVEL CONTENT.  
01:21:27:21 BUT ALSO PEERS WHERE THEY CAN  
01:21:29:06 ALSO DEVELOP THEIR ORAL  
01:21:30:10 LANGUAGE, SO I'LL HIGHLIGHT SOME  
01:21:31:15 OF THAT IN THE COMING SLIDES.  
01:21:34:24 AND SO AGAIN WITH OUR STUDENTS  
01:21:36:02 WITH DISABILITIES, YOU CAN SEE  
01:21:37:10 THAT WE HAD INCREASES IN  
01:21:39:05 READING, SCIENCE HERE.  
01:21:42:24 AND ALSO I DON'T HAVE A SLIDE  
01:21:43:28 FOR IT, BUT I WANTED TO POINT  
01:21:45:08 OUT TO THE BOARD THAT WE DID SEE  
01:21:47:00 INCREASES ALSO FOR OUR STUDENTS  
01:21:48:08 WHO ARE ECONOMICALLY  
01:21:49:16 DISADVANTAGED, SO A 2% INCREASE  
01:21:52:09 IN READING AND MATH FOR THOSE  
01:21:54:01 STUDENTS.  
01:21:54:16 ALSO A 13% INCREASE IN WRITING.  
01:21:56:18 AND AN 8% INCREASE IN SCIENCE.  
01:21:59:00 AND SO AS I HINTED AT BEFORE AND  
01:22:04:22 WE'VE HAD DISCUSSIONS AT  
01:22:07:24 MONITORING REPORTS WITH MATH AND  
01:22:10:03 ELA THIS PAST SCHOOL YEAR, BUT  
01:22:12:09 HOW DO WE PULL OUT JUST OUR  
01:22:14:04 BLACK STUDENTS WHO MAY NOT BE  
01:22:15:22 IDENTIFIED AS EL, A STUDENT WITH  
01:22:18:02 A DISABILITY, ECONOMICALLY  
01:22:19:13 DISADVANTAGED?  
01:22:20:08 AND YOU CAN SEE HERE  
01:22:21:09 PRE-PANDEMIC THEY WERE AT 86.3%.  
01:22:24:29 IF YOU WERE JUST A BLACK STUDENT  
01:22:26:14 WITH NO OTHER IDENTITY MARKERS.  
01:22:29:13 THEY ARE NOW BACK AT 86.9% FOR  
01:22:31:26 THIS SCHOOL YEAR IN READING.  
01:22:33:28 AND SO AGAIN, THERE ARE THINGS  
01:22:35:10 THAT WE WANT TO FOCUS ON, BUT  
01:22:37:08 ALSO HIGHLIGHT THAT WE DO HAVE  
01:22:39:13 STUDENTS WHO ARE DOING WELL, BUT

01:22:40:25 WE KNOW WE NEED TO FOCUS ON OUR  
01:22:43:08 STUDENTS WITH DISABILITIES, OUR  
01:22:44:10 EL STUDENTS, AND HOW DO WE  
01:22:46:02 SUPPORT THEM.  
01:22:46:20 AND SO IN CASE YOU'RE WONDERING,  
01:22:48:06 WE HAD 1500 OR SO STUDENTS TAKE  
01:22:52:08 THE READING SOL AND THEN AGAIN  
01:22:54:23 IF YOU'RE THINKING ABOUT AS OF  
01:22:56:25 TODAY, WE HAVE 2,861 BLACK  
01:23:02:22 STUDENTS K-12 AND THEN THIS  
01:23:04:07 NUMBER, WE ACTUALLY HAD -- I'M  
01:23:05:26 SORRY -- WE HAD ... 660 STUDENTS  
01:23:11:18 WHO WERE NOT IN ANY OF THESE  
01:23:14:00 CATEGORIES.  
01:23:14:14 SO AGAIN WE'RE TRYING TO DRAW  
01:23:18:13 OUR ATTENTION THAT WE DO HAVE  
01:23:19:21 BLACK STUDENTS AND OUR HISPANIC  
01:23:21:12 STUDENTS AS YOU'LL SEE IN A  
01:23:22:18 MOMENT WHO ARE ACHIEVING AT HIGH  
01:23:25:07 LEVELS.  
01:23:26:20 AS WE LOOK AT OUR HISPANIC  
01:23:28:04 STUDENTS, THOSE ARE HISPANIC  
01:23:29:12 STUDENTS WHO ARE NOT EL STUDENTS  
01:23:30:24 WITH A DISABILITY OR  
01:23:31:25 ECONOMICALLY DISADVANTAGED.  
01:23:33:25 PRE-PANDEMIC, THEY WERE AT 94%  
01:23:36:10 IN READING AND THIS PAST SCHOOL  
01:23:38:02 YEAR, THEY WERE 91.  
01:23:39:15 SO OUR HISPANIC STUDENTS WHO ARE  
01:23:40:29 NOT EL OR STUDENTS WITH  
01:23:43:00 DISABILITY OR ECONOMICALLY  
01:23:44:04 DISADVANTAGED ARE IN THE 90TH  
01:23:46:03 PERCENTILE IN THE READING SOL.  
01:23:49:06 SO THIS HIGHLIGHTS FOR US WHERE  
01:23:50:11 WE NEED TO HAVE LASER-LIKE FOCUS  
01:23:52:13 AND THAT'S HELPING ACROSS ALL OF  
01:23:54:21 OUR OFFICES, WHICH I'LL TALK  
01:23:56:00 ABOUT IN A COUPLE OF SLIDES.  
01:23:58:19 IT'S A TEAM EFFORT TO MAKE ALL  
01:23:59:27 OF THIS HAPPEN.  
01:24:01:18 AND SO IT'S NOT JUST THE EL  
01:24:03:08 OFFICE, BUT IT IS EVERY PERSON  
01:24:04:23 THAT IS BACK THERE AND EVERYONE  
01:24:06:08 ELSE ON THEIR TEAMS AND MYSELF  
01:24:08:03 INCLUDED.  
01:24:09:07 SO THIS IS A NEW SLIDE FOR US.  
01:24:12:21 WE NORMALLY HAVE NOT PRESENTED  
01:24:15:09 OUR ACCESS SCORES.  
01:24:19:14 THE RED IS ELEMENTARY.

01:24:21:15 THE ORANGE COLOR IS MIDDLE  
01:24:22:15 SCHOOL.  
01:24:23:13 GREEN IS HIGH SCHOOL.  
01:24:24:17 AND BLUE IS OUR APS TOTAL.  
01:24:27:00 AND YOU CAN SEE ON THE LEFT IS  
01:24:28:11 OUR 2018 NUMBER.  
01:24:30:09 AND JUST TO HIGHLIGHT FOR THE  
01:24:31:14 BOARD AND THE PUBLIC THAT YOU  
01:24:33:03 CAN SEE WE HAD INCREASES AT  
01:24:35:28 MIDDLE SCHOOL AND HIGH SCHOOL  
01:24:36:22 AND A SLIGHT DECREASE AT  
01:24:38:10 ELEMENTARY.  
01:24:39:27 AND SO ONE OF THE THINGS THAT  
01:24:40:29 THE EL OFFICE DID WHEN WE SAW  
01:24:43:18 THIS DATA, WE NORMALLY DON'T SEE  
01:24:46:15 HUGE INCREASES AT SECONDARY.  
01:24:48:08 SO ONE OF THE IDENTIFYING  
01:24:50:06 MARKERS THAT THE EL OFFICE  
01:24:51:18 IDENTIFIED WAS THAT WE HAD A NEW  
01:24:54:10 TESTING WAY THAT WE DID IT AT  
01:24:55:19 THE HIGH SCHOOL, AT WAKEFIELD,  
01:24:57:21 THAT WE PILOTED.  
01:24:58:23 WE ALSO HAD A CONCERTED EFFORT  
01:25:00:12 BY OUR TEACHERS AND COUNSELORS  
01:25:01:27 TO HELP THE STUDENTS UNDERSTAND  
01:25:03:05 THE IMPORTANCE OF THESE TESTS  
01:25:04:03 AND WHY THEY NEED TO TAKE THEM  
01:25:05:19 SERIOUSLY.  
01:25:06:04 AND THEN ALSO -- SO THAT PLAYED  
01:25:09:25 A GREAT ROLE IN IT.  
01:25:11:07 AND WE ALSO WANTED TO HIGHLIGHT  
01:25:12:26 AT THE ELEMENTARY LEVEL, WE  
01:25:14:05 DON'T WANT A DIP.  
01:25:16:06 THAT'S USUALLY WHERE YOU SEE  
01:25:17:10 THOSE HUGE GAINS.  
01:25:19:12 AS DR. DURAN CHARGED ALL OF  
01:25:20:13 CABINET AND OUR TEAMS TO GET  
01:25:23:09 FEEDBACK, AND YOU ALL MAY HAVE  
01:25:25:10 ALSO HEARD THAT THERE WERE SOME  
01:25:26:19 QUESTIONS FROM OUR ELEMENTARY  
01:25:27:24 TEACHERS ABOUT HOW WE DID OUR  
01:25:29:29 ELD BLOCK, THE SUPPORTS WE HAD,  
01:25:32:09 AND SO WE HAD AN IMPLEMENTATION  
01:25:34:04 DIP.  
01:25:34:28 THE EL TEAM HAS REVISED HOW  
01:25:36:20 WE'RE SUPPORTING OUR STUDENTS  
01:25:37:28 WITHIN THE ELD BLOCK AND  
01:25:39:21 ACTUALLY USING LANGUAGE STUDIO  
01:25:41:25 NOT AS THE CORE FUNCTION BUT AS

01:25:43:24 A PART OF THE WHOLE.  
01:25:46:06 AND SO I WON'T GO INTO MORE, I  
01:25:48:18 HAVE MORE ABOUT EL IN A SECOND,  
01:25:50:20 BUT IF YOU'RE WONDERING, THAT'S  
01:25:52:06 WHERE WE THINK THERE WAS AN  
01:25:54:21 IMPLEMENTATION DIP MORE THAN  
01:25:55:29 ANYTHING ELSE FOR US.  
01:25:57:21 AND WE THINK THE CAUSE IS HOW WE  
01:26:00:16 WERE SUPPORTING OUR STUDENTS IN  
01:26:02:05 THE ELD AT ELEMENTARY.  
01:26:04:11 AND WE'VE DONE LOTS OF  
01:26:06:09 CONVERSATIONS WITH MAP.  
01:26:08:25 AND WE LIKE TO CALL THIS THE  
01:26:10:13 QUADRANT CHART.  
01:26:11:14 IT IS HARD TO EXPLAIN GROWTH IN  
01:26:13:15 ALL THE DIFFERENT THINGS THAT  
01:26:14:17 MAP ALLOWS US TO SEE.  
01:26:17:05 BUT YOU CAN SEE ALL THOSE DOTS  
01:26:19:03 CLUSTERED OVER ON THE RIGHT SIDE  
01:26:20:25 AND JUST TO ORIENT YOU TO THE  
01:26:22:21 SLIDE, DOWN AT THE BOTTOM LEFT,  
01:26:25:09 YOU HAVE LOW ACHIEVEMENT, LOW  
01:26:26:24 GROWTH.  
01:26:27:05 AND THEN YOU HAVE HIGH GROWTH UP  
01:26:28:23 AT THE TOP AND THEN OVER TO THE  
01:26:30:01 RIGHT, YOU HAVE HIGH  
01:26:31:22 ACHIEVEMENT.  
01:26:32:27 AND SO WE NOW SEE THAT MOST OF  
01:26:35:02 OUR STUDENTS ARE ABOVE THE 60TH  
01:26:40:24 PERCENTILE.  
01:26:42:29 55.6 OF THE STUDENTS SCORED IN  
01:26:48:00 THE HIGH, HIGH AVERAGE QUANTILES  
01:26:51:09 AND 38.1% SCORED IN THE HIGH,  
01:26:54:05 HIGH AVERAGE QUANTILES AT THE  
01:26:55:20 BEGINNING OF THE YEAR TEST UNTIL  
01:26:57:05 THE END OF THE YEAR TEST.  
01:26:59:17 SO WE'RE LOOKING FORWARD TO  
01:27:00:25 SEEING THE RESULTS COMING SOON  
01:27:04:06 B.O.Y. TO B.O.Y.  
01:27:07:03 THIS IS OUR FIRST YEAR MAP, SO  
01:27:09:14 WE'LL CONSTANTLY BE REPORTING  
01:27:10:19 THIS OUT AND WITH THE HELP OF  
01:27:12:05 DAN HOUSER AND MR. TERESI AND  
01:27:15:00 THE CHIEF STAFF OFFICE, THIS  
01:27:17:05 WILL ALSO BE IN OUR DATA  
01:27:19:00 DASHBOARD.  
01:27:20:00 SO WE WANT TO MAKE SURE THAT  
01:27:20:18 THIS IS REPORTED OUT SO PARENTS  
01:27:22:07 AND STAFF CAN SEE.



01:27:23:29 AND SO WHAT ARE THOSE EXPECTED  
01:27:25:17 GROWTH MARKERS?  
01:27:26:12 AND SO THIS WILL BE -- WE'RE  
01:27:27:27 EXCITED ABOUT THIS.  
01:27:28:26 AND THEN ALSO MAP REPLACES  
01:27:31:27 VIRGINIA GROWTH ASSESSMENT THIS  
01:27:32:24 YEAR, SO WE NO LONGER HAVE TO  
01:27:34:13 GIVE THE VGA TO OUR STUDENTS.  
01:27:37:13 SO FOR MATH, YOU CAN SEE  
01:27:38:28 ACTUALLY THIS IS A CLUSTER OF  
01:27:42:05 GRADE LEVELS.  
01:27:42:26 WE HAVE MORE OF THE GRADE LEVELS  
01:27:44:08 ACTUALLY MOVING UP INTO THE HIGH  
01:27:46:03 GROWTH, HIGH ACHIEVEMENT AREA.  
01:27:48:04 AND THEN AGAIN, YOU CAN SEE HERE  
01:27:49:13 THAT MOST OF OUR STUDENTS WERE  
01:27:51:01 ABOVE THE 50TH PERCENTILE FOR  
01:27:53:17 BOTH ACHIEVEMENT AND GROWTH.  
01:27:55:26 WE HAD 59.4 STUDENTS ASSESSED,  
01:27:59:25 SCORED IN THE HIGH AVERAGE  
01:28:02:12 QUANTILES FOR ACHIEVEMENT FOR  
01:28:07:05 BEGINNING OF YEAR TO END-OF-YEAR  
01:28:09:18 GROWTH.  
01:28:11:15 AND AGAIN, AS WE HAVE ANOTHER  
01:28:13:14 NEW DATA SLIDE, THIS IS SHOWING  
01:28:15:06 OUR SOL PASS RATES AND OUR VAAP  
01:28:19:08 SCORES.  
01:28:20:22 AND YOU CAN SEE HERE THE  
01:28:21:20 ACHIEVEMENT GAP WAS NARROWEST IN  
01:28:25:14 READING AND THE APS HISPANIC  
01:28:27:15 STUDENTS OUTPERFORMED THE  
01:28:29:17 VIRGINIA HISPANIC STUDENTS BY 2%  
01:28:31:05 ALSO ON THIS CHART.  
01:28:32:00 AND I'M NOT GOING TO STEAL Dr.  
01:28:36:24 CRAWFORD AND HER TEAM'S  
01:28:38:20 THUNDER.  
01:28:39:18 THEY HAVE A MONITORING REPORT  
01:28:41:12 COMING UP ON CHRONIC  
01:28:42:14 ABSENTEEISM, BUT JUST TO REMIND  
01:28:43:22 THE PUBLIC THAT A STUDENT WHO IS  
01:28:45:17 CHRONICALLY ABSENT HAS MISSED  
01:28:47:29 10% OR MORE OF THE SCHOOL YEAR.  
01:28:49:22 ALSO YOU CAN SEE HERE THAT  
01:28:50:26 PRE-PANDEMIC, WE WERE PRETTY  
01:28:52:08 LOW.  
01:28:52:19 AND WE DID GO UP JUST LIKE  
01:28:54:18 EVERYONE ELSE DID.  
01:28:55:13 WE DID SEE A THREE TENTHS  
01:28:58:00 PERCENT DROP IN OUR CHRONIC

01:29:00:12 ABSENTEE NUMBER FROM 13.5 TO  
01:29:02:18 13.2.  
01:29:04:12 AND THEN YOU CAN ALSO SEE THE  
01:29:05:21 STATE WENT FROM -- THEIR DROP  
01:29:09:19 FROM 19 DOWN TO 16.1.  
01:29:11:21 JUST TO POINT OUT, WE HAD 62  
01:29:14:20 STUDENTS THAT -- 62 FEWER  
01:29:18:28 STUDENTS THAT WERE CHRONICALLY  
01:29:21:20 ABSENT, BUT WE ALSO GREW BY 302  
01:29:24:06 STUDENTS.  
01:29:25:03 Dr. CRAWFORD AND HER TEAM WILL  
01:29:26:25 GIVE YOU A RUNDOWN ON ALL THE  
01:29:28:27 EFFORTS AND OUR SCHOOLS WORK  
01:29:30:15 HARD TO WORK WITH OUR STUDENTS  
01:29:31:11 AND FAMILIES, BUT I WOULD LIKE  
01:29:33:03 TO POINT OUT ALSO THAT STUDENTS  
01:29:34:18 WHO ARE CHRONICALLY ABSENT  
01:29:36:06 PERFORM 19 PERCENTAGE POINTS  
01:29:38:24 BELOW THEIR PEERS IN READING IF  
01:29:41:04 THEY'RE CHRONICALLY ABSENT AND  
01:29:43:15 26 BELOW IN MATH, SO WE NEED  
01:29:46:21 EVERYONE TO COME TO SCHOOL.  
01:29:48:03 THOSE ARE HUGE GAPS.  
01:29:49:09 AND THE ONLY WAY TO CLOSE THOSE  
01:29:51:21 ARE IF OUR STUDENTS ARE IN  
01:29:53:03 SCHOOL.  
01:29:53:10 SO NOW MOVING FROM OUR DATA TO  
01:29:58:09 WHAT ARE WE GOING TO DO TO  
01:29:59:07 SUPPORT OUR SCHOOLS.  
01:30:00:18 AND SO THE NEXT SEVERAL SLIDES  
01:30:02:10 ARE FOR ENGLISH LANGUAGE ARTS,  
01:30:07:13 MATH, SOCIAL STUDIES AND EL.  
01:30:10:05 YOU'LL SEE THE FORMAT OF THE  
01:30:11:00 SLIDES LOOK EXACTLY THE SAME AND  
01:30:12:15 THAT WAS ON PURPOSE, SO THANK  
01:30:13:17 YOU TO OUR ELA TEAM AND THEIR  
01:30:16:22 DESIGN FOR THIS.  
01:30:18:03 BUT WE WANTED IT TO ALSO BE  
01:30:19:06 SOMETHING THAT OUR SCHOOLS COULD  
01:30:20:10 THEN SEE FOR THEIR ACTION PLANS.  
01:30:22:00 AND SO WE ARE HIGHLIGHTING THIS  
01:30:24:18 FOR THE BOARD.  
01:30:25:19 YOU MAY REMEMBER THAT DURING THE  
01:30:28:10 ELA AND MATH MONITORING REPORTS  
01:30:31:12 THIS PAST SCHOOL YEAR, BOTH  
01:30:33:04 TEAMS KEPT HIGHLIGHTING FOR THE  
01:30:34:28 BOARD WE WILL HAVE NEW STANDARDS  
01:30:37:00 WITHOUT A CROSSWALK YEAR AND NEW  
01:30:38:22 TESTING ITEMS COMING UP

01:30:39:24 ESPECIALLY IN MATH THIS COMING  
01:30:41:01 SCHOOL YEAR.  
01:30:41:23 SO YOU'LL NOTICE THAT IT IS  
01:30:43:14 IMPLEMENTING OUR NEW STANDARDS.  
01:30:45:09 WE WANT TO MAKE SURE THAT'S A  
01:30:46:17 TOP PRIORITY, BECAUSE THEY'RE  
01:30:48:02 GOING TO BE TESTED ON THEM.  
01:30:49:04 AND THEN ALSO MAKING SURE THAT  
01:30:50:23 WE'RE USING OUR MATERIALS WITH  
01:30:53:00 FIDELITY AND THEN THIS IS  
01:30:55:02 ELEMENTARY, INCORPORATING THOSE  
01:30:56:27 AUTHENTIC WRITING TASKS WEEKLY  
01:30:58:20 WITH FEEDBACK.  
01:30:59:17 AND WE'VE ALSO HAD DISCUSSIONS  
01:31:01:08 AT THE BOARD OF HOW DO WE GIVE  
01:31:02:20 FEEDBACK TO OUR STUDENTS ON  
01:31:04:18 THEIR WRITING.  
01:31:05:17 AND ALSO INCORPORATING THOSE  
01:31:06:15 EXPLICIT FLUENCY ROUTINES DAILY  
01:31:09:14 FOR OUR STUDENTS.  
01:31:11:05 THE CHUNKING, PHRASING, AND ORAL  
01:31:12:15 READING.  
01:31:13:09 WHAT YOU WILL ALSO NOTICE  
01:31:14:10 SIMILAR ON ALL THE SLIDES, JUST  
01:31:16:22 LIKE AT OUR MONITORING REPORTS,  
01:31:18:08 ADVANCED LEARNERS, EL, AND ALSO  
01:31:20:14 STUDENTS WITH DISABILITIES, SO  
01:31:22:02 WE WANT TO MAKE SURE THAT WE  
01:31:22:24 PROVIDE THE INTENSIFIED AND  
01:31:25:19 EXTENDED LEARNING STANDARDS FOR  
01:31:27:23 ALL STUDENTS.  
01:31:29:00 IF I'M NOT IDENTIFIED AS  
01:31:30:21 ADVANCED, THAT DOESN'T MEAN I  
01:31:32:07 DON'T HAVE AN OPPORTUNITY TO DO  
01:31:33:09 THEM.  
01:31:33:23 WE WANT TO EXTEND ALL THE  
01:31:34:27 STUDENTS WHETHER THEY'RE  
01:31:35:25 IDENTIFIED OR NOT.  
01:31:36:20 AND THEN YOU'LL NOTICE  
01:31:37:24 SIMILARITIES ON ALL THE SLIDES  
01:31:39:09 FOR EL AND STUDENTS WITH  
01:31:40:27 DISABILITIES.  
01:31:41:22 WE WANT TO PROVIDE OUR EL  
01:31:42:16 STUDENTS WITH THOSE STRUCTURED  
01:31:44:01 OPPORTUNITIES TO PRACTICE THEIR  
01:31:45:09 ORAL LANGUAGE AND FOR OUR  
01:31:47:13 STUDENTS WITH DISABILITIES,  
01:31:49:08 THOSE SCAFFOLDS TO ENGAGE IN  
01:31:52:26 GRADE LEVEL CONTENT AND DOUBLY

01:31:55:18 FOR THOSE STUDENTS LEARNING  
01:31:58:06 ENGLISH, ACCESS TO GRADE-LEVEL  
01:32:00:07 CONTENT.  
01:32:01:05 SO FOR SECONDARY, AGAIN IT IS  
01:32:03:00 IMPLEMENTING OUR NEW STANDARDS  
01:32:04:25 AND UPDATING OUR CURRICULUM  
01:32:06:00 DOCUMENTS.  
01:32:06:22 AND THEN ALSO HOW ARE WE USING  
01:32:08:10 OUR EVIDENCE-BASED PRACTICES?  
01:32:10:12 YOU'LL NOTICE THAT WE'RE  
01:32:11:03 CONTINUING WITH PROMOTING  
01:32:13:24 ADOLESCENT COMPREHENSION OF TEXT  
01:32:16:03 AND ALSO BUILDING BACKGROUND  
01:32:17:20 KNOWLEDGE AND YOU'LL SEE A  
01:32:19:19 SIMILAR OUTLINE FOR ADVANCED  
01:32:21:11 LEARNERS, EL, AND STUDENTS WITH  
01:32:23:10 DISABILITIES.  
01:32:23:28 I FAILED TO HIGHLIGHT, BUT IT'S  
01:32:25:26 THE SAME FOR ELEMENTARY AND FOR  
01:32:28:02 SECONDARY, BUT IT IS MAKING SURE  
01:32:30:04 WE COMPLETE OUR VIRGINIA  
01:32:33:08 LITERACY ACT TRAINING.  
01:32:34:29 ALL OF OUR ELEMENTARY TEACHERS  
01:32:36:14 HAVE TO DO THAT, BUT IN MIDDLE  
01:32:38:02 SCHOOL, SIX EIGHT, AND ALSO  
01:32:41:17 WE'RE HELPING WITH THE  
01:32:42:15 PROFESSIONAL LEARNING OFFICE AND  
01:32:43:09 THE ELA OFFICE DESIGNING MODULES  
01:32:49:10 FOR ALL OF OUR TEACHERS TO  
01:32:51:08 PARTICIPATE IN WITH THE  
01:32:52:03 PROFESSIONAL DAY YOU'VE GIVEN  
01:32:53:21 THEM.  
01:32:54:05 FOR MATH FOR ELEMENTARY AND  
01:32:56:20 SECONDARY, AGAIN IT IS NEW MATH  
01:32:58:15 STANDARDS.  
01:33:00:09 AND I BELIEVE Ms. CRUZ AND  
01:33:02:21 MR. STEWART AND Ms. ELLIS LAST  
01:33:05:10 SCHOOL YEAR WERE HIGHLIGHTING  
01:33:07:01 HOW DIFFICULT IT IS WITHOUT A  
01:33:09:00 CROSSWALK YEAR TO DO THAT.  
01:33:10:18 AND WE KNOW GENERALLY WHEN YOU  
01:33:12:06 IMPLEMENT NEW STANDARDS AND NEW  
01:33:13:14 TESTS, YOU DO SEE A DIP IN  
01:33:15:00 PERFORMANCE.  
01:33:16:01 AND SO THIS IS AGAIN, IT IS OUR  
01:33:19:06 IMPERATIVE AND IT IS OUR  
01:33:20:15 NUMBER-ONE GOAL BESIDES  
01:33:23:06 SUPPORTING OUR STUDENTS, HOW DO  
01:33:25:09 WE GET OUR CURRICULUM DOCUMENTS

01:33:27:01 UPDATED AND INTO THE HANDS OF  
01:33:28:06 OUR TEACHERS SO THEY KNOW WHERE  
01:33:29:12 TO GO AND WHAT THOSE  
01:33:30:26 EXPECTATIONS ARE.  
01:33:32:15 AND SO YOU'LL NOTICE HERE  
01:33:34:06 INCORPORATING NUMBER SENSE  
01:33:35:23 ROUTINES IS PART OF THE  
01:33:37:11 MATHEMATICAL DISCOURSE AT THE  
01:33:39:03 BEGINNING OF CLASS.  
01:33:40:14 WE WANT OUR STUDENTS TO BE  
01:33:41:19 THINKING LIKE MATHEMATICIANS AND  
01:33:43:14 GETTING THOSE NUMBER SENSE  
01:33:44:22 ROUTINES DOWN.  
01:33:46:04 AND ALSO HOW DO WE HELP DEVELOP  
01:33:47:15 THAT MATHEMATICAL REASONING.  
01:33:49:21 AND THEN FOR OUR ADVANCED  
01:33:51:26 LEARNERS, MR. STEWART AND HIS  
01:33:53:09 TEAM HAVE BEEN PARTNERING WITH  
01:33:54:24 THE ADVANCED ACADEMICS TEAM  
01:33:57:06 PROVIDING (UNFAMILIAR WORD OR  
01:34:00:24 NAME) FOR OUR STUDENTS AND AGAIN  
01:34:02:03 THE SAME WILL BE TRUE FOR EL AND  
01:34:04:05 STUDENTS WITH DISABILITIES.  
01:34:06:03 WE WANT TO MAKE SURE THAT THEY  
01:34:07:00 HAVE THE ABILITY TO PRACTICE  
01:34:08:12 THEIR ORAL LANGUAGE DEVELOPMENT  
01:34:10:03 AND HAVE ACCESS TO GRADE-LEVEL  
01:34:12:18 CONTENT.  
01:34:13:09 YOU'LL NOTICE FOR PROFESSIONAL  
01:34:14:00 LEARNING HERE, YOU DO SEE THE  
01:34:16:12 SUPPORT OF VLA.  
01:34:19:10 I'VE ASKED EVERY OFFICE, ONCE  
01:34:22:02 THOSE MODULES HAVE COME OUT,  
01:34:23:21 THAT SCIENCE, SOCIAL STUDIES,  
01:34:25:03 AND MATH NEED TO THEN PUT SOME  
01:34:27:08 OF THOSE STRATEGIES INTO THEIR  
01:34:28:29 ACTUAL CURRICULUM DOCUMENTS,  
01:34:30:04 BECAUSE WE WANT THAT TO SHOW UP.  
01:34:32:06 ALL THESE TESTS ARE READING  
01:34:33:05 TESTS, SO HOW DO WE SUPPORT OUR  
01:34:35:05 MATH TEACHERS AND OUR STUDENTS  
01:34:36:10 SO THEY ARE ABLE TO ACCESS THE  
01:34:37:22 TESTS WHEN THEY TAKE THEM IN MAY  
01:34:39:18 AND JUNE.  
01:34:40:19 AND THEN ALSO THE MATH OFFICE  
01:34:42:10 HAS BEEN WORKING HARD AND ALSO  
01:34:45:01 THIS IS A SCHOOL REQUEST ON MATH  
01:34:46:27 WORKSHOP, AND I WAS JUST IN TWO  
01:34:48:29 CLT'S AT ABINGDON THIS WEEK AND

01:34:52:21 THEY WERE TALKING ABOUT MATH  
01:34:54:06 WORKSHOP AND WHAT DOES  
01:34:55:20 INSTRUCTION LOOK LIKE, SO WE'RE  
01:34:57:05 SEEING IT TAKE HOLD AND WE ALSO  
01:34:59:01 WANT TO TALK ABOUT SECONDARY IN  
01:35:00:03 A MOMENT.  
01:35:01:18 MR. STEWART AND HIS TEAM HAVE  
01:35:02:15 BEEN WORKING WITH SCHOOLS ON  
01:35:04:23 COOPERATIVE LEARNING,  
01:35:05:27 SPECIFICALLY KAGAN STRATEGIES,  
01:35:07:26 BUT ALSO MATH WORKSHOP AT THE  
01:35:09:14 SECONDARY LEVEL.  
01:35:10:15 AND AGAIN YOU'LL NOTICE THAT WE  
01:35:12:00 WANT THOSE NUMBER SENSE ROUTINES  
01:35:13:15 AND DISCOURSE, WE WANT OUR  
01:35:15:00 STUDENTS TO BE INTERACTING WITH  
01:35:16:22 MATH DIFFERENTLY.  
01:35:18:03 ESPECIALLY HOW WE ALL INTERACTED  
01:35:19:15 WITH IT WHEN WE WERE IN SCHOOL.  
01:35:21:01 AND THEN AGAIN YOU'LL NOTICE  
01:35:22:15 THOSE INTENSIFIED LEARNING  
01:35:23:27 EXPERIENCES FOR OUR STUDENTS  
01:35:26:11 WITH M CUBED, PROJECT M CUBED,  
01:35:29:28 AND THEN AGAIN HOW DO WE SUPPORT  
01:35:31:23 WITH THE IMPLEMENTATION OF VLA  
01:35:34:22 BUT ALSO CONTINUING TRAINING OUR  
01:35:36:10 TEACHERS ON MATH WORKSHOP.  
01:35:37:19 AND FOR SOCIAL STUDIES, SOCIAL  
01:35:46:21 STUDIES HAS A CROSSWALK YEAR.  
01:35:50:19 THAT TEAM GETS A WILL BE OF A  
01:35:52:07 BREATHER TO NOT HAVE TO DO IT  
01:35:54:02 ALL AT THE SAME TIME.  
01:35:55:00 SO THEY DO HAVE TO PLAN AND  
01:35:56:15 IMPLEMENT AND HOW DO THEY UPDATE  
01:35:57:27 OUR CURRICULUM DOCUMENTS AND  
01:35:59:02 RESOURCES IF NEED BE.  
01:36:00:11 AND THEN ALSO HOW DO WE  
01:36:01:19 IMPLEMENT PERFORMANCE-BASED  
01:36:03:16 ASSESSMENTS AND INSTRUCTION.  
01:36:05:05 WE KNOW FROM OUR JUST WHEN I WAS  
01:36:07:23 TALKING ABOUT OUR SOL SCORES, WE  
01:36:09:15 ARE A HEAVY USER OF PPA, BUT WE  
01:36:12:01 WANT TO CONTINUE TO WORK ON THAT  
01:36:13:13 AND ENHANCE OUR INSTRUCTION.  
01:36:15:18 AND THEN ALSO WORKING  
01:36:17:09 COLLABORATIVELY TO ADDRESS ALL  
01:36:19:23 OF OUR STUDENTS' NEEDS WITH  
01:36:21:12 SCAFFOLDING.  
01:36:22:19 AND YOU'LL START TO NOTICE A

01:36:23:18 THEME.  
01:36:24:09 WE WANT TO MAKE SURE ALL OF OUR  
01:36:25:06 STUDENTS HAVE ACCESS TO  
01:36:26:14 GRADE-LEVEL CONTENT AND THOSE  
01:36:28:18 SCAFFOLDS IN PLACE.  
01:36:29:17 WE KNOW THAT WHEN STUDENTS HAVE  
01:36:31:18 ACCESS TO THOSE, WE GENERALLY  
01:36:33:03 SEE THAT SCORES ARE HIGHER.  
01:36:35:26 JUST LIKE WE SEE WITH OUR  
01:36:37:01 SPECIAL EDUCATION STUDENTS WHEN  
01:36:38:12 THEY'RE INCLUDED.  
01:36:39:03 WE SEE SIGNIFICANTLY HIGHER  
01:36:41:04 PERFORMANCE.  
01:36:42:02 AND SO WE WANT THAT FOR ALL OF  
01:36:43:07 OUR STUDENTS SO WE CAN CONTINUE  
01:36:44:21 THE TREND LINE UP.  
01:36:47:29 AND FOR SCIENCE, I MENTIONED  
01:36:49:14 DURING THE SCIENCE DATA, Dr.  
01:36:54:02 LEE AND HIS TEAM ARE GOING TO  
01:36:55:27 CONTINUE THEIR SUPPORT WITH  
01:36:57:01 NCLT'S.  
01:37:03:25 AND ALSO HOW DO THEY IMPLEMENT  
01:37:05:03 AND SUPPORT THE VLA.  
01:37:08:03 ALSO ENGAGING IN THE FIVE E'S.  
01:37:10:15 SO HOW DO WE HAVE STUDENTS  
01:37:11:24 ENGAGE IN SCIENCE, EXPLORE  
01:37:13:09 SCIENCE, EXPLAIN, ELABORATE, AND  
01:37:15:21 EVALUATE IT.  
01:37:17:09 THOSE HANDS-ON PIECES, AND THEN  
01:37:19:01 AGAIN HOW ARE WE HELPING OUR  
01:37:21:14 ELEMENTARY SCHOOLS FIT IN THE  
01:37:23:25 TIME TO TEACH SCIENCE AND THEN  
01:37:26:24 AT THE SECONDARY LEVEL, THE FIVE  
01:37:28:26 E'S, THE CLAIM, EVIDENCE, AND  
01:37:30:29 REASONING MODELS, AND IT'S  
01:37:33:04 MAKING SURE OUR STUDENTS,  
01:37:34:15 ESPECIALLY IF THEY'RE EL OR  
01:37:35:23 STUDENTS WITH DISABILITIES, HAVE  
01:37:37:02 ACCESS TO GRADE-LEVEL CONTENT.  
01:37:41:00 AND SO AS WE COME TO THE END OF  
01:37:44:19 HOW WE'RE SUPPORTING AND WHAT  
01:37:46:24 ARE WE GOING TO CHANGE  
01:37:48:01 INSTRUCTIONALLY, YOU CAN SEE  
01:37:49:03 HERE FOR OUR EL, AND AS I'VE  
01:37:51:06 BEEN HIGHLIGHTING, EL IS A MAJOR  
01:37:52:18 FOCUS FOR US THIS YEAR.  
01:37:54:10 AND AS I'VE SAID TO Ms. MURPHY  
01:37:57:02 QUITE A FEW TIMES, IT'S NOT JUST  
01:37:58:12 THE EL OFFICE, IT'S EVERY SINGLE

01:38:00:01 OFFICE IN THE OFFICE OF  
01:38:01:15 ACADEMICS THAT WE NEED TO  
01:38:02:17 SUPPORT OUR EL LEARNERS.  
01:38:04:06 AND SO WE WANT TO MAKE SURE THAT  
01:38:05:20 WE CONTINUE WITH TIER 1 THAT IS  
01:38:07:15 MAKING SURE THAT OUR KIDS ARE  
01:38:09:10 INCLUDED IN THOSE CLASSES.  
01:38:13:10 THAT THEY HAVE THOSE LANGUAGE  
01:38:14:18 MODELS.  
01:38:15:09 BUT ALSO THE EL OFFICE STARTED A  
01:38:17:11 MODEL CLASSROOM.  
01:38:18:18 AND SO THAT IS ONE OF THE MAIN  
01:38:20:07 THINGS WE WANT TO HIGHLIGHT FOR  
01:38:23:08 ALL OF OUR TEACHERS IS THE  
01:38:24:10 ABILITY TO SEE OUR EL STAFF  
01:38:26:21 ACTUALLY DO WHAT WE'VE BEEN  
01:38:28:05 SAYING.  
01:38:28:23 AND SO YOU CAN COME AND SEE  
01:38:29:24 SOMEONE ACTUALLY WORKING WITH  
01:38:30:29 STUDENTS USING THOSE STRATEGIES.  
01:38:33:17 AND IT'S BEEN A SUCCESS SO FAR  
01:38:35:22 AND WE WANT TO CONTINUE THAT AND  
01:38:37:04 HAVE PEOPLE BE ABLE TO COME AND  
01:38:38:16 SEE.  
01:38:40:03 AND IF THE SCHOOL BOARD WOULD  
01:38:41:18 LIKE TO COME SEE IT, LET US  
01:38:43:07 KNOW, WE'LL LET YOU KNOW WHEN  
01:38:44:29 IT'S HAPPENING, BECAUSE WE DO  
01:38:46:08 FEEL THIS IS THE MOST EFFECTIVE  
01:38:47:19 WAY TO HELP OUR STUDENTS.  
01:38:48:25 WE ALSO -- THE EL OFFICE BROUGHT  
01:38:51:10 IN JOSE MEDINA TO WORK WITH  
01:38:56:24 TEACHERS AND WE GOT GREAT  
01:38:58:05 RESPONSES FROM THAT, SO WE  
01:38:59:14 REALLY WANT TO MAKE SURE THAT  
01:39:01:09 AGAIN WE POUR INTO OUR TEACHERS,  
01:39:02:21 BUT THEN HOW DO WE MODEL IT FOR  
01:39:04:20 THEM.  
01:39:05:14 IT'S ONE THING TO GO TO A  
01:39:06:27 PROFESSIONAL LEARNING, BUT  
01:39:08:01 SEEING IT IN ACTION IS A GREAT  
01:39:09:17 WAY TO SUPPORT THEM.  
01:39:10:25 SO THEN AGAIN, WE'VE REDESIGNED  
01:39:12:17 OUR ELD BLOCKS AND MAKING SURE  
01:39:15:26 THAT AGAIN THE TEACHERS HAVE TO  
01:39:17:21 TAKE THE VLA TRAINING, BUT WE'RE  
01:39:20:03 ALSO INCLUDED DECODABLE TEXT,  
01:39:23:20 MULTISYLLABIC ROUTINES, AND  
01:39:28:19 WORKING ON FOUNDATIONAL LITERACY



01:39:30:14 WITH OUR STUDENTS WITH LIMITED,  
01:39:32:12 INTERRUPTED FORMAL EDUCATION, SO  
01:39:34:27 THIS HAS BEEN A CHARGE BY DR.  
01:39:36:18 DURAN FOR US TO REALLY FOCUS ON  
01:39:38:04 THEM AND ESPECIALLY AT THE  
01:39:39:05 ELEMENTARY LEVEL, IF YOU COME IN  
01:39:40:27 AT THIRD GRADE AND YOU HAVEN'T  
01:39:42:12 BEEN IN SCHOOL, WE WANT TO MAKE  
01:39:43:24 SURE WE SUPPORT YOU.  
01:39:44:29 SO THAT'S WHAT THE EL OFFICE IS  
01:39:46:27 WORKING ON.  
01:39:48:15 THERE'S PLENTY THAT THEY'RE  
01:39:49:06 DOING, SO I'M NOT GOING TO  
01:39:50:18 BELABOR THE POINT, BUT THEY ARE  
01:39:52:13 HARD AT WORK AND I DON'T KNOW IF  
01:39:54:02 Ms. MURPHY IS SMILING OR NOT,  
01:39:55:21 BUT I HOPE SHE AND HER TEAM.  
01:39:58:01 AND SO AS WE -- DR. DURAN  
01:40:01:06 MENTIONED IN THE OPENING, WE'VE  
01:40:02:21 NOT GIVING DIBELS ANYMORE AND WE  
01:40:05:03 ACTUALLY CAN'T REALLY.  
01:40:08:15 SO WE NOW BY CODE HAVE TO USE  
01:40:10:13 VALLSS.  
01:40:11:20 IT USED TO BE CALLED PALLS.  
01:40:14:16 IT'S THE VIRGINIA LANGUAGE  
01:40:16:13 LITERACY SCREENING SYSTEM.  
01:40:18:02 WE KNOW THIS WAS DEVELOPED BY  
01:40:19:29 UVA.  
01:40:21:07 IT DOES REPLACE PALLS.  
01:40:27:10 THE NEXT FEW SLIDES, I'LL GO AT  
01:40:28:23 A HIGH LEVEL SO THE PUBLIC AND  
01:40:30:15 THE BOARD UNDERSTAND WHAT IT IS.  
01:40:32:06 Ms. CRUZ AND HER TEAM HAVE  
01:40:33:15 BEEN HIGHLIGHTING FOUR  
01:40:34:12 ELEMENTARY TEACHERS WHAT THIS  
01:40:35:17 MEANS AND WE ALSO HAVE SCHOOLS  
01:40:36:22 THAT ARE PILOTING VALLSS IN  
01:40:38:27 SPANISH AS WELL.  
01:40:40:06 SO ON THIS SLIDE, YOU'LL SEE  
01:40:41:21 THAT THIS IS THE KINDERGARTEN  
01:40:43:15 THROUGH THIRD GRADE SUBTEST  
01:40:46:06 OVERVIEW.  
01:40:46:28 WE HAVE CODED-BASED LANGUAGE  
01:40:48:26 COMPREHENSION AND PROCESSING  
01:40:50:01 HERE AND JUST NOTE THAT NOT ALL  
01:40:51:20 SUBTESTS ARE ADMINISTERED IN ALL  
01:40:53:28 GRADE LEVELS OR IN EACH TESTING  
01:40:56:13 WINDOW.  
01:40:56:17 AND

00:00:00:00 SO Ms. CRUZ CREATED THIS SLIDE  
00:00:02:19 FOR US AND I WANT TO SPEND A  
00:00:05:00 LITTLE BIT OF TIME HERE.  
00:00:05:25 WE KNOW THAT OUR SPECIAL ED  
00:00:08:11 PARENTS BROUGHT TO APS, HOW ARE  
00:00:11:05 WE NOT IDENTIFYING STUDENTS THAT  
00:00:13:29 THEY BE DYSLEXIC OR HAVE OTHER  
00:00:17:25 READING DIFFICULTIES.  
00:00:19:04 THIS SLIDE, THE VENN DEGREE  
00:00:23:21 SHOWS WITH DiBELS AND NOTHING  
00:00:25:11 THAT VALLSS HAVE AND HAVE IT  
00:00:27:25 THIS COMMON AND IN LANGUAGE  
00:00:32:03 INFLUENCING AND PSEUDOWORD  
00:00:34:25 DECODING SIMILAR BUT YOU SEE  
00:00:36:03 THOSE ARE SUBTESTS.  
00:00:37:18 WE FEEL THAT WE ARE CONFIDENT  
00:00:39:25 THAT WE WON'T MISS THOSE  
00:00:41:25 STUDENTS WHEN WE GAVE PALS AND  
00:00:44:10 DiBELS AND 700 AND CHANGE THAT  
00:00:46:16 WERE NOT IDENTIFIED BY PALS IN  
00:00:48:16 THE PAST.  
00:00:48:25 WE FEEL CONFIDENT THAT THE NEW  
00:00:50:27 VALLSS WILL HELP US CONTINUE TO  
00:00:52:21 IDENTIFY STUDENTS THAT WE DIDN'T  
00:00:56:18 IDENTIFY IN PALS.  
00:00:57:28 AGAIN HERE'S IF YOU ARE  
00:00:59:25 INTERESTED IN THE SUBTASKS IN  
00:01:02:00 VALLSS, AND HIGHLIGHT IF HAS A  
00:01:04:28 CHECK IT'S OPTIONAL AND YOU SEE  
00:01:07:02 WHAT IS REQUIRED AND QUITE A FEW  
00:01:09:02 THINGS REQUIRED AND ORANGE  
00:01:11:00 SNOWFLAKE AND X IS NOT AVAILABLE  
00:01:12:18 AND IF HAS A DIAMOND SHAPE  
00:01:15:29 REQUIRED FOR HIGH-RISK STUDENTS  
00:01:18:04 THAT FAILED IN DECODING IN THE  
00:01:20:08 FALL.  
00:01:20:25 SO YOU MAY BE WONDERING WHO WILL  
00:01:22:25 TAKE ALSO HAVE IN APS, IF YOU  
00:01:25:28 ARE IN KINDERGARTEN OR FIRST  
00:01:29:18 GRADE YOU WILL TAKING IT, AND ON  
00:01:32:17 THIRD GRADE SOME STUDENTS TAKE  
00:01:34:21 IT FLAGGED ON NWEA AND MAY TAKE  
00:01:40:03 VALLSS.  
00:01:40:10 I WANT TO HIGHLIGHT FOR THE  
00:01:41:22 BOARD LAST YEAR Dr. DURAN WAS  
00:01:43:29 DOING HIS LISTENING SESSIONS AND  
00:01:45:15 HEARD FROM SOME KINDERGARTEN  
00:01:48:23 CLT'S WE HAD ALLOY THE  
00:01:51:27 ASSESSMENTS AND Ms. HURST AND

00:01:54:13 TEAM WENT AND TALKED TO THE  
00:01:56:19 KINDERGARTEN TEACHERS AND GOT  
00:01:58:17 FEEDBACK AND WANTED TO TAKE  
00:02:00:13 AWAY, DiBELS AWAY IS ONE THING  
00:02:02:22 AND WENT THROUGH THE CURRICULUM  
00:02:04:21 GUIDE AND HIGHLIGHT WHAT  
00:02:06:26 ASSESSMENTS ARE REQUIRED AND  
00:02:08:02 WHICH ARE OPTIONAL.  
00:02:09:17 WE WANT THAT TO BE EXPLICIT SO  
00:02:12:00 THAT TEACHERS DON'T FEEL THEY  
00:02:13:27 HAVE TO GIVE IT BUT AN OPTION  
00:02:15:18 BUT TO BE SURE THAT IF YOU ARE  
00:02:17:12 IN KINDERGARTEN AND HAVE A LOVE  
00:02:19:15 FOR LEARNING AND NOT SPENDING  
00:02:22:01 THE FIRST MONTH AND A HALF FOR  
00:02:24:21 TAKING ON TESTS.  
00:02:25:15 THANK YOU FOR THE TEAM FOR THE  
00:02:27:29 WORK AND FEEDBACK TO UPDATE THAT  
00:02:31:01 CHANGE.  
00:02:31:20 AGAIN VOWELS IS REQUIRED AT K-2  
00:02:35:09 FOR APS DOING NWEA MAP THAT  
00:02:40:14 REPLACE DiBELS THIRD THROUGH  
00:02:43:23 FIFTH GRADE AND SEE ON THE CHART  
00:02:45:21 WHICH GRADE LEVELS WILL TAKE IT.  
00:02:47:21 NOW TO OUR NEW VIRGINIA SCHOOL  
00:02:50:26 PERFORMANCE SUPPORT FRAMEWORK,  
00:02:52:08 THIS IS NEW, AND WE ALL HAVE A  
00:02:59:08 LOT OF QUESTIONS BUT MAKE SURE  
00:03:00:24 THAT THE BOARD IS PUBLIC WERE  
00:03:02:27 AWARE WHAT IS COMING.  
00:03:03:27 THIS IS NEW FOR EVERYONE, YOU  
00:03:05:16 CAN SEE HERE IS THE TIMELINE THE  
00:03:08:18 BOARD DID VOTE AND ADOPT IT AND  
00:03:13:03 WAITING FOR THE FEDS TO APPROVE.  
00:03:15:13 THIS IS SCHEDULED TO BEGIN IN  
00:03:17:02 NEXT SCHOOL YEAR, 25-26.  
00:03:20:08 THE DATA FOR THIS ACTUAL PLAN  
00:03:21:20 WILL BE BASED OFF WHAT OUR  
00:03:23:27 STUDENTS DO THIS SPRING.  
00:03:26:08 MAY AND JUNE SLL'S WILL  
00:03:29:28 DETERMINE HOW OUR SCHOOLS RATED  
00:03:31:29 UNDER THIS NEW FRAMEWORK.  
00:03:34:22 JUST TO DRAW YOUR ATTENTION HERE  
00:03:36:04 AND SEE THE INDICATORS WITHIN  
00:03:38:02 EACH FRAMEWORK.  
00:03:39:01 I WILL SPEND A LITTLE BIT OF  
00:03:40:10 TIME TALKING ABOUT WHAT YOU SEE  
00:03:41:22 HERE.  
00:03:42:18 SO IN THE KIND OF GREENISH

00:03:45:28 FUCHSIA COLOR YOU SEE GROWTH AT  
00:03:48:13 25% FOR ELEMENTARY SCHOOLS AND  
00:03:50:09 SEE IT SAYS READING EXPECTED  
00:03:52:29 GROWTH AT 12.5 AND MATH EXPECTED  
00:03:56:04 GROWTH.  
00:03:56:24 DOWN AT THE BOTTOM YOU SEE  
00:03:58:11 READINESS.  
00:03:58:21 YOU SEE CHRONIC ABSENTEEISM AND  
00:04:02:11 FIVE C'S PERFORMANCE ASSESSMENT.  
00:04:04:12 THAT IS SOMETHING THAT WE  
00:04:05:15 HAVEN'T SEEN YET BUT MIDDLE  
00:04:07:24 SCHOOL AND ELEMENTARY SCHOOLS  
00:04:09:04 HAVE TO TAKE THIS.  
00:04:10:14 AND MASTERY IS 65%.  
00:04:11:24 I WANT TO HIGHLIGHT FOR YOU  
00:04:13:29 SOCIAL STUDIES IS NOT ANY OF THE  
00:04:17:10 CATEGORIES HERE.  
00:04:18:15 MOVING FORWARD.  
00:04:19:16 BUT YOU DO SEE PROGRESS AND  
00:04:21:21 LANGUAGE PROFICIENCY AT 10% AND  
00:04:25:19 READING AND MATH AND SCIENCE.  
00:04:28:00 GROWTH GOES FROM 25 TO 20 AT  
00:04:31:19 MIDDLE SCHOOL.  
00:04:32:12 AGAIN YOU SEE EXPECTED GROWTH.  
00:04:35:01 FOR READING AND MATH.  
00:04:36:08 AND THEN FOR READINESS AT 20%  
00:04:39:02 AGAIN CHRONIC ABSENTEEISM AND  
00:04:45:25 ADVANCE PERFORMANCE WORK AND  
00:04:49:00 MASTERY AT 65 AT ELEMENTARY TO  
00:04:52:24 60 AT MIDDLE SCHOOL AND AGAIN  
00:04:55:06 SOCIAL STUDIES IS NOT FACTORED  
00:04:56:29 INTO THE MASTERY CALCULATION.  
00:04:59:08 ALL OF THESE CALCULATIONS ARE  
00:05:01:04 WEIGHTED AND GET A SCORE AND GO  
00:05:03:13 OVER THAT IN THE NEXT SLIDE.  
00:05:04:28 THIS IS SOMETHING FOR GRADUATION  
00:05:07:13 AND FOR ORANGE COLOR THIS HIGH  
00:05:09:22 SCHOOL AND SHOWS FOUR YEAR  
00:05:13:02 ADJUSTED COHORT.  
00:05:14:00 OUR UNDERSTANDING RIGHT NOW THIS  
00:05:16:16 IS MORE RESTRICTIVE THAN IN THE  
00:05:18:26 PAST.  
00:05:19:13 THIS MEANS THAT HAS TO GRADUATE  
00:05:23:20 IN FOUR YEARS AND EXCLUDING  
00:05:26:20 STUDENTS GOING FOR DIPLOMA  
00:05:29:23 STUDIES AND 50% OF HIGH SCHOOL  
00:05:32:25 WEIGHTED CALCULATION.  
00:05:33:21 AND YOU SEE AT READINESS IT'S AT  
00:05:35:27 35%, UP FROM 20 AT MIDDLE

00:05:38:25 SCHOOL.  
00:05:39:06 AND YOU SEE AGAIN CHRONIC  
00:05:43:11 ABSENTEEISM AND 6 YEAR GRADUATED  
00:05:47:06 STUDIES AND THEN READY FOR LIFE  
00:05:49:06 3E, FRAMEWORK IS NEW AND TAKE  
00:05:51:28 INTO ACCOUNT IF STUDENTS GOING  
00:05:54:11 TO MILITARY AND COURSE WORK AND  
00:05:57:20 SOME CTE COURSES.  
00:05:59:18 AND MASTERY GOES FROM 60 AT  
00:06:01:04 MIDDLE SCHOOL DOWN TO 50 AT HIGH  
00:06:03:25 SCHOOL.  
00:06:04:12 AND AGAIN STILL NO SOCIAL  
00:06:05:24 STUDIES.  
00:06:06:10 AND SO I AM POINTING THAT OUT.  
00:06:09:00 WE'RE STILL TRYING TO UNDERSTAND  
00:06:10:27 AND WE'RE CONTINUE TO GET MORE  
00:06:14:04 INFORMATION.  
00:06:14:21 MR. THERESY IS ON TOP OF IT AND  
00:06:18:27 MAKE SURE THAT THE BOARD HAD  
00:06:20:25 THIS INFORMATION AS WE DID OUR  
00:06:23:05 PRESENTATION THIS EVENING.  
00:06:24:06 AS I MENTIONED UNDER THIS  
00:06:27:17 PERFORMANCE SUPPORT FRAMEWORK  
00:06:29:07 SCHOOLS GET POINTS AND  
00:06:30:27 DISTINGUISHED FROM 90 TO ABOVE  
00:06:33:09 AND ON TRACK, 89 POINTS AND OFF  
00:06:36:26 TRACK 65-79 AND NEEDS MORE  
00:06:40:07 INTENSIVE SUPPORT BELOW 65  
00:06:42:14 POINTS.  
00:06:43:16 AND EXCEEDING WE ALL DISTINGUISH  
00:06:45:08 THAT EXCEEDING EXPECTATION.  
00:06:48:09 IF YOU ARE MEETING IT, YOU ARE  
00:06:50:10 MEETING IT, BUT THEN IT'S NOT  
00:06:52:18 MEETING AND YOU MAY RECEIVE  
00:06:54:18 EXTRA SUPPORT FROM VOE.  
00:06:56:12 AND IF YOU ARE IN SIGNIFICANTLY  
00:06:57:29 NOT MEETING WHERE WE WILL HAVE  
00:07:01:26 INTENSIVE SUPPORT.  
00:07:02:15 NOT SURE WHAT THAT WILL LOOK  
00:07:04:08 LIKE AT THIS POINT.  
00:07:05:14 AGAIN THIS IS ALL NEW FOR ALL OF  
00:07:07:06 US.  
00:07:07:19 WHEN I DO THIS PRESENTATION THIS  
00:07:09:11 TIME IN '25, WE'LL BE TALKING  
00:07:12:19 ABOUT OUR SCHOOLS DISTINGUISHED,  
00:07:15:18 OFF TRACK, ON TRACK OR NEEDS  
00:07:19:25 INTENSIVE SUPPORT.  
00:07:20:16 AND THAT LAST BOX GOES WITH WHAT  
00:07:22:20 IS HAPPENING AT THE FEDERAL

00:07:23:28 LEVEL.  
00:07:24:07 YOU HAVE NO NEEDS AND IF ON  
00:07:26:04 TRACK OR OFF TRACK, IT WOULD BE  
00:07:28:13 DETERMINED BY YOUR SUBGROUPS.  
00:07:30:15 AND THEN IF YOU ARE INTENSIVE  
00:07:32:06 SUPPORT THIS IS AGAIN A  
00:07:33:26 COMPREHENSIVE CHANGE.  
00:07:35:01 SO I JUST WANT TO POINT OUT  
00:07:38:26 BEFORE I TURN IT BACK OVER TO  
00:07:40:26 Ms. KADERA FOR QUESTIONS JUST ON  
00:07:45:23 THIS.  
00:07:46:10 AGAIN THE FIRST TIME THAT  
00:07:48:10 SCHOOLS PENALIZED IF PARENTS  
00:07:51:20 REFUSE TO TAKE TESTS UNDER THIS  
00:07:53:14 NEW FRAMEWORK.  
00:07:54:28 STUDENT GROWTH IS REPORTED  
00:07:57:08 SEPARATE FROM MASTERY AND AGAIN  
00:07:59:27 USING EXPECTED PERFORMANCE HERE.  
00:08:01:26 AND SOMETHING THAT I THINK,  
00:08:03:15 ESPECIALLY IN REGION 4, EVERYONE  
00:08:06:27 IS THINKING ABOUT AND WONDERING  
00:08:08:28 ABOUT IS STUDENTS, OUR EL  
00:08:12:18 STUDENTS TEST SCORES AFTER JUST  
00:08:14:15 THREE SEMESTERS INSTEAD OF THE  
00:08:16:23 CURRENT 11 SEMESTERS WOULD BE  
00:08:20:15 COUNTING.  
00:08:20:27 IF YOU ARE NOT AWARE OF 11  
00:08:22:26 SEMESTERS AND USUALLY WE KNOW IF  
00:08:25:08 YOU ARE TRYING TO LEARN A  
00:08:26:19 LANGUAGE YOU DON'T LEARN IN A  
00:08:27:27 YEAR AND A HALF.  
00:08:28:18 OTHER STATES LIKE CALIFORNIA AND  
00:08:31:04 NEW MEXICO AND TEXAS, THEIR  
00:08:36:08 TEAKS OR WHAT CALIFORNIA CALLSES  
00:08:38:14 THEM, YOU CAN TAKE IT IN  
00:08:40:03 SPANISH, WE ARE NOT OFFERING OUR  
00:08:42:20 SLL'S IN SPANISH AND SIGNIFICANT  
00:08:46:16 IMPACT AND WHY YOU HEARD ME  
00:08:48:15 MENTION EL STUDENTS THAN ANY  
00:08:50:28 OTHER PRESENTATION.  
00:08:51:07 THIS IS A HUGE FACTOR FOR EVERY  
00:08:54:13 SCHOOL SYSTEM BUT KNOW IT'S  
00:08:56:19 LASER LIKE FOCUS MOVING FORWARD.  
00:09:00:06 AND ACCREDITATION STATUS IS NOT  
00:09:03:10 BASED ON ACADEMIC PERFORMANCE,  
00:09:05:05 ALL OF THIS OTHER CRITERIA TO  
00:09:08:08 FACTOR IN.  
00:09:09:02 AND SORRY TO END ON A BUMMER BUT  
00:09:11:11 TURN IT OVER TO Ms. KADERA.

00:09:17:23 >> THANK YOU Dr. MANN AND YOUR  
00:09:20:21 TEAM FOR QUESTIONS MY COLLEAGUES  
00:09:23:00 AND I HAVE FOR YOU.  
00:09:24:11 AND START WITH THE LIAISON, Ms.  
00:09:26:15 TURNER AND QUESTIONS THAT SHE  
00:09:28:21 MIGHT HAVE AND IF MULTIPLE  
00:09:31:19 QUESTIONS FROM EACH PERSON, WE  
00:09:33:08 WILL DO ROUNDS.  
00:09:34:06 WE WILL NEED ROUNDS, WHAT IS  
00:09:38:18 THAT -- WE'LL DO ROUNDS, START  
00:09:40:22 WITH MAYBE TWO.  
00:09:41:27 >> THANK YOU Dr. MANN AND TO  
00:09:43:25 EVERYBODY IN THE BACK WHO'S  
00:09:46:28 STAYING SO LATE WITH US.  
00:09:48:12 I THOUGHT THIS WAS A REALLY  
00:09:50:26 INFORMATIVE, THOROUGH  
00:09:52:10 PRESENTATION.  
00:09:54:00 I GUESS I'LL START WITH I HEARD  
00:09:55:20 A COUPLE OF TIMES INDICATIONS  
00:09:58:27 THAT YOU ALL HAVE SORT OF BEEN  
00:10:02:23 SOLICITING AND RESPONDING TO  
00:10:04:09 FEEDBACK IN VARIOUS DISCREET  
00:10:06:10 WAYS, WHICH IS GREAT.  
00:10:07:18 AND I WANTED TO ASK HOW THAT IS  
00:10:09:08 GOING TO PLAY OUT WITH RESPECT  
00:10:10:24 TO THESE SLIDES.  
00:10:12:23 THESE ONES.  
00:10:13:19 THE ONES THAT YOU ARE GOING TO  
00:10:17:29 -- YOU IDENTIFIED THE  
00:10:19:19 INSTRUCTIONAL PRIORITIES AND THE  
00:10:21:01 SPECIFIC SUBGROUPS WHERE WE WANT  
00:10:22:19 TO SEE ADVANCED AND LEARNERS EL  
00:10:27:22 AND SUBBOXES SAY THE SAME THING  
00:10:31:21 OVER AND OVER AGAIN.  
00:10:33:03 HOW SPECIFICALLY IS THAT GOING  
00:10:34:12 TO PLAY OUT?  
00:10:35:12 TERMS OF HOW YOUR OFFICE  
00:10:37:22 SUPPORTS OUR TEACHERS AND OUR  
00:10:39:24 SCHOOLS?  
00:10:40:26 AND WHAT ARE WE GOING TO BE ABLE  
00:10:42:27 TO LOOK AT TO DEMONSTRATE THAT  
00:10:45:15 ITS EFFECTIVE ESSENTIALLY.  
00:10:50:03 HOW ARE WE GOING TO KNOW THAT  
00:10:52:04 THE SUPPORT YOU ARE DOING AND  
00:10:53:27 SOUNDS LIKE A LOT OF NEW  
00:10:56:29 CURRICULUM AND MANY, MANY AREAS.  
00:10:58:18 OVER WHAT TIME FRAME CAN WE  
00:11:01:00 EXPECT TO UNDERSTAND WHAT YOU  
00:11:02:25 ARE DOING IS EFFECTIVE

00:11:04:21 SUPPORTING OUR SCHOOLS AND OUR  
00:11:06:15 TEACHERS?  
00:11:06:19 >> THANK YOU, THAT'S A GREAT  
00:11:08:10 QUESTION.  
00:11:08:23 THE TEAM HAS A MYRIAD OF WAYS  
00:11:13:18 THAT THEY ARE GOING TO IMPLEMENT  
00:11:15:04 AND SUPPORT OUR TEACHERS.  
00:11:16:15 THE ONE THING THAT WE HAVE TO  
00:11:18:04 THINK ABOUT IS WHAT ARE THOSE  
00:11:21:00 LEADING INDICATORS SO WE DON'T  
00:11:23:03 WAIT UNTIL THE SOL'S TO SEE IF  
00:11:25:26 IT WORKED.  
00:11:26:22 SOME OF OUR MID-YEAR CHECKS AND  
00:11:29:21 WHAT HAPPENS, THAT'S WHERE WE  
00:11:31:03 HAVE TO PUT OUR PULSE AND DESIGN  
00:11:34:18 AND HOW CAN WE COME BACK TO THE  
00:11:37:20 BOARD.  
00:11:38:00 MY GOAL WOULD BE, WE MOVED OUR  
00:11:40:24 MONITORING REPORTS FOR EL AND  
00:11:44:03 MATH TO LATER IN THE YEAR TO  
00:11:46:14 WHAT WE ARE SEEING TO MAKE  
00:11:48:07 CHANGES.  
00:11:48:22 AND WE ARE WORKING ON CURRICULUM  
00:11:51:28 WRITING RIGHT NOW.  
00:11:52:25 AND HOW WE GET BACK, AND THE  
00:11:54:24 SCIENCE EXAMPLE IS ONE TO POINT  
00:11:56:21 OUT TO THE BOARD AND PUBLIC.  
00:11:59:00 BEING IN CLT'S IS ONE OF THOSE  
00:12:01:12 WAYS THAT WE CAN SEE AND SAY,  
00:12:03:18 HERE'S A WAY TO ACTUALLY  
00:12:06:12 LEVERAGE THE STRATEGIES.  
00:12:07:21 HOW TO UNPACK A STANDARD OR WHAT  
00:12:10:04 IS HAPPENING IN CURRICULUM.  
00:12:11:21 AND I WILL USE AN EXAMPLE AT  
00:12:15:12 ABINGDON AND MATH COACH AND  
00:12:18:16 INTERVENTIONS WORKING TOGETHER  
00:12:20:09 TO SHOW HOW IT WORKS.  
00:12:23:13 AND AT EL AND COACHING AND  
00:12:27:03 SPECIALISTS TO HELP AND  
00:12:28:10 LEVERAGING THE COACHES IN THE  
00:12:29:28 BUILDING AND WORKING WITH THEM  
00:12:30:24 AND HERE'S WHAT THIS LOOKS LIKE  
00:12:32:07 AND HERE'S HOW YOU SUPPORT YOUR  
00:12:36:20 TEACHERS.  
00:12:37:01 AND WITH OUR ACC'S WORKING WITH  
00:12:39:14 THEM AND FIGURE OUT WHAT ARE  
00:12:40:26 THOSE DATA POINTS THAT WE CAN  
00:12:42:17 REPORT BACK AND SAY IT IS  
00:12:44:04 WORKING.



00:12:44:22 WHETHER THAT IS A COMMON  
00:12:47:00 ASSESSMENT OR LOOK AT OUR  
00:12:48:11 MIDYEAR DATA FOR OUR MATH  
00:12:50:18 SCORES.  
00:12:51:00 THAT IS SOMETHING THAT WE HAVE  
00:12:52:03 TO WORK ON AND COME BACK AND  
00:12:54:05 HAVE A CONCRETE ANSWER FOR YOU.  
00:12:56:03 >> THIS MAY BE RELATED, IT MAY  
00:12:58:01 NOT BE.  
00:12:58:21 I PULLED LAST YEAR'S  
00:13:00:28 PRESENTATION ON THE ACADEMIC  
00:13:03:09 UPDATE FROM THIS TIME LAST YEAR.  
00:13:04:29 JUST TO SORT OF LOOK THROUGH  
00:13:08:20 STRUCTURED DIFFERENTLY IN TERMS  
00:13:10:11 OF, YOU KNOW, THE DIFFERENT  
00:13:12:17 SLIDE.  
00:13:13:00 BUT A LOT OF CONTENT IS SIMILAR  
00:13:14:22 IN TERMS OF WHAT APPROACHES WERE  
00:13:19:21 GOING TO BE A PRIORITY.  
00:13:21:14 OBVIOUSLY A LOT OF FOCUSED ON  
00:13:23:13 EVIDENCE-BASED CURRICULUM AND  
00:13:25:21 OUR SCIENCE AND READING FOCUS,  
00:13:28:02 MATH WORKSHOP, ALL OF THESE  
00:13:30:09 WORDS APPEAR IN BOTH PLACES YEAR  
00:13:32:12 OVER YEAR.  
00:13:33:16 SO UNDERSTANDING THAT AND SEEING  
00:13:36:09 IN PARTICULAR READING A LITTLE  
00:13:38:03 BIT FLAT IN THE INDICATORS THAT  
00:13:39:26 WE HAVE.  
00:13:41:01 AND IF YOU GO IN APPENDIX THERE  
00:13:44:18 IS LOW GROWTH FOR SOME OF OUR  
00:13:47:14 SUBGROUPS FOR CONCERN THAT YOU  
00:13:48:12 ARE FOCUSING ON.  
00:13:49:21 HOW MUCH TIME IS ENOUGH TIME FOR  
00:13:51:20 SOME OF THESE NEW MEASURES THAT  
00:13:53:22 WE HAVE BEEN FOCUSED ON?  
00:13:55:24 OUR NEW CURRICULUM AND OUR NEW  
00:13:57:25 FOCUS ON SCIENCE AND READING AND  
00:13:59:23 NEW MATH WORKSHOP.  
00:14:01:08 OVER WHAT PERIOD OF TIME OUGHT  
00:14:03:08 WE START TO EXPECT THAT WE  
00:14:05:06 REFLECT IN OUR SOL'S OR MATH  
00:14:10:16 DATA, INCREASES THAT WE HOPE TO  
00:14:12:17 SEE FOR EVERYONE AND SUBGROUPS.  
00:14:14:23 >> IF THIS IS A NORMAL YEAR  
00:14:17:09 COMING UP AND SAY THAT WE NEED  
00:14:18:27 TO ABANDON OR CHANGE DIRECTION  
00:14:20:24 AFTER THIS YEAR.  
00:14:21:16 BUT GIVEN WHAT I JUST DID A

00:14:23:17 COUPLE OF MINUTES AGO AND WITH  
00:14:25:20 THE NUMEROUS CHANGES COMING TO  
00:14:27:26 OUR SOL-TESTS.  
00:14:30:15 I THINK WE MIGHT HAVE TO PAUSE  
00:14:31:29 AND LOOK AT THE DATA WHEN WE SEE  
00:14:33:22 IT THIS COMING SUMMER AND GO  
00:14:35:23 OKAY.  
00:14:36:14 WHAT WE PROBABLY HAVE TO COME UP  
00:14:38:27 WITH A NEW PLAN.  
00:14:39:29 BECAUSE I THINK WE KNOW THAT  
00:14:42:00 TEST SCORES ACROSS THE STATE ARE  
00:14:44:01 GOING TO DROP.  
00:14:44:27 WE DON'T KNOW BY HOW MUCH.  
00:14:46:21 I DON'T WANT TO THROW THE BABY  
00:14:48:07 OUT WITH THE BATH WATER.  
00:14:50:27 WHAT I AM ENCOURAGED BY IS THAT  
00:14:52:16 WE DID SEE INCREASES IN OUR  
00:14:55:20 SUBGROUPS.  
00:14:56:18 SO WHAT WE HAVE TO FIGURE OUT  
00:14:59:04 HOW DOES THAT TRANSLATE TO THE  
00:15:01:00 AGGREGATE.  
00:15:01:11 BECAUSE WE DO SEE LIKE WITH OUR  
00:15:03:16 STUDENTS WITH DISABILITIES AND  
00:15:04:27 OUR EL STUDENTS, THOSE  
00:15:07:19 INCREASES.  
00:15:08:09 SO WE DO KNOW SOME OF THOSE  
00:15:10:15 STRATEGIES WORK.  
00:15:11:02 THE ONE THING THAT WE ARE ALSO  
00:15:12:27 DOING IS GOING BACK, I KNOW THAT  
00:15:15:00 THINGS ARE CHANGING.  
00:15:16:00 BUT WHERE ARE THOSE PLACES THAT  
00:15:17:16 WE HAVE BEEN CONSISTENTLY  
00:15:19:26 STRUGGLING WITH.  
00:15:20:23 ON OUR SOL-STANDARDS.  
00:15:23:27 JUST USING AS EXAMPLE.  
00:15:25:29 IF IT'S MAIN IDEA AND WE ARE  
00:15:29:23 CONSTANTLY NOT HITTING THE MARK  
00:15:31:17 ON MAIN IDEA.  
00:15:32:23 LET'S BE MORE LAZAR FOCUSED AND  
00:15:36:22 STRATEGY AND WHERE THEY ARE  
00:15:38:10 KILLING IT ON MAIN IDEA AND WE  
00:15:40:17 NEED BORROW.  
00:15:41:15 AND AS WE ARE CHANGING OUR  
00:15:42:25 ACTUAL, SOME OF OUR LEAD  
00:15:44:13 MEETINGS FOR OUR PRINCIPALS AND  
00:15:46:04 SEEING THOSE STRATEGIES.  
00:15:48:00 SO PEOPLE CAN SHARE.  
00:15:49:22 SO WE DO KNOW THAT SOME OF THOSE  
00:15:51:18 STRATEGIES DO WORK.

00:15:52:12 BUT NOW MAKING SURE THAT WE DO  
00:15:54:21 WITH FIDELITY.  
00:15:56:04 AND I DON'T KNOW, I WISH I KNEW.  
00:15:59:09 WE HAVE SOME PRELIMINARY IDEAS  
00:16:01:18 OF SOME SCHOOLS OFF TRACK OR ON  
00:16:04:14 TRACK FOR ELEMENTARY.  
00:16:05:17 BUT WE DON'T KNOW BASED OFF OF  
00:16:09:13 UPCOMING DATA FOR COMING SCHOOL  
00:16:12:14 YEAR WHAT IT LOOKS LIKE.  
00:16:13:27 I WOULD SAY THAT A LOT OF  
00:16:15:24 STRATEGIES DO WORK AND WE NEED  
00:16:17:03 TO PEEL BACK ANOTHER LAYER OF  
00:16:19:13 DATA.  
00:16:19:26 OKAY WE HAVE BEEN TRYING THIS  
00:16:21:13 ONE, IT DIDN'T WORK, DOES THAT?  
00:16:23:19 I DON'T HAVE AN EXACT -- HOW DO  
00:16:54:16 WE SUPPORT THEM AND THEY HAVE  
00:16:56:03 ACCESS TO WHAT THEY NEED.  
00:16:57:13 WE KNOW THAT ONCE THEY LEARN  
00:16:59:25 ENGLISH THEY ALMOST OUTPERFORM  
00:17:02:01 EVERYONE, Dr. DURAN, I DIDN'T  
00:17:03:29 KNOW IF YOU WERE GOING TO SAY  
00:17:05:24 SOMETHING.  
00:17:07:08 >> I THINK WE WILL MOVE ALONG TO  
00:17:10:18 Ms. DIAZ-TORRES AND COME BACK TO  
00:17:12:11 YOU.  
00:17:12:29 Ms. DIAZ-TORRES.  
00:17:14:12 >> [INAUDIBLE]  
00:17:16:09 FOR THE BENEFIT OF THE  
00:17:17:11 COMMUNITY, OKAY, I HAVE TWO  
00:17:20:05 THINGS THAT YOU GLOSSED OVER  
00:17:22:00 BRIEFLY.  
00:17:22:11 THAT WE TALK ABOUT EVERY YEAR.  
00:17:25:05 THAT I THINK IT WOULD BE HELPFUL  
00:17:26:23 TO GIVE THE THREE SENTENCE  
00:17:29:12 SUMMARY OF WHAT YOU MEANT BY  
00:17:31:23 THEM.  
00:17:32:03 ONE OF THEM, YOU SAID THAT  
00:17:34:10 SEVENTH GRADE IS WEIRD, WHY IS  
00:17:37:20 SEVENTH GRADE MATH WEIRD, WE ASK  
00:17:40:09 EVERY YEAR, REMIND US.  
00:17:41:27 >> OKAY, SEVENTH GRADE MATH IS  
00:17:45:00 WEIRD.  
00:17:45:13 AND IT'S BEEN WEIRD FOR A LONG  
00:17:46:29 TIME.  
00:17:47:15 AS LONG AS I CAN REMEMBER BEING  
00:17:48:21 IN VIRGINIA.  
00:17:49:25 EVEN AS A MIDDLE SCHOOL  
00:17:51:13 PRINCIPAL.

00:17:52:00 SO OUR 7th GRADE MATH AND I  
00:17:54:11 DON'T SEE MR. STEWART'S FACE BUT  
00:17:57:11 OUR 7th GRADE MATH STUDENTS ARE  
00:18:01:26 STUDENTS WHO JUST MATRICULATED  
00:18:03:21 THE NORMAL WAY THAT MOST OF US  
00:18:05:29 WENT THROUGH SCHOOL.  
00:18:06:26 THEY TOOK SIXTH GRADE MATH AND  
00:18:13:24 NOT ON A FAST TRACK, THESE ARE  
00:18:16:14 JUST OUR STUDENTS WHO MAY BE  
00:18:20:20 STRUGGLING.  
00:18:21:15 MANY MAY NOT BE.  
00:18:23:20 WHAT THE EASIEST WAY TO EXPLAIN  
00:18:25:22 IT CAN GET VERY COMPLICATED HOW  
00:18:28:01 MATH WORKS ONCE YOU HIT MIDDLE  
00:18:30:15 SCHOOL.  
00:18:31:04 AND THAT'S THE EASIER WAY I CAN  
00:18:33:25 EXPLAIN MATH 7.  
00:18:34:28 >> SO THEY'RE TAKING THE MIDDLE  
00:18:37:03 SCHOOL COURSE WORK.  
00:18:39:07 WHEREAS SOME OF OUR MIDDLE  
00:18:41:03 SCHOOLERS ARE TAKING THE HIGH  
00:18:43:29 SCHOOL COURSE WORK AND THEREFORE  
00:18:45:11 TAKING THE HIGH SCHOOL SOL.  
00:18:47:17 SINCE THEY ARE TAKING THE MIDDLE  
00:18:49:22 SCHOOL COURSE WORK THERE IS MUCH  
00:18:54:21 LARGE END SIZE AND PART OF THE  
00:18:57:06 WEIRDNESS, NODDING, OKAY.  
00:18:59:14 AND SIMILARLY WITH EARTH SCIENCE  
00:19:04:00 AND CHEMISTRY AND SIMILAR  
00:19:06:00 CONCEPT NOT TAKING THE SOL, AND  
00:19:12:03 SAY THAT ONE MORE TIME.  
00:19:13:11 >> YES, CAN WE GO BACK TO THAT  
00:19:15:29 SLIDE, IT WOULD BE EASY -- I  
00:19:18:07 CAN'T REMEMBER WHAT SLIDE IT IS.  
00:19:19:27 THANK YOU.  
00:19:22:02 THANK YOU.  
00:19:25:29 THERE ARE A LOT OF SLIDES.  
00:19:28:15 ALL RIGHT.  
00:19:29:06 SO I'LL DRAW YOUR ATTENTION TO  
00:19:31:09 END OF COURSE BIOLOGY, MIDDLE OF  
00:19:33:19 THE SLIDE.  
00:19:33:29 YOU SEE WE HAD 77 AND LAST YEAR  
00:19:36:27 81 THIS YEAR.  
00:19:38:01 THAT'S THE BULK OF OUR NINTH  
00:19:40:15 GRADERS TAKE NINTH GRADE  
00:19:42:17 BIOLOGY.  
00:19:43:07 81% PASSED THEY ARE GOING TO  
00:19:45:14 TAKE EARTH SCIENCE OR CHEMISTRY  
00:19:48:05 OR PHYSICS BUT THEY DON'T HAVE

00:19:50:00 TO TAKE AN SOL, ANYMORE IN HIGH  
00:19:52:28 SCHOOL.  
00:19:53:03 YOU CAN IF YOU THE 19% THAT  
00:19:59:21 DIDN'T PASS THEY NEED A VERIFY  
00:20:02:02 CREDIT.  
00:20:02:15 THAT'S WHERE THEY WILL TAKE THE  
00:20:04:11 SOL, OR EARTH SCIENCE OR  
00:20:07:17 CHEMISTRY.  
00:20:08:29 THAT'S WHERE WE END UP WITH A  
00:20:10:28 SMALLER END SIZE AND WHERE OUR  
00:20:13:05 SCORES ARE NOT AS HIGH AND AGAIN  
00:20:16:05 WHERE WE HAVE FEWER AND FEWER  
00:20:18:24 STUDENTS.  
00:20:19:02 I DON'T REMEMBER THE YEAR THAT  
00:20:21:23 IT CHANGED AND IN THE PAST WHEN  
00:20:23:27 Ms. GRAY AND I WERE TEACHERS IN  
00:20:26:12 THE NINTH GRADE AND CHEMISTRY  
00:20:28:11 SCORES IN THE 90s.  
00:20:29:11 WHAT PEOPLE ARE USED TO, AND NO  
00:20:31:04 LONGER YOU DON'T HAVE TO TAKE  
00:20:32:24 THE SOL, ONCE YOU PASS IT,  
00:20:35:06 WHATEVER CLASS YOU TAKE NINTH  
00:20:37:01 GRADE YEAR.  
00:20:37:26 >> HELPFUL.  
00:20:38:22 I HAD ONE MORE POINT ACTUALLY ON  
00:20:42:00 THOSE SLIDES.  
00:20:42:21 A REQUEST AND KNOW THIS WILL  
00:20:45:08 MAKE THE SLIDE BUSIER AND TO  
00:20:48:04 THAT POINT OF END SIZES BEING  
00:20:50:19 DIFFERENT.  
00:20:51:03 DON'T NEED FOR THIS YEAR BUT FOR  
00:20:53:23 NEXT YEAR, WOULD IT BE POSSIBLE  
00:20:56:02 TO INCLUDE THE END SIZE IN EACH  
00:20:58:16 ROW SOMEWHERE.  
00:21:00:25 WHETHER IN SMALL FONT  
00:21:03:16 UNDERNEATH.  
00:21:04:00 BECAUSE A 50% WITH END SIZE OF  
00:21:06:17 25 STUDENTS IS VERY DIFFERENT  
00:21:08:17 THAN A 50% WITH END SIZE OF  
00:21:12:02 5,000.  
00:21:13:00 AND END SIZE OF 25 STUDENTS OKAY  
00:21:15:02 WE HAVE A PROBLEM BUT NOT A  
00:21:16:22 MAJOR PROBLEM.  
00:21:17:17 IF IT'S AN END SIZE OF 5,000 AND  
00:21:20:06 VERY DIFFERENT WAY TO RESPOND TO  
00:21:22:00 THAT.  
00:21:22:11 OKAY, CAN I ASK ONE MORE?  
00:21:24:08 OKAY, OKAY.  
00:21:26:11 THE NEW VALLSS FORMALLY KNOWN AS

00:21:33:04 PALS 2.0.  
00:21:35:28 WE HAD A BUNCH OF FOLKS THROUGH  
00:21:40:00 DIFFERENT SORTS OF TRAINING AND  
00:21:42:02 LETTER TRAINING THAT WE DID TO  
00:21:43:15 IMPROVE OUR LITERACY INSTRUCTION  
00:21:46:16 ACROSS THE SYSTEM.  
00:21:48:03 ARE ALL OF THOSE TRAININGS THAT  
00:21:49:19 WE SPENT MONEY AND TIME ON STILL  
00:21:52:12 RELEVANT WITH THIS DIFFERENT  
00:21:54:11 TESTING MECHANISM.  
00:21:55:12 MY ASSUMPTION IS YES, BUT WANT  
00:21:57:17 TO CONFIRM?  
00:21:58:12 >> YES, STILL RELEVANT.  
00:22:00:24 >> GREAT, FABULOUS.  
00:22:03:04 MORE FOR ROUND 2.  
00:22:04:09 >> WE WILL COME BACK TO YOU,  
00:22:06:11 ZECHER SUTTON.  
00:22:06:28 >> I HAVE SO MANY, VERY HARD TO  
00:22:09:10 PICK.  
00:22:09:25 I'M GOING TO PICK TWO.  
00:22:11:14 THE FIRST ONE IS -- I WANT TO GO  
00:22:16:05 TO THE QUESTION ABOUT  
00:22:20:04 L-STUDENTS, THE REDUCTION FROM  
00:22:24:14 11 SEMESTERS TO THREE SEMESTERS.  
00:22:27:27 AND THE FACT THAT IN MANY OTHER  
00:22:31:03 STATES THE TESTS ARE OFFERED IN  
00:22:34:15 THEIR NATIVE LANGUAGE.  
00:22:36:04 AND YOU SAID WE ARE NOT OFFERING  
00:22:37:15 IT AND I WANT TO BE SURE THAT  
00:22:39:10 EVERYBODY UNDERSTANDS IT AND NOT  
00:22:41:21 APS IS NOT OFFERING IT.  
00:22:43:18 VIRGINIA DOES NOT OFFER THE  
00:22:45:09 TESTS IN THE STUDENTS' NATIVE  
00:22:48:20 LANGUAGES.  
00:22:49:00 I WANT WONDER AS A FOLLOW UP WE  
00:22:55:21 COULD -- IS IT POSSIBLE, I DON'T  
00:22:58:12 KNOW, COULD WE LOOK AT ANY DATA  
00:23:03:19 FROM OTHER STATES BEFORE AND  
00:23:07:12 AFTER, BEFORE THEY OFFERED THE  
00:23:09:16 TEST IN THE STUDENT'S NATIVE  
00:23:11:19 LANGUAGE, WHATEVER THE TEST IS.  
00:23:13:07 WHETHER IT'S COLORADO OR  
00:23:15:04 WHOEVER.  
00:23:17:00 YOU KNOW WHAT DID IT LOOK LIKE  
00:23:18:29 BEFORE IT WAS OFFERED IN THEIR  
00:23:20:26 NATIVE LANGUAGE AND WHAT DID IT  
00:23:22:24 LOOK LIKE AFTER.  
00:23:24:21 I FEEL LIKE THAT MIGHT BE USEFUL  
00:23:27:23 WHEN WE ARE ADVOCATING OUR

00:23:34:06 LEGISLATURE ABOUT NEEDING THE  
00:23:36:09 TESTS OFFERED IN THE NATIVE  
00:23:37:15 LANGUAGE.  
00:23:37:28 IT WOULD BE TERRIFIC IF THERE  
00:23:42:00 HAPPENS TO BE A RESEARCH.  
00:23:43:06 >> WE CAN SEE IF MR. STOCKTON  
00:23:45:04 AND TEAM DO THAT RESEARCH AROUND  
00:23:47:16 STUDYING WHAT OTHER STATES ARE  
00:23:49:06 SHOWING IN THAT AREA.  
00:23:50:17 AND IF IT'S AVAILABLE AND WE  
00:23:52:09 UNDERSTAND OTHER STATES WITH  
00:23:54:03 DIFFERENT STARTS BUT SOMETHING.  
00:23:55:20 >> WE ARE LOOKING FOR SOME  
00:23:57:13 CORRELATION.  
00:23:58:06 >> AND LOOK AT THAT.  
00:23:59:11 >> BEFORE AND AFTER; RIGHT.  
00:24:00:16 OKAY, LET ME GO TO A DIFFERENT  
00:24:03:06 TOPIC BUT IT FOLLOWS I THINK Ms.  
00:24:09:10 TURNER'S QUESTION ABOUT THE  
00:24:10:21 BOXES WHERE WE HAVE ADVANCED  
00:24:12:28 ACADEMICS AND L-STUDENTS AND  
00:24:14:24 STUDENTS WITH DISABILITIES.  
00:24:17:03 WE ARE NOT IN THOSE SLIDES SORT  
00:24:20:06 OF PUTTING TOGETHER STUDENTS WHO  
00:24:23:12 ARE TWICE EXCEPTIONAL.  
00:24:25:03 THOSE STUDENTS WHO ARE  
00:24:27:21 IDENTIFIED WITH DISABILITIES AND  
00:24:30:02 IDENTIFIED FOR ADVANCED  
00:24:32:05 ACADEMICS, FOR EXAMPLE.  
00:24:36:05 CAN YOU COMMENT AT ALL ON SORT  
00:24:38:02 OF INTERSECTION BETWEEN THE  
00:24:39:18 SUPPORTS THAT THOSE STUDENTS  
00:24:40:24 NEED AND THE EXTENSIONS THAT  
00:24:42:02 THEY NEED?  
00:24:43:29 >> FOR TWICE EXCEPTIONAL  
00:24:46:24 STUDENTS?  
00:24:47:15 SO MANY OF THE THINGS THAT'S  
00:24:49:27 PART OF THE REASON THEY REPEATED  
00:24:52:00 THAT WE KNOW THEY -- WHETHER  
00:24:56:25 TWICE EXCEPTIONAL AND YOU ARE EL  
00:24:58:26 AND SPECIAL EDUCATION OR SPECIAL  
00:25:01:09 EDUCATION AND GIFTED OR EL AND  
00:25:03:10 GIFTED.  
00:25:03:21 WE WANT YOU TO BE EXPOSED TO  
00:25:06:00 GRADE LEVEL CONTENT.  
00:25:07:09 SO THOSE SAME STRATEGIES WORK.  
00:25:11:03 AND THE EL OFFICE AND SPECIAL  
00:25:14:00 EDUCATION OFFICE ARE PARTNERING  
00:25:15:09 WITH ADVANCED ACADEMICS AND

00:25:17:19 OTHER OFFICES ON EXPLICITLY  
00:25:20:21 TALKING ABOUT DUALY IDENTIFIED  
00:25:22:18 STUDENTS.  
00:25:22:28 WE KNOW THEY ARE AN IMPORTANT  
00:25:24:19 GROUP AND WE ALSO -- I DIDN'T  
00:25:28:02 WANT TO CHANGE THE FORMAT OF THE  
00:25:31:15 SLIDE BUT FELT THESE STRATEGIES  
00:25:33:05 WOULD ELEVATE ALL OF OUR  
00:25:35:01 STUDENTS IN THOSE SUBCATEGORIES.  
00:25:37:14 AND TO PARSE OUT WHAT Ms. TURNER  
00:25:39:19 ASKED ME, WE'RE SAYING WE WANT  
00:25:41:03 TO FOCUS ON THESE INSTEAD OF  
00:25:45:27 MENU OF 27 THINGS AND SEE IF WE  
00:25:48:04 CAN NARROW THE FOCUS AND GET  
00:25:50:04 REALLY GOOD AT THOSE THINGS.  
00:25:53:29 >> WE WILL COME BACK TO YOU FOR  
00:25:56:06 MORE.  
00:25:56:24 FOR MY OWN PART, I HAVE ONE  
00:25:59:29 CLARIFYING QUESTION.  
00:26:00:27 AND A REQUEST, A COUPLE OF DATA  
00:26:04:04 REQUESTS FOR FUTURE MONITORING  
00:26:06:07 REPORTS NOT FOR THIS ONE.  
00:26:07:14 A CLARIFYING QUESTION, IT WAS MY  
00:26:09:16 UNDERSTANDING ALTHOUGH WE ARE  
00:26:11:00 USING VALLSS FOR OUR NEW  
00:26:13:23 LITERACY READING ASSESSMENT PER  
00:26:16:09 THE STATE'S REQUIREMENT THE  
00:26:20:19 DiBELS WOULD BE CONTINUE TO BE  
00:26:22:04 AVAILABLE TO US IF WE NEEDED  
00:26:24:22 ADDITIONAL TESTING FOR SPECIFIC  
00:26:26:26 STUDENTS AND SPECIFIC CASES IS  
00:26:28:02 THAT RIGHT?  
00:26:28:18 >> THAT IS CORRECT, I FORGOT TO  
00:26:30:27 HIGHLIGHT THAT, THANK YOU FOR  
00:26:31:22 THE CLARIFICATION.  
00:26:32:25 I KNOW Ms. CRUZ AND TEAM HAVE  
00:26:36:08 WORKED HARD TO SAY IF ARE  
00:26:38:07 IDENTIFIED AND THIS IS HOW -- IF  
00:26:41:04 FLAGGED ON NWEA HAPPEN AND THOSE  
00:26:46:04 PLAYS THAT WE USE DiBELS TO HELP  
00:26:48:03 YOU.  
00:26:48:17 >> GOT IT, THANK YOU SO MUCH.  
00:26:50:19 AND MY THOUGHTS OR SUGGESTIONS,  
00:26:52:26 THESE ARE REQUESTS FOR FUTURE  
00:26:54:27 MONITORING REPORTS.  
00:26:55:23 BUT WHEN WE TALK ABOUT STUDENT  
00:26:59:03 SERVICES AND CHRONIC  
00:27:01:23 ABSENTEEISM.  
00:27:02:09 I HAVE A MENTAL MODEL THAT



00:27:04:21 CHRONIC ABSENTEEISM IS CAUSAL OR  
00:27:08:06 CORRELATIONAL LINKED TO LOWER  
00:27:10:27 PERFORMANCE ON SOL-SCORES.  
00:27:12:17 IT WOULD BE GREAT, WE TALK ABOUT  
00:27:14:06 CHRONIC ABSENTEEISM IN THAT  
00:27:16:12 FUTURE MONITORING REPORT TO  
00:27:18:03 UNDERSTAND WHETHER THERE ARE  
00:27:20:26 RELATIONAL EFFECTS ON ACADEMIC  
00:27:23:02 PERFORMANCE AND THEN ALSO FOR  
00:27:25:01 CHRONIC ABSENTEEISM.  
00:27:28:01 I KNOW THAT WE HEARD ABOUT THE  
00:27:29:26 VARIATION AND NUMBERS BY SCHOOL  
00:27:31:21 AND BY SUBGROUP.  
00:27:33:25 I AM REALLY INTERESTED TO DIG  
00:27:37:09 INTO THAT.  
00:27:37:27 AND IN THE SPRING WHEN WE TALK  
00:27:39:08 ABOUT SECONDARY LITERACY.  
00:27:41:17 THERE ARE A NUMBER OF MEASURES,  
00:27:43:14 SOME THINGS THAT WE PUT IN PLACE  
00:27:45:10 LAST YEAR AT HIGH SCHOOL.  
00:27:46:24 AND NEW THINGS WE ARE TRYING  
00:27:48:20 THIS YEAR AT THE HIGH SCHOOL  
00:27:50:00 LEVEL.  
00:27:50:07 I WANT TO PUT IN A REQUEST EARLY  
00:27:52:29 IT WOULD BE GREAT WHEN WE HAVE  
00:27:54:29 THAT MONITORING REPORT IN THE  
00:27:56:23 SPRING.  
00:27:57:11 WE WILL HAVE LAST YEAR'S KIND OF  
00:28:00:12 BEGINNING YEAR, MIDDLE YEAR AND  
00:28:03:02 END OF YEAR GROWTH FOR HIGH  
00:28:06:06 SCHOOL STUDENTS IDENTIFIED AND  
00:28:07:07 SUPPORTING.  
00:28:07:23 THIS YEAR WITH THE NEW COURSE  
00:28:09:09 THAT WE HAVE PUT IN PLACE AT  
00:28:11:09 HIGH SCHOOL.  
00:28:11:19 BY THE TIME WE HEAR FROM YOU IN  
00:28:13:18 THE SPRING, WE WILL HAVE BEGIN  
00:28:15:17 OF YEAR TO MIDDLE OF YEAR  
00:28:19:01 MEASURES FOR THAT STUDENT GROUP.  
00:28:20:07 I WOULD LOVE TO DIG INTO WHAT WE  
00:28:22:15 ARE SEEING AT THE HIGH SCHOOL  
00:28:24:06 LEVEL WHEN WE HAVE A CHANCE TO  
00:28:25:12 LOOK AT THAT DATA IN THE SPRING.  
00:28:27:12 AND THEN THE QUESTION THAT I'M  
00:28:28:24 GOING TO ASK ON MY NEXT TURN BUT  
00:28:31:15 ASKING NOW SO YOU HAVE THINKING  
00:28:32:29 TIME.  
00:28:33:11 YOU AND YOUR TEAM.  
00:28:35:00 IN LAST YEAR'S REPORT ONE OF THE

00:28:37:02 THINGS THAT STUCK WITH ME IS  
00:28:38:24 THAT YOU WERE ABLE TO SAY TO US,  
00:28:41:03 HEY, WHEN WE LOOKED AT THE DATA.  
00:28:43:07 WE SAW FOR STUDENTS WITH  
00:28:44:28 DISABILITIES INCLUSION ACTUALLY  
00:28:47:18 PRODUCED MEASURABLE DIFFERENCES  
00:28:49:10 IN ACADEMIC ACHIEVEMENTS.  
00:28:52:00 AND ONE OF THE NUGGETS THAT  
00:28:54:18 STUCK WITH ME ALL YEAR AND TWO  
00:28:56:13 YEARS AGO THERE WAS A SIMILAR  
00:28:57:27 KIND OF -- DON'T WANT TO CALL IT  
00:29:01:03 EPIPHANY BUT REALIZATION THAT  
00:29:02:27 YOU SHARED, BECAUSE WE DIDN'T  
00:29:04:07 ROLL OUT MATH INTERVENTIONISTS  
00:29:06:12 TO EVERY SCHOOL AT EXACTLY THE  
00:29:09:22 SAME TIME.  
00:29:10:10 WE HAD CONDITIONS WHERE WE HAD  
00:29:13:03 AN EXPERIMENT AND CONTROL GROUP.  
00:29:14:17 AND YOU WERE ABLE TO SAY, HEY IN  
00:29:17:12 SCHOOLS WITH MATH  
00:29:18:17 INTERVENTIONISTS AND WE ALSO  
00:29:21:15 SAW.  
00:29:21:27 AND YOU WERE ABLE TO DRAW  
00:29:23:20 CONNECTIONS TO SPECIFIC THINGS  
00:29:24:25 WE WERE DOING AND SEEING  
00:29:26:09 RESULTS.  
00:29:26:21 THE QUESTION I COME BACK AND ASK  
00:29:31:21 YOU AND YOUR TEAM, WHEN YOU  
00:29:33:10 THINK BEST PAST SCHOOL YEAR.  
00:29:35:01 IF YOU CAN PUT YOUR FINGER ON  
00:29:36:20 TWO OR THREE THINGS THAT WE DID,  
00:29:39:02 YOU WERE LIKE WOW THAT REALLY  
00:29:41:12 PAID OFF.  
00:29:42:00 THAT'S THE QUESTION I WILL ASK  
00:29:43:08 WHEN WE COME BACK.  
00:29:44:10 >> OKAY.  
00:29:44:27 >> AND GO TO Ms. TURNER.  
00:29:46:23 >> THAT WAS MY QUESTION, SO YOU  
00:29:48:09 GET NO TIME AT ALL.  
00:29:52:00 IT WAS GOING TO BE PHRASED A  
00:29:54:01 LITTLE DIFFERENTLY.  
00:29:54:10 IF YOU LOOK IN THE APPENDIXES ON  
00:29:58:19 THE -- WHAT YOU CALL THEM  
00:30:00:25 SCATTER CHARTS, IS THAT WHAT  
00:30:03:09 THEY ARE SUPPOSED TO BE CALLED?  
00:30:05:04 EL1-4 AND STUDENTS WITH  
00:30:09:01 DISABILITIES ARE PROBABLY THE  
00:30:11:18 OUTLIERS IN BELOW 50th  
00:30:15:12 PERCENTILE FOR ACHIEVEMENT.

00:30:17:07 AND ALSO BELOW FOR GROWTH.  
00:30:18:25 AS A LAYPERSON I UNDERSTAND THAT  
00:30:20:17 YOU MEASURE AGAINST YOURSELF  
00:30:23:02 THAN MEASURE AGAINST AN  
00:30:24:12 OBJECTIVE STANDARD; RIGHT.  
00:30:25:14 SO FOR THOSE SUBGROUPS IN  
00:30:27:12 PARTICULAR REALIZING THAT THERE  
00:30:29:10 ARE NO MIRACLES AND, YOU KNOW,  
00:30:32:19 EVERYBODY IS WORKING READY HARD  
00:30:34:10 AND POSITIONS ARE OPEN.  
00:30:36:05 AND POSSIBLY WE ARE NOT DOING  
00:30:37:18 EXACTLY WHAT WE MIGHT LIKE TO DO  
00:30:39:04 WITH OUR PLANNING FACTORS, ETC.  
00:30:41:13 WHAT CAN WE DO TO SUPPORT MAKING  
00:30:45:24 PROGRESS IN THOSE AREAS IN  
00:30:49:14 PARTICULAR WHERE SHOULD OUR  
00:30:51:02 FOCUS BE AS A BOARD IN TERMS OF  
00:30:53:06 HOW TO ALLOCATE SCARCE RESOURCES  
00:30:57:02 AND WHAT FUNDING WE CAN OFFER.  
00:30:59:18 UNDERSTANDING THAT NOBODY HAS  
00:31:00:19 ANY MONEY.  
00:31:01:11 WHAT ARE SOME THINGS THAT WE  
00:31:04:00 SHOULD BE THINKING ABOUT.  
00:31:05:07 I TEND TO THINK ABOUT MORE  
00:31:06:26 TEACHERS AND STAFF AND SMALLER  
00:31:08:23 CLASS SIZES.  
00:31:09:24 >> YES PLEASE.  
00:31:10:19 >> OKAY, GOT IT.  
00:31:11:24 KEEP THOSE HIGH ON MY LIST.  
00:31:14:08 AND TO MARY'S POINT RIGHT MAYBE  
00:31:16:12 OTHER THINGS THAT WE COULD BE  
00:31:18:03 THINKING ABOUT.  
00:31:18:23 OR OTHER WAYS IN WHICH WE COULD  
00:31:22:25 LEARN FROM NATURAL EXPERIMENTS  
00:31:25:15 OCCURRING IN OUR SCHOOLS AND  
00:31:27:03 SHARE SYSTEM WIDE OR PRIVILEGE  
00:31:29:09 AS A BOARD.  
00:31:30:13 IN TERMS OF WHAT WE THINK ABOUT  
00:31:31:27 WHEN WE HAVE TO MAKE DIFFICULT  
00:31:33:24 DECISIONS.  
00:31:34:09 >> I WOULD SAY, I THINK HAVE  
00:31:36:28 BEEN TRYING TO HAMMER THIS POINT  
00:31:38:11 HOME.  
00:31:39:10 IT IS FOR THOSE TWO GROUPS THAT  
00:31:40:28 YOU SPECIFICALLY MENTIONED AND  
00:31:42:18 Ms. KADERA MENTIONED IT AND I  
00:31:46:03 DIDN'T HIGHLIGHT THIS YEAR, I  
00:31:48:14 THINK MENTIONED ONCE.  
00:31:49:27 HAVING OUR STUDENTS HAVE ACCESS

00:31:52:04 TO GRADE-LEVEL CONTENT AND BEING  
00:31:54:29 INCLUDED.  
00:31:55:10 WHEN WE SAW THE DATA THE FIRST  
00:31:56:28 TIME IN A CABINET, I THINK LAST  
00:31:58:24 YEAR OR THE YEAR BEFORE.  
00:32:00:04 ALL OF US OUR JAWS HIT THE  
00:32:02:23 FLOOR.  
00:32:04:27 BETWEEN Dr. CREW AND TEAM AND  
00:32:10:00 ANGIE CLOSE, WE WERE AMAZED.  
00:32:12:13 HERE'S THE EVIDENCE THAT OUR  
00:32:13:29 STUDENTS NEED TO BE INCLUDED.  
00:32:16:12 AND SAME THING HAPPENS FOR EL  
00:32:18:16 STUDENTS.  
00:32:18:26 I MAY BE LEARNING ENGLISH BUT I  
00:32:21:25 STILL NEED TO BE IN CLASS WITH  
00:32:24:29 THOSE LANGUAGE MODELS.  
00:32:26:15 THAT'S THE LOW-HANGING FRUIT AND  
00:32:28:21 AS MUCH AS POSSIBLE ENSURE OUR  
00:32:31:12 STUDENTS ARE IN THOSE CLASSES  
00:32:33:18 AND NEED EDL SUPPORT AND THOSE  
00:32:35:23 THINGS.  
00:32:36:07 AND BE SURE THEY ARE IN THERE  
00:32:37:12 WHEN SCIENCE IS TAUGHT.  
00:32:39:14 HOW DO WE CONSTANTLY KEEP COMING  
00:32:41:23 BACK TO MAKING SURE THAT OUR  
00:32:43:17 STUDENTS ARE INCLUDED?  
00:32:45:08 YES, WE WILL TAKE MORE TEACHERS  
00:32:48:19 AND INTERVENTIONISTS AND I DON'T  
00:32:50:07 KNOW IF CARL OR Ms. CRUZ ARE  
00:32:53:08 SMILING NOW.  
00:32:54:00 >> THEY ARE LIKE YES.  
00:32:55:16 >> WE WILL DEFINITELY TAKE THEM  
00:32:57:11 BUT AS YOU SAID, WE'RE IN TOUGH  
00:33:00:01 BUDGET TIMES.  
00:33:00:21 BUT IT IS SOMETHING THAT IS NOT  
00:33:03:17 NECESSARILY BUDGET NEUTRAL.  
00:33:05:04 IF THEY ARE INCLUDED WE WANT  
00:33:06:18 THEM TO HAVE A CO-TEACHER BUT  
00:33:10:03 THAT IS SOMETHING THAT WE CAN  
00:33:11:10 CONTINUE TO LOOK AT OUR  
00:33:12:15 SCHEDULES AND WORKING WITH TEAMS  
00:33:13:25 TO MAKE SURE THAT OUR STUDENTS  
00:33:15:13 ARE THERE.  
00:33:16:10 I THINK WOULD BE FOR ME WOULD BE  
00:33:19:12 STEP 1.  
00:33:20:07 AND THEN I LIKE I SAID, WE WOULD  
00:33:28:00 GLADLY TAKE ANY ADDITIONAL  
00:33:33:17 RESOURCES.  
00:33:34:08 AND THE ANCHOR AND KPI -- WHAT

00:33:38:23 THAT STANDS FOR -- THANK YOU  
00:33:48:09 CRISTINA AND HOW TO MAKE INTO  
00:33:49:27 KPI'S AND YOU COME BACK AND TELL  
00:33:51:26 US ON A REGULAR BASIS OVER THE  
00:33:54:01 COURSE OF SCHOOL YEAR.  
00:33:55:03 SO WE CAN SEE WHAT SUCCESS WE  
00:33:56:21 ARE HAVING AT ADVANCING THOSE  
00:33:59:23 OBJECTIVES.  
00:34:00:06 >> SO OUR STUDENTS WITH  
00:34:03:18 DISABILITIES KPI IS OUR GOAL  
00:34:06:22 INCREASING OUR INCLUSION RATE IS  
00:34:12:25 ONE AND WORK WITH THE TEAM AND  
00:34:15:27 HOW BEST TO CAPTURE STUDENTS.  
00:34:20:02 AND EASIER AT THE SECONDARY  
00:34:21:13 LEVEL AND FIRST PERIOD YOU GO TO  
00:34:23:29 CLASS AND ELEMENTARY HOW THE  
00:34:26:27 SCHEDULES ARE FLUID.  
00:34:27:27 AND HOW WE HAVE TO PUT YOU ON  
00:34:30:20 HEADS TOGETHER AND BEST WAY TO  
00:34:32:11 MEASURE THAT.  
00:34:32:27 AND NOT ADD MORE TO THE TEACHERS  
00:34:34:25 AND SCHOOLS TO CAPTURE THAT  
00:34:35:27 DATA.  
00:34:36:14 >> BUT SOME WAY TO DEMONSTRATE  
00:34:39:06 INCREMENTAL PROGRESS.  
00:34:40:11 I GET THAT THE BIG GOAL ON  
00:34:42:16 INCLUSION IS WHAT IT IS AND WE  
00:34:44:17 ARE NOT GETTING THERE IN ONE  
00:34:46:08 YEAR.  
00:34:46:21 AND WHAT YOU ARE IDENTIFYING ARE  
00:34:48:07 PROGRESS STEPS THAT DEMONSTRATE  
00:34:50:14 PROGRESS TO THE OVERALL  
00:34:52:24 SUBSTANTIVE GOAL.  
00:34:53:23 EVEN IF WE ARE NOT THERE AND  
00:34:55:09 CONTINUE TO DRIVE US IN THE  
00:34:56:21 RIGHT DIRECTION.  
00:34:57:17 >> OKAY, I AGREE.  
00:34:59:12 THANK YOU.  
00:35:00:00 >> SINCE THEY ARE NOT STANDING  
00:35:03:14 -- CAN WE HAVE SARA CRUZ AND  
00:35:06:00 CARL TALK ABOUT YOUR QUESTION?  
00:35:08:19 IT TIED INTO IT MIRANDA AND TIED  
00:35:12:14 INTO TWO THINGS.  
00:35:14:06 >> ABSOLUTELY.  
00:35:14:21 >> ONE OR TWO THINGS THAT YOU  
00:35:16:21 ATTRIBUTE.  
00:35:20:05 >> MY QUESTION WHICH I THINK WAS  
00:35:22:24 RELATED TO MIRANDA'S QUESTION,  
00:35:24:27 IF THERE ARE BIG TAKEAWAYS FROM

00:35:27:08 THE LAST YEAR, AND THINGS TO BE  
00:35:32:25 EDUCATION AND HIGH-LEVEL  
00:35:34:14 PRACTICES.  
00:35:35:26 AND AS IT RELATES TO INVESTMENT.  
00:35:37:15 BECAUSE MY COLLEAGUES ARE MAKING  
00:35:39:12 FACES AT ME.  
00:35:41:08 THINGS WHERE WE ARE GETTING, WE  
00:35:43:05 ARE SEEING A REAL SIGNIFICANT  
00:35:45:08 RETURN ON INVESTMENT IN TIME AND  
00:35:46:27 FINANCIAL RESOURCE THAT WE AS A  
00:35:48:13 BOARD, AS WE THINK ABOUT  
00:35:50:16 PRIORITIZING CHANGES TO PLANNING  
00:35:52:26 FACTORS AND OUR BUDGET CYCLE.  
00:35:54:18 THAT WE SHOULD BEAR IN MIND.  
00:35:58:03 AND FOR BOTH LITERACY, ENGLISH  
00:36:02:10 LANGUAGE ARTS AND MATH.  
00:36:03:27 >> THANK YOU, I CAN SPEAK TO  
00:36:05:27 SECONDARY LITERACY THAT I SPENT  
00:36:07:04 A LOT OF TIME LAST YEAR WORKING  
00:36:08:28 WITH.  
00:36:09:11 WE DID INVEST IN EXPANDING  
00:36:12:03 TEACHER KNOWLEDGE BASE ON THE  
00:36:13:27 SCIENCE OF READING AND THOU THEY  
00:36:15:14 INCREASE SOME EXPLICIT  
00:36:17:25 INSTRUCTIONS AND STRATEGIES  
00:36:19:00 WITHIN THE MIDDLE AND HIGH  
00:36:20:18 SCHOOLS.  
00:36:24:19 I AM VERY EXCITED ABOUT THE  
00:36:26:07 COURSES FOR MIDDLE AND HIGH  
00:36:27:18 SCHOOLS.  
00:36:27:22 IT REALLY CREATES A SPACE FOR  
00:36:29:15 THE TEACHERS TO ENGAGE WITH THAT  
00:36:31:08 LEARNING AND FILLING GAPS THAT  
00:36:33:22 STUDENTS HAVE IN LITERACY.  
00:36:35:00 I THINK THAT OUR CLT'S WERE  
00:36:38:00 ANOTHER POINT WHERE WE NOTICED  
00:36:41:04 GRADE LEVELS THAT WERE MEETING  
00:36:44:19 COLLABORATIVELY AND UNPACKING  
00:36:45:23 OUR CURRICULUM AND IMPLEMENTING  
00:36:47:23 THAT WAS REALLY POWERFUL.  
00:36:52:25 THAT TEAM AND COLLABORATIVE  
00:36:54:25 TEACHER EFFICACY IS SOMETHING  
00:36:58:19 THAT WE CONTINUING TO WORK WITH  
00:37:00:07 ALL SCHOOLS AND INCREASE  
00:37:02:14 FIDELITY OF IMPLEMENTATION OF  
00:37:04:11 THE CURRICULUM.  
00:37:06:16 >> AND FOR MATH, YOU SAW IT  
00:37:08:15 TONIGHT.  
00:37:10:09 THE INVESTMENT IN

00:37:12:02 INTERVENTIONISTS MAKES A  
00:37:15:19 DIFFERENCE.  
00:37:16:08 LAST YEAR WE HAD CORRELATION OF  
00:37:19:02 MATH INTERVENTIONISTS SUPPORT  
00:37:21:03 THE SCHOOLS THEY ARE IN.  
00:37:23:29 AND THE VIDEO THAT YOU HAD AN  
00:37:26:00 OPPORTUNITY AND INTERVENTIONISTS  
00:37:28:09 HIGHLIGHTED AND ONE YOUNG LADY  
00:37:30:03 WAS A MATH COACH.  
00:37:31:20 THAT'S THE SECOND THING,  
00:37:33:04 INVESTMENT OF MATH COACH AT OUR  
00:37:36:04 SCHOOLS TO PROVIDE JUST IN TIME  
00:37:38:18 FOR DEVELOPMENT FOR AMAZING MATH  
00:37:42:04 TEACHERS.  
00:37:42:16 SO FORTUNATE IN ARLINGTON TO  
00:37:44:21 HAVE AMAZING MATH TEACHERS AND  
00:37:47:15 PROFESSIONALS DEVELOPMENT AROUND  
00:37:49:28 BEST INSTRUCTIONAL STRATEGIES  
00:37:51:14 AND THE TEACHERS IMPLEMENTING  
00:37:52:21 THAT.  
00:37:54:03 AND COUPLED WITH MATH  
00:37:56:13 INSTRUCTIONAL INTERVENTIONISTS  
00:37:58:27 TO SUPPORT STUDENTS TIER 2 AND  
00:38:01:23 3, I AM GRATEFUL FOR THIS SCHOOL  
00:38:03:28 BOARD AND THOSE ARE THINGS TO  
00:38:07:09 HELP STUDENTS SUCCEED.  
00:38:09:06 >> THANK YOU.  
00:38:10:12 Ms. DIAZ-TORRES.  
00:38:12:09 >> TO THE POINT OF INCREMENTAL  
00:38:21:06 GROWTH AND I TOO WAS DIGGING  
00:38:23:00 AROUND IN THE APPENDIX AND BRING  
00:38:24:22 UP A COUPLE OF SLIDES AND Dr.  
00:38:27:03 MANN YOU ELUDED TO THIS AND I  
00:38:28:26 WANT TO POINT OUT SOME POSITIVE  
00:38:30:22 NOTES BUT ASK YOU A LESS  
00:38:32:23 POSITIVE NOTE.  
00:38:33:23 BEGINNING ON 51.  
00:38:36:29 THAT'S 46 -- YEP.  
00:38:38:19 THERE WE GO.  
00:38:40:02 SO IN THE NEXT SEQUENCE OF  
00:38:42:04 SLIDES WE HAVE A NUMBER OF  
00:38:44:11 SLIDES THAT BREAK DOWN OVERALL  
00:38:47:00 SOL-PERFORMANCE BY RACE AND THEN  
00:38:49:12 OVER LAID WITH EL STATUS,  
00:38:52:09 STUDENTS WITH DISABILITIES AND  
00:38:54:27 ECONOMICALLY DISADVANTAGED.  
00:38:56:08 A LOT OF LINES ON THESE SLIDES  
00:38:58:05 BUT WHAT I STARTED TO LOOK AT,  
00:38:59:24 THE LINE THAT HAD THE GREATEST

00:39:01:21 POTENTIAL FOR GROWTH, WHICH IS  
00:39:05:19 THE FAR YELLOW LINE OR  
00:39:09:09 GOLDENROD, WHATEVER WE ARE  
00:39:12:13 CALLING THAT AND AS YOU GO  
00:39:13:23 THROUGH THE SLIDES EVERY ONE OF  
00:39:15:13 THEM ON INCREASE ON CURVE.  
00:39:18:19 AND THAT IS SOMETHING THAT IS  
00:39:21:06 WORTH NOTING AND ELEVATING WITH  
00:39:25:18 THE STUDENTS THAT HAVE THE MOST  
00:39:27:07 TO GROW, BY AND LARGE SEEING  
00:39:30:15 THAT YEAR OVER YEAR GROWTH.  
00:39:31:28 IT'S NOT HAPPENING OVER NIGHT  
00:39:33:11 BUT SEEING THAT YEAR-TO-YEAR  
00:39:35:17 GROWTH THAT SUGGESTS THAT WE ARE  
00:39:36:27 DOING SOME RIGHT THINGS, WHICH  
00:39:38:06 IS GREAT.  
00:39:38:27 HOWEVER, THERE IS ONE ODDITY IN  
00:39:43:00 THIS ONE AND GO TO THE LAST  
00:39:45:20 SLIDE AND SEE IF ANYONE CAN TELL  
00:39:47:14 ME THE STORY ABOUT THIS GROUP OF  
00:39:49:23 HUMANS.  
00:39:50:22 SLIDE 56, THIS IS THE BLUE LINE  
00:39:54:02 AND NOT THE GOLDENROD LINE BUT  
00:40:00:07 HISPANIC NOT ECONOMICALLY  
00:40:03:21 DISADVANTAGED WENT DOWN BY 10%  
00:40:09:28 POINTS IN TWO SCHOOL YEARS.  
00:40:11:22 >> SORRY -- FLIPPING MY OWN.  
00:40:13:28 >> FLIPPING YOUR OWN AND NOT  
00:40:15:12 THAT ONE.  
00:40:16:05 56 -- NEXT ONE.  
00:40:17:11 SO THAT BLUE LINE IN THE MIDDLE.  
00:40:19:24 WENT DOWN BY 10 PERCENTAGE  
00:40:22:03 POINTS IN TWO SCHOOL YEARS.  
00:40:23:29 WHAT DO WE KNOW ABOUT THAT GROUP  
00:40:25:22 OF STUDENTS?  
00:40:27:28 AND IF IS THE ANSWER IS WE DON'T  
00:40:30:03 KNOW ENOUGH TO SPEAK TO IT AT  
00:40:31:24 THIS MOMENT, THAT'S OKAY, THIS  
00:40:34:15 IS A FOLLOW UP.  
00:40:35:12 >> WE HAVE TO FOLLOW UP AND DO  
00:40:37:13 INVESTIGATION ON THAT ONE.  
00:40:38:28 >> ALL RIGHT, WHEN I LOOK AT THE  
00:40:40:15 OVERALL TREND IN SUBGROUPS IN  
00:40:42:23 OTHER SLIDES, THAT JUMPS OUT.  
00:40:45:03 WHEN WE ARE TALKING ABOUT THIS  
00:40:46:27 LEVEL OF GRANULARITY IN OUR  
00:40:49:00 SYSTEM AND SAID THIS TIME AND  
00:40:50:09 TIME AGAIN, WE HAVE SUCH POCKETS  
00:40:53:21 OF STUDENTS THAT ARE IN THE



00:40:55:19 MIDDLE OF DIFFERENT CIRCLES IN  
00:40:58:27 VENN DIAGRAMS.  
00:41:00:11 THAT MAYBE STUDENTS OF COLOR BUT  
00:41:02:29 MORE IMPORTANTLY STUDENTS OF  
00:41:04:26 DISABILITIES OR ENGLISH LEARNERS  
00:41:07:00 AND LOWER ECONOMIC STATUS.  
00:41:09:05 AND THOSE ARE CONTRIBUTING AND  
00:41:10:24 DRIVING TO ACADEMIC PERFORMANCE.  
00:41:13:06 WHEN WE HAVE SO MANY SMALL  
00:41:15:00 SECTIONS OF VENN DIAGRAMS TO  
00:41:16:12 UNPACK AND THEY ARE SMALL  
00:41:17:26 NUMBERS OF STUDENTS.  
00:41:18:29 AND IT WOULD BE GOOD TO  
00:41:20:18 UNDERSTAND SINCE THAT IS OUTLIER  
00:41:24:00 OF OTHERS IN THE APPENDIX WHAT  
00:41:28:10 IS GOING ON WITH THAT GROUP.  
00:41:29:21 I WOULD LOVE TO HEAR A FOLLOW UP  
00:41:31:20 ON THAT ONE.  
00:41:32:16 THAT WAS MY MORE DETAILED  
00:41:35:24 QUESTION AND COVERED THE OTHER  
00:41:38:00 TOPIC.  
00:41:38:16 >> GREAT, AND TURNOVER TO Ms.  
00:41:41:09 ZECHER SUTTON.  
00:41:41:26 >> THANK YOU Ms. DIAZ-TORRES,  
00:41:44:07 YOU TEED IT UP NICELY FOR ME.  
00:41:47:05 WE WENT BACK AND FORTH A LITTLE  
00:41:49:01 BIT EARLIER TODAY ABOUT SOME  
00:41:50:28 DATA.  
00:41:51:09 I'M GOING TO SEE IF I CAN FRAME  
00:41:53:10 THIS AND I'M GONNA MAKE SOME  
00:41:57:18 COMMENTS Dr. MANN AND EVENTUALLY  
00:42:01:08 A QUESTION MAY EMERGE OR  
00:42:02:29 OTHERWISE SIMPLY ME MAKING  
00:42:05:21 COMMENTS.  
00:42:06:01 IF WE GO TO 15 --  
00:42:17:24 SO -- SO 15 WE HAVE THE BLACK  
00:42:21:26 STUDENTS PASS RATES FOR ALL THE  
00:42:26:03 DIFFERENT CATEGORIES.  
00:42:27:01 AND WE SEE SOME SHIFTS GENERALLY  
00:42:30:28 UPWARDS BY A COUPLE OF POINTS.  
00:42:33:12 ONE I THINK GOES DOWN.  
00:42:37:03 SOCIAL STUDIES.  
00:42:38:14 >> RIGHT.  
00:42:39:13 >> ON THE NEXT SLIDE WE SEE  
00:42:42:00 SOMEWHAT SIMILAR RANGE OF  
00:42:46:03 SHIFTS.  
00:42:46:17 WE SEE MAYBE A LITTLE BIT MORE  
00:42:50:03 FLAT.  
00:42:51:15 BUT IT'S NOT -- IT'S NOT WILDLY

00:42:55:21 DIFFERENT FROM BLACK STUDENTS  
00:42:57:27 HAD A FEW SHIFTS AND GAINS AND  
00:43:00:26 HISPANIC STUDENTS HAD ALSO A  
00:43:02:29 COUPLE OF GAINS.  
00:43:03:28 A COUPLE OF THINGS THAT REMAINED  
00:43:05:20 FLAT.  
00:43:06:08 >> EO.  
00:43:08:24 >> NO, HISPANIC.  
00:43:12:08 16.  
00:43:12:25 SORRY -- I'M SORRY, BLACK  
00:43:16:00 STUDENTS ON 15 AND HISPANIC  
00:43:20:20 STUDENTS ON 16.  
00:43:21:14 OKAY.  
00:43:21:27 AND THEN TO THE DATA THAT WE'RE  
00:43:23:14 GOING TO TODAY.  
00:43:26:24 1,535 BLACK STUDENTS TOOK THE  
00:43:30:10 READING SOL.  
00:43:31:26 OF THOSE 660 WERE NOT STUDENTS  
00:43:36:25 WITH DISABILITIES.  
00:43:38:03 NOT ENGLISH LEARNERS.  
00:43:40:08 AND NOT ECONOMICALLY  
00:43:44:15 DISADVANTAGED, CORRECT?  
00:43:45:09 >> YES.  
00:43:46:02 >> SO 43% OF THE BLACK STUDENTS  
00:43:48:26 THAT TOOK THE READING-SOL, ARE  
00:43:51:15 NOT --  
00:43:52:07 >> 421.  
00:43:54:04 >> 421?  
00:43:55:07 >> 421 OF THE 1535.  
00:43:58:08 WERE NONEL, OR ECONOMICALLY  
00:44:04:08 DISADVANTAGED.  
00:44:06:27 >> OKAY NOW I HAVE TO DO MY  
00:44:09:04 PERCENTAGE AGAIN.  
00:44:10:07 HANG ON -- 421.  
00:44:12:19 SO THAT MEANS ABOUT 27% -- 27%  
00:44:17:05 OF THE BLACK STUDENTS WHO TOOK  
00:44:20:05 THE READING SOL, DID NOT FALL  
00:44:22:19 INTO ONE OF THOSE CATEGORIES.  
00:44:25:07 OKAY.  
00:44:26:03 WHEN WE LOOK AT THE HISPANIC  
00:44:28:07 STUDENTS AND CORRECT ME IF I AM  
00:44:30:01 WRONG AGAIN.  
00:44:30:25 3,971 HISPANIC STUDENTS TOOK THE  
00:44:35:09 READING SOL.  
00:44:37:24 OF WHOM I HAVE 832?  
00:44:41:25 DID NOT FALL INTO THOSE  
00:44:44:21 CATEGORIES.  
00:44:46:15 IS THAT CORRECT?  
00:44:49:01 >> I'M CHECKING.

00:44:50:07 >> OKAY.  
00:44:51:04 >> YES, 832.  
00:44:52:19 >> THAT'S 21%.  
00:44:54:03 SO ABOUT 27% FOR BLACK STUDENTS  
00:44:56:29 AND 21% FOR HISPANIC STUDENTS.  
00:45:00:13 AND THE RESULTS ARE SOMEWHAT  
00:45:03:22 SIMILAR.  
00:45:05:25 WHAT I AM TRYING TO GET AT IF A  
00:45:07:15 STUDENT WITH DISABILITIES OR  
00:45:08:23 L-STUDENT OR ECONOMICALLY  
00:45:12:15 DISADVANTAGED STUDENT.  
00:45:13:05 WE ARE PUTTING CERTAIN SUPPORTS  
00:45:16:00 AND THINGS IN PLACE.  
00:45:21:00 AND WE HAVE SOME PERCENTAGES OF  
00:45:23:09 STUDENTS WHO ARE NOT -- ARE NOT  
00:45:27:20 HAVING THE ADVANTAGE OF SUPPORTS  
00:45:29:27 BECAUSE THEY DON'T FALL INTO ONE  
00:45:32:03 OF THOSE CATEGORIES, IS THAT  
00:45:35:09 RIGHT?  
00:45:35:21 >> NO --  
00:45:37:03 >> IT'S NOT RIGHT?  
00:45:38:07 >> UH-UH.  
00:45:40:26 >> OKAY.  
00:45:41:08 HOW DO YOU CHARACTERIZE THESE  
00:45:46:03 GROUPS AND THE MODEST GAINS  
00:45:48:15 SOMEWHAT FLAT.  
00:45:49:24 AND WHETHER OR NOT THEY ARE --  
00:45:52:25 THEY HAVE ANY SORT OF SUPPORTS  
00:45:54:24 IN PLACE BECAUSE THEY ARE PART  
00:45:56:19 OF A GROUP FOR WHICH WE PROVIDE  
00:45:59:18 THOSE SUPPORTS, DOES THAT MAKE  
00:46:03:25 SENSE?  
00:46:04:03 >> YOU ARE TALKING ABOUT THE  
00:46:05:10 STUDENTS WHO ARE NOT EL.  
00:46:07:03 >> I WAS TRYING TO DETERMINE  
00:46:08:24 WHAT IS THE PERCENTAGE RIGHT.  
00:46:11:16 >> I WANT TO MAKE SURE THAT I  
00:46:14:22 UNDERSTAND.  
00:46:15:03 >> I DON'T KNOW THAT I  
00:46:16:15 UNDERSTAND.  
00:46:17:06 >> Dr. DURAN?  
00:46:18:05 >> I'LL FOLLOW UP.  
00:46:19:21 >> I WANT TO BE SURE, YOU ARE  
00:46:21:16 ASKING ARE SUPPORTS DIFFERENT  
00:46:23:24 FOR GERALD MANN WHO IS NOT EL,  
00:46:29:06 STUDENT OF DISABILITY AND  
00:46:31:19 ECONOMICALLY DISADVANTAGED?  
00:46:33:03 >> OR ANY OF THOSE THINGS.  
00:46:36:19 >> IF I AM GERALD MANN, REGULAR

00:46:40:06 STUDENT AND DON'T FALL IN  
00:46:42:10 CATEGORIES, DO WE HAVE DIFFERENT  
00:46:44:19 SUPPORTS?  
00:46:44:26 >> NO.  
00:46:45:29 >> SO ALL STUDENTS, THINK ABOUT  
00:46:48:28 READING, WE WILL ASSESS ALL  
00:46:50:18 STUDENTS IN READING REGARDLESS  
00:46:53:05 OF WHAT CLASSIFICATION WHETHER  
00:46:54:24 YOU ARE EL OR DISADVANTAGED AND  
00:46:58:12 YOU GET SUPPORT THAT YOU NEED IT  
00:47:00:15 IF YOU SCORE IN A WAY THAT NEEDS  
00:47:02:12 THAT SUPPORT.  
00:47:03:03 IF YOU HAPPEN TO BE AN ENGLISH  
00:47:05:23 LEARNER AND HAVE IEP AND YOU GET  
00:47:08:14 SUPPORTS SPECIFIC TO THAT.  
00:47:09:18 BUT ALL STUDENTS REGARDLESS OF  
00:47:11:05 RACE OR ANY CATEGORIES GET THE  
00:47:13:24 VALLSS AND LAST YEAR THE DiBELS  
00:47:15:28 AND MATH ASSESSMENT.  
00:47:17:18 ALL GET THAT AND BASED ON THE  
00:47:19:09 RESULTS FROM THAT, THEY GET  
00:47:20:25 SPECIFIC SUPPORTS.  
00:47:23:23 Ms. CRUZ SPOKE OF SECONDARY  
00:47:25:26 LEVEL, THAT'S FOR ALL STUDENTS  
00:47:27:21 REGARDLESS OF RACE.  
00:47:28:26 THEY WERE PUT IN THAT COURSE  
00:47:34:06 DESIGNED FOR LITERACY SUPPORT  
00:47:36:26 FOR THOSE GAPS.  
00:47:38:24 AGAIN THEY GET ADDITIONAL  
00:47:43:00 BECAUSE OF EL AND DISABILITIES.  
00:47:44:28 WE LOOK AT ALL STUDENT NEEDS AND  
00:47:48:04 WITH SCREENERS AND BEST IDENTIFY  
00:47:51:04 AND UNDERSTAND WHAT THEIR NEEDS  
00:47:53:25 AND GAPS ARE.  
00:47:55:21 AND MAYBE MULTILAYERED GAPS AND  
00:47:58:04 ADDITIONAL NEEDS IF IEP AND  
00:48:00:24 SPECIFIC SUPPORTS OUTLINED IN  
00:48:02:15 THAT AND A LOT OF WORK THAT OUR  
00:48:04:22 ENGLISH OFFICE IS DOING TO  
00:48:09:01 SUPPORT AND WHAT WEEDA LEVEL  
00:48:11:08 THEY ARE ON.  
00:48:12:08 >> THANK YOU, THAT'S HELPFUL.  
00:48:13:15 AND I THINK PART OF MY LARGER  
00:48:15:25 THINKING ON THIS HAS TO DO WITH  
00:48:17:09 THE FACT THAT WE DO HAVE ALL OF  
00:48:20:04 THESE OVERLAPS.  
00:48:22:00 AND WE DO HAVE DIFFERENT STUDENT  
00:48:24:02 GROUPS AND ONE OF THE CHALLENGES  
00:48:25:15 WE HAVE.

00:48:26:01 WE LOOK AT THESE SNAPSHOTS IN  
00:48:28:10 TIME AND WE DON'T LOOK AT MODELS  
00:48:30:19 THAT ARE LONGITUDINAL ABOUT  
00:48:33:25 INDIVIDUAL STUDENTS AS I  
00:48:35:12 UNDERSTAND IT.  
00:48:36:14 SO THAT -- IF WE HAVE A STUDENT  
00:48:40:02 WHO SCORES ON A READING SOL, IN  
00:48:45:18 THIRD GRADE.  
00:48:47:09 TAKE IN THIRD GRADE?  
00:48:48:23 IN THIRD GRADE AND THAT SAME  
00:48:50:21 STUDENT'S SCORE IN EIGHTH GRADE  
00:48:56:18 -- EIGHTH GRADE.  
00:48:57:18 THAT SAME STUDENT'S SCORE IN  
00:49:02:15 10th.  
00:49:03:14 >> 11th.  
00:49:04:12 >> 11th.  
00:49:06:05 WE DON'T HAVE A WAY THAT WE LOOK  
00:49:09:06 AT IT -- LOOK AT IT THAT WAY  
00:49:14:09 WITH INDIVIDUAL STUDENTS IN  
00:49:16:06 MIND.  
00:49:16:18 WE ARE LOOKING AT THESE COHORTS  
00:49:18:24 OF STUDENTS.  
00:49:19:24 >> WE ARE LOOKING AT THEM AS  
00:49:22:05 COHORTS AND AN INDIVIDUAL  
00:49:23:09 STUDENT AND TEST HISTORY.  
00:49:24:16 YOU COULD PULL UP TO SEE HOW  
00:49:26:14 THEY DID IN THIRD AND FOURTH AND  
00:49:28:03 ALL THE WAY THROUGH.  
00:49:29:01 AND SEE IF THEY CONTINUED.  
00:49:30:08 IF THEY WERE PASS ADVANCE AND IN  
00:49:33:27 THE CURRENT SYSTEM AND PASS  
00:49:35:15 ADVANCE ALL THE WAY THROUGH OR  
00:49:37:24 ALWAYS IN THE 400 RANGE OR 375.  
00:49:42:12 YOU COULD SEE THAT BUT NORMALLY  
00:49:44:18 DON'T PULL OUT STUDENT BY  
00:49:47:06 STUDENT.  
00:49:47:15 THAT IS SOMETHING THAT WE HAVE  
00:49:48:21 AT OUR FINGERTIPS.  
00:49:50:07 BUT NORMALLY WHEN WE REPORT OUT  
00:49:52:11 OUR LARGE DATA SETS ARE  
00:49:54:23 GENERALLY THE COHORT OF STUDENTS  
00:49:56:08 WE ARE TALKING ABOUT.  
00:49:57:29 >> OKAY, SO I HAVE ANOTHER  
00:49:59:27 QUESTION CONNECTED TO ALL OF  
00:50:01:05 THIS.  
00:50:01:21 I'M SORRY -- I GOT A LITTLE INTO  
00:50:04:15 THIS.  
00:50:05:02 SLIDE 40.  
00:50:05:29 WHICH IS THE NEW -- THE TOPIC IS

00:50:08:18 THE NEW SYSTEM OF  
00:50:11:20 ACCOUNTABILITY.  
00:50:17:04 ONE OF THE CONCLUSIONS THAT I  
00:50:20:11 WAS STARTING TO DRAW IN MY MIND  
00:50:23:13 AND AS WE KNOW MY CONCLUSIONS  
00:50:25:14 ARE NOT ALWAYS ACCURATE.  
00:50:27:15 I WILL LOOK TO THE TWO OF YOU.  
00:50:30:05 BUT IS IT CORRECT TO SAY THAT  
00:50:34:12 WHEN GROWTH -- DOES THIS MODEL  
00:50:41:11 ASSUME BECAUSE GROWTH DROPS AT  
00:50:45:20 DIFFERENT LEVELS.  
00:50:46:26 GROWTH IS -- AND READINESS  
00:50:50:20 INCREASES RIGHT.  
00:50:52:27 READINESS GOES FROM 10% VALUE TO  
00:50:56:21 20% VALUE.  
00:50:58:14 TO 35% VALUE.  
00:51:00:24 SO THIS ASSUMES THIS GOES BACK  
00:51:04:18 TO THE LONGITUDINAL.  
00:51:06:06 THIS ASSUMES A FAIRLY STABLE  
00:51:08:21 NONTRANSITORY POPULATION.  
00:51:12:03 IN THE DISTRICT.  
00:51:15:24 AND WE DON'T HAVE THAT IN  
00:51:17:13 ARLINGTON.  
00:51:18:28 WE HAVE A LOT OF MOVEMENT.  
00:51:20:25 IN AND OUT OF OUR SCHOOLS.  
00:51:22:23 AND YOU KNOW, I ALWAYS GO BACK  
00:51:27:05 TO THIS IN MY MIND.  
00:51:29:06 IN 2015 WHEN LOOKING AT NUMBERS  
00:51:31:29 AND BUILDING SEATS AND ALL THIS.  
00:51:33:29 WE LOOKED AT STAFF DID SOME WORK  
00:51:38:19 ON DID STUDENTS EXIT FIFTH GRADE  
00:51:43:08 FROM THIS SCHOOL AT WHICH THEY  
00:51:44:19 HAD GONE TO KINDERGARTEN?  
00:51:47:26 AND SETTING ASIDE THE -- SETTING  
00:51:56:28 ASIDE THE CHOICE OR OPTION  
00:51:59:08 PROGRAMS.  
00:52:00:07 IT RANGED 30%, 40%, 60% AT SOME  
00:52:07:14 SCHOOLS.  
00:52:07:23 WHERE THE STUDENT DID NOT EXIT  
00:52:10:09 FIFTH GRADE FROM THE SCHOOL AT  
00:52:11:28 WHICH THEY HAD GONE TO  
00:52:14:01 KINDERGARTEN.  
00:52:14:15 SO WHEN I SEE THIS READINESS  
00:52:17:00 INDICATOR AND IT'S MATTERING  
00:52:18:16 MORE AS YOU GO ALONG.  
00:52:20:11 IT'S ASSUMING THAT -- I'M  
00:52:24:04 GUESSING THAT IT'S ASSUMING THAT  
00:52:26:02 YOU ARE BEING EDUCATED IN A  
00:52:28:08 CONSISTENT MANNER, AT LEAST IN

00:52:30:21 VIRGINIA IF NOT IN THE SAME  
00:52:32:18 DISTRICT.  
00:52:33:17 MAYBE.  
00:52:37:18 Ms. REAVES IS NOT SURE.  
00:52:39:11 >> AND HOW PRESENTED THUS FAR WE  
00:52:41:27 ARE STILL LEARNING AND A LOT OF  
00:52:46:11 RULES HOW THESE DETERMINATIONS  
00:52:48:04 MADE.  
00:52:48:14 IT WASN'T PRESENTED IN THAT WAY  
00:52:51:06 VERSUS TRANSISTORY VERSUS  
00:52:54:14 STABILITY.  
00:52:55:08 AND MORE AT THAT GRADE LEVEL AND  
00:52:58:15 ON 5C PERFORMANCE TASK AND  
00:53:02:06 CHRONIC ABSENTEEISM AND THAT IS  
00:53:11:25 CORRELATED NOT JUST UNDER  
00:53:13:28 PERFORMANCE AS WAS SAID AND  
00:53:16:21 TRANSIENCY AND YOU COULD ARGUE  
00:53:19:05 THAT PIECE.  
00:53:19:24 THERE IS A CHALLENGE AROUND  
00:53:21:23 CHRONIC ABSENTEEISM RELATES TO  
00:53:25:23 STUDENTS THAT ARE TRANSIENT AND  
00:53:28:05 MOVING.  
00:53:28:17 THAT PART I AGREE WITH YOU.  
00:53:30:07 AND I DON'T THINK THAT THE  
00:53:31:14 THINKING BEHIND HOW THEY SET IT  
00:53:34:07 UP WAS BASED ON THAT AND I DON'T  
00:53:36:15 KNOW ENOUGH OF WHAT FIVE C'S  
00:53:42:02 TASKS WILL BE AND HOW DETERMINED  
00:53:44:15 AND WHAT RULES APPLY.  
00:53:45:17 I WENT TO A TRAINING SESSION ON  
00:53:48:08 MONDAY ABOUT EXPECTED GROWTH AND  
00:53:50:18 PUTTING OUT A VARIETY OF WAYS  
00:53:52:16 HOW THAT EXPECTED GROWTH  
00:53:56:16 CALCULATED.  
00:53:57:08 ON BELL CURVE, A VARIETY OF WAYS  
00:54:00:15 THAT IS TRYING TO BE UNDERSTOOD.  
00:54:02:23 AND THAT'S A GOOD QUESTION AND  
00:54:04:09 WONDERING AND QUESTION MARK.  
00:54:06:00 BUT I WOULDN'T MAKE AN  
00:54:07:18 ASSUMPTION THAT IT IS THAT WAY.  
00:54:09:01 THE ONLY THING THAT I AGREE  
00:54:10:14 1,000% THAT CHRONIC ABSENTEEISM  
00:54:15:03 IS WITH SCHOOLS AND ADDRESS  
00:54:19:08 SEPARATELY AND SHOULD ADDRESS.  
00:54:21:15 REGARDLESS OF THIS FRAMEWORK AND  
00:54:23:10 DOESN'T WORRY ME IN THAT WAY.  
00:54:25:25 BUT WORRIES ME WHAT IS THE  
00:54:28:23 MEASURE OF GROWTH THAT IS  
00:54:30:16 ACTUALLY CALCULATED.

00:54:31:24 AND WHAT ARE THESE ASSESSMENTS  
00:54:34:20 GIVEN FOR 5-C PERFORMANCE TASK,  
00:54:37:26 WHAT IS THAT GOING TO BE?  
00:54:39:19 WHAT IS THAT ABOUT.  
00:54:41:00 MASTERY WE UNDERSTAND THAT AND  
00:54:43:12 THAT'S A CRYSTAL CLEAR ONE.  
00:54:45:05 IT'S THE WAY THAT GROWTH WILL BE  
00:54:48:03 CALCULATED AND WORRIES ME AND  
00:54:49:17 CONCERNS ME.  
00:54:50:27 AND WHAT I HEARD ON MONDAY AND  
00:54:55:03 HAS POSSIBILITIES AND CONCERNS  
00:54:57:16 FROM ALL DISTRICT 4 AND THEY  
00:55:00:11 TOOK OUR FEEDBACK AND REVIEW AND  
00:55:03:20 HEARD US LOUD AND CLEAR THAT  
00:55:06:05 GIVES ME PAUSE.  
00:55:07:19 >> CAN I ADD ONE NOTICED AND IF  
00:55:13:11 YOU LOOK AT MIDDLE SCHOOL AND  
00:55:17:04 ELEMENTARY SCHOOL, CHRONIC  
00:55:20:18 ABSENTEEISM IS 10% -- IT SAYS AT  
00:55:24:16 THE BOTTOM, CHRONIC ABSENTEEISM  
00:55:27:04 IS 10% IN THE FIRST YEAR.  
00:55:29:00 AS WE THINK OF CHRONIC  
00:55:31:20 ABSENTEEISM AND THE MONITORING  
00:55:33:21 REPORT COMING UP.  
00:55:34:18 THIS IS AGAIN COMING TO SCHOOL  
00:55:37:00 AND Ms. KADERA YOU MENTIONED AND  
00:55:40:16 I SAID IN THE PRESENTATION 19  
00:55:42:18 POINTS LOWER IN READING AND 26  
00:55:45:01 IN MATH IF CHRONICALLY ABSENT.  
00:55:48:06 THOSE ARE HUGE NUMBERS IF YOU  
00:55:49:17 ARE NOT COMING TO SCHOOL EVERY  
00:55:50:28 DAY.  
00:55:51:09 >> I THINK Ms. DIAZ-TORRES HAD A  
00:55:53:14 FOLLOW-UP DATA REQUEST AND TO  
00:55:56:04 Ms. TURNER.  
00:55:57:02 >> I DID, I THINK THIS MIGHT  
00:55:59:21 ANSWER YOUR COHORT QUESTION.  
00:56:01:23 SO -- A COUPLE OF YEARS AGO THE  
00:56:05:03 SAME ACADEMIC UPDATE HAD A  
00:56:07:18 SERIES OF CHARTS.  
00:56:09:07 I KNOW NOT REQUESTING THAT WE  
00:56:11:09 REPLICATE THE CHARTS, TAKE TOO  
00:56:14:00 LONG.  
00:56:14:11 BUT IF WE CAN GET THE DATA CUT  
00:56:17:03 IN THE SAME WAY THAT DATA AND  
00:56:19:17 LOOK AT LONGITUDINAL DATA BY  
00:56:23:05 COHORTS.  
00:56:23:12 WHAT THOSE CHARTS HAD WAS THE  
00:56:25:20 SEVENTH GRADERS IN ONE YEAR



00:56:28:01 BROKEN DOWN BY WEEDA LEVELS OR  
00:56:31:03 EL, WHATEVER THE CUT.  
00:56:32:25 AND THEN THE EIGHTH GRADERS IN  
00:56:35:00 THE SUBSEQUENT YEAR AND THE  
00:56:36:00 NINTH GRADERS.  
00:56:37:03 THAT'S THE SAME COHORT FROM  
00:56:39:08 YEAR-TO-YEAR.  
00:56:40:18 AND THEY WERE ALL IN ONE.  
00:56:42:03 THIS MUST HAVE BEEN A COUPLE OF  
00:56:45:18 YEARS AGO THAT WE CUT THAT WAY.  
00:56:48:15 BUT PARTICULARLY HELPFUL IF I  
00:56:51:07 LOOK AT THE CLASS OF 2027, OR  
00:56:53:12 WHATEVER ARE THEY GROWING YEAR  
00:56:56:10 OVER YEAR OR NOT.  
00:56:57:12 IF THAT IS POSSIBLE TO CUT THE  
00:56:59:11 DATA IN THAT WAY, EVEN LIKE AN  
00:57:01:12 EXCEL SPREADSHEET WITH LIKE  
00:57:03:16 MAYBE LIGHT COLOR CODING BUT  
00:57:07:03 THAT'S ABOUT IT.  
00:57:07:29 AND THAT COULD BE POTENTIALLY BE  
00:57:09:22 REALLY HELPFUL.  
00:57:10:18 AND ALSO IF IT COSTS US AN ARM  
00:57:13:11 AND LEG AND TOO MANY HOURS  
00:57:19:03 THAT'S OKAY AND I THOUGHT OF  
00:57:20:12 THAT CHART AND MIGHT BE A WAY TO  
00:57:22:22 ANSWER Ms. ZECHER SUTTON'S  
00:57:27:09 QUESTION.  
00:57:27:29 >> WE WILL FOLLOW UP.  
00:57:30:04 >> IN MY BRAIN WE HAVE A RANDOM  
00:57:32:10 SAMPLE OF STUDENTS THAT WE KNOW  
00:57:33:26 ARE ENROLLED YEAR OVER YEAR AND  
00:57:37:13 THAN FILTERED STUDENTS THAT  
00:57:42:02 MOVED IN AND OUT.  
00:57:43:00 WHAT I AM SAYING, IF WE CAN'T DO  
00:57:44:22 IT FOR ALL STUDENTS THE  
00:57:46:14 ALTERNATIVE WOULD BE THAT WE  
00:57:48:03 TAKE A HEALTHY STATISTICALLY  
00:57:52:18 SIGNIFICANT SAMPLE OF STUDENTS  
00:57:53:24 THAT WE KNOW REMAINED ENROLLED  
00:57:56:10 WITH US AND DO THE STUDY OVER  
00:57:58:04 THE YEARS.  
00:57:58:22 THE NOISE I AM TRYING TO FILTER  
00:58:00:25 OUT THE STUDENTS THAT ARRIVE  
00:58:02:18 LATE IN THE GAME IN THAT BATCH  
00:58:04:05 OF YEARS WE'RE STUDYING.  
00:58:06:27 >> WE WILL ALWAYS HAVE THOSE  
00:58:08:22 STUDENTS.  
00:58:09:17 >> YEAH.  
00:58:10:06 >> WE STILL HAVE TO SERVE THEM.

00:58:12:01 >> I KNOW, IN TERMS OF CORE  
00:58:13:24 QUESTION WE ARE TRYING TO  
00:58:15:04 ADDRESS IS WITH OUR CURRICULUM  
00:58:17:27 AND OUR STRATEGIES ARE WE SEEING  
00:58:22:29 COMPOUNDING GROWTH YEAR OVER  
00:58:25:21 YEAR.  
00:58:26:02 IS ONE QUESTION TO BE INTERESTED  
00:58:27:26 IN AND A WAY TO TEST IT.  
00:58:29:17 >> WE CAN TALK OFF AND SEE WHAT  
00:58:32:00 WE CAN DO.  
00:58:32:21 AND ALSO THE CHALLENGE OF NEW  
00:58:35:10 ASSESSMENTS AND NEW STANDARDS  
00:58:36:11 AND HOW YOU COMPARE THAT.  
00:58:38:10 CERTAINLY YOU CAN DO A LOT OF  
00:58:39:20 THINGS WITH DATA.  
00:58:40:15 BUT THEN WE HAVE TO PEEL BACK  
00:58:43:08 AND WHAT IS IT TELLING US.  
00:58:45:04 WE CAN LOOK AT THAT AND SEE.  
00:58:47:09 IT'S REALLY A CHALLENGE AND A  
00:58:49:07 LOT OF GUIDANCE FROM FOLKS WHO  
00:58:51:13 LOOK AT DATA NOT TO DO AS MUCH  
00:58:53:20 WHEN YOU HAVE STANDARDS THAT  
00:58:55:11 CHANGE AND DIFFERENT  
00:58:56:25 ASSESSMENTS.  
00:58:58:03 >> GOTCHA.  
00:58:58:23 >> WITHIN THE RANGE OF SAME  
00:59:00:27 ASSESSMENTS AND STANDARDS IT'S  
00:59:02:09 VERY HELPFUL TO LOOK AT THAT.  
00:59:03:28 BUT OUTSIDE YOU CAN DO THAT BUT  
00:59:05:27 A LITTLE NUANCE TO IT.  
00:59:07:27 SEE WHAT WE CAN DO.  
00:59:09:04 >> OKAY, WE WILL HAVE AN  
00:59:10:21 AFTER-PARTY WHERE WE TALK ABOUT  
00:59:12:08 THIS QUESTION TONIGHT.  
00:59:13:10 BUT I WILL GO BACK TO Ms.  
00:59:15:21 TURNER.  
00:59:17:00 >> I JUST HAD ONE LAST ONE I  
00:59:20:00 THINK.  
00:59:21:28 I THINK YOU MENTIONED Dr. MANN  
00:59:25:02 UPDATED CURRICULUM DOCUMENTS FOR  
00:59:27:18 TEACHERS AND IS THAT A THIS YEAR  
00:59:30:04 PROJECT AND WHAT IS THE  
00:59:31:02 ANTICIPATED SCHEDULE?  
00:59:32:05 I PRESUME DONE IN PHASES OR  
00:59:39:16 CHUNKED?  
00:59:40:04 .  
00:59:40:15 >> IT IS AND JUST TALKING ABOUT  
00:59:42:01 THIS YESTERDAY, ONE OF THE  
00:59:43:19 THINGS, WE ASKED OUR OFFICE IN

00:59:45:15 SEPTEMBER TO FOCUS ON WRITING  
00:59:47:16 CURRICULUM.  
00:59:47:27 AND WE WANT TO MAKE SURE THAT  
00:59:49:18 WE, AND PART OF THE REASON WE  
00:59:51:07 DID THAT, THERE IS SO MUCH  
00:59:55:00 TESTING AND A TIME TO ASK OUR  
00:59:57:14 OFFICES AND INCLUDING THE  
00:59:59:04 SPECIALIST SUPERVISORS TO DIG IN  
01:00:00:21 AND START THAT PROCESS.  
01:00:02:18 WASN'T THAT ANYONE DID ANYTHING  
01:00:04:07 WRONG AND WE NEEDED TO MAKE SURE  
01:00:05:24 WE OWE TO DO OUR TEACHERS AND  
01:00:07:20 STUDENTS TO HAVE IT DONE.  
01:00:08:29 RIGHT NOW WE'RE WORKING ON WHAT  
01:00:10:19 THAT TIMELINE WILL BE.  
01:00:12:00 WE WANT OR ACTUALLY PUTTING  
01:00:15:28 THOSE FINAL TOUCHES ON WHEN THE  
01:00:18:09 DROP-DEAD DATE IS.  
01:00:20:20 AS YOU KNOW IN SECONDARY THERE  
01:00:22:23 ARE TONS AND TONS OF COURSES.  
01:00:27:16 AND TRYING TO PRIORITIZE WHICH  
01:00:29:07 COURSES WILL BE FIRST.  
01:00:30:09 WE WANT TO MAKE SURE THAT IT HAS  
01:00:32:28 TO BE DONE THIS YEAR FOR MOST OF  
01:00:34:18 THEM.  
01:00:35:07 AND SO THAT'S WHAT WE ARE TRYING  
01:00:36:12 TO FIGURE OUT.  
01:00:37:15 WHEN THAT DROP-DEAD DATE IS.  
01:00:40:20 LITERALLY AT 2 O'CLOCK YESTERDAY  
01:00:42:18 TALKING ABOUT THIS IN MY  
01:00:46:02 DIRECTOR MEETING AND WHAT IS  
01:00:47:15 TIMELINE FOR OUR STAFF.  
01:00:48:19 AND MAKE SURE WHEN TEACHERS GET  
01:00:51:08 TO UNIT 2, AND SOMETHING IN UNIT  
01:00:53:26 2 AND 3 AND 4.  
01:00:55:10 BECAUSE THERE IS A LOT ON THEIR  
01:00:56:25 PLATES AND THIS IS SOMETHING  
01:00:57:22 THAT WE WANT TO MAKE EASY FOR  
01:00:59:12 THEM.  
01:00:59:28 AND THEN OUR GOAL IS THE  
01:01:03:09 STANDARDS SHOULDN'T CHANGE AGAIN  
01:01:04:21 FOR AN ANOTHER FOUR OR FIVE  
01:01:06:20 YEARS.  
01:01:06:28 THAT WE CAN GET OFF THE HAMSTER  
01:01:09:11 WHEEL OF CONSTANTLY SAYING WE  
01:01:11:06 HAVE TO WRITE CURRICULUM.  
01:01:12:22 AND GET FEEDBACK FROM OUR  
01:01:14:04 TEACHERS AND TWEAK, AND SAY THIS  
01:01:15:22 UNIT DIDN'T WORK.

01:01:16:24 BUT THEN THAT'S WHEN WE DIG IN  
01:01:20:03 ON YOUR ORIGINAL QUESTION AND  
01:01:24:15 SAYING SCAFFOLD AND EL'S THOSE  
01:01:28:12 THINGS AND EVERYONE IS IN SCHOOL  
01:01:32:06 AND IN CLT'S AND IN CLASSROOMS  
01:01:35:15 AND HELPING OUR TEACHERS MEET  
01:01:37:03 THE NEEDS OF OUR STUDENTS.  
01:01:38:21 AND GET IN AND MONITOR  
01:01:40:02 INSTRUCTION.  
01:01:40:12 THAT'S OUR GOAL.  
01:01:41:08 SO THAT'S WHERE WE ARE LASER  
01:01:45:03 LIKE FOCUSED AND I CAN'T SEE Ms.  
01:01:48:15 HERSHEY'S FACE OR EVERYONE ELSE.  
01:01:51:20 AND THIS IS SOMETHING THAT WE  
01:01:54:20 HAVE BEEN TALKING ABOUT AND WE  
01:01:57:29 HAVE TO CHANGE AND MAKE THAT  
01:01:59:15 DETERMINATION.  
01:01:59:27 IT HAS TO BE DONE AND PROVIDE  
01:02:01:19 SUPPORT AND SCAFFOLD FOR OUR  
01:02:03:14 STAFF AND GOING TO THE TEACHERS  
01:02:05:02 AND GET FEEDBACK.  
01:02:06:02 ONCE OF THE UNITS ARE TAUGHT,  
01:02:08:12 DID IT WORK OR NOT WORK.  
01:02:09:29 I DON'T HAVE A DEFINITIVE ANSWER  
01:02:12:12 BECAUSE JUST TALKED ABOUT IT  
01:02:13:28 YESTERDAY WHEN WE WILL ESTABLISH  
01:02:15:10 A TIMELINE.  
01:02:16:18 >> Ms. DIAZ-TORRES, DO YOU HAVE  
01:02:18:11 ADDITIONAL QUESTIONS?  
01:02:20:18 I'M GOOD.  
01:02:21:26 >> Ms. ZECHER SUTTON.  
01:02:25:28 >> I JUST WANT TO KNOW --  
01:02:31:08 [LAUGHTER]  
01:02:32:07 DO WE STILL FEEL THE JOY?  
01:02:36:20 YEAH?  
01:02:37:21 DID THE TEACHERS, ARE THEY  
01:02:41:20 FEELING JOY?  
01:02:42:15 BECAUSE THIS IS A LOT OF DATA  
01:02:44:04 AND A LOT OF THIS STRATEGY, THAT  
01:02:46:12 STRATEGY.  
01:02:46:24 THIS KID, THAT GROUP.  
01:02:48:21 AND JUST LIKE DO THE TEACHERS  
01:02:52:00 FEEL LIKE IT'S JUST ONE ROAD  
01:02:55:18 FORWARD OF STATE STANDARDS AND  
01:02:58:13 TEST OUTCOMES?  
01:03:00:00 OR ARE THEY FEELING THE JOY?  
01:03:03:04 YOU CAN ALL JUST GIVE ME THUMBS  
01:03:07:19 UP OR DOWN OR IN BETWEEN.  
01:03:09:22 >> ONE THING THAT IS IMPORTANT

01:03:13:22 FOR ALL OF US, AND LOOK AT DATA  
01:03:16:02 AND DEVELOP CURRICULUM AND TO  
01:03:21:17 HAVE TIME FOR TEACHERS TO HAVE  
01:03:24:20 FUN AND TEACH AND LESS TIME TO  
01:03:26:13 ASSESS.  
01:03:27:10 AND LESS TIME THROUGH THE  
01:03:28:25 STRATEGIES AND RESOURCES AND  
01:03:30:08 CURRICULUM DOCUMENTS TO FIND AND  
01:03:31:18 CREATE.  
01:03:32:01 I THINK WHEN WE DO THAT, WHEN WE  
01:03:35:23 PROVIDE RESOURCES TO TEACHERS  
01:03:38:03 AND SUPPORT AS MR. STEWART AND  
01:03:42:14 CREATE COURSES THAT Ms. CRUZ  
01:03:44:19 TALKED ABOUT.  
01:03:46:00 AND GIVE TEACHERS THOSE TOOLS  
01:03:48:18 AND DO WHAT Ms. HERSCH DID AND  
01:03:52:21 THERE ARE JOY IN THOSE MOMENTS.  
01:03:54:20 I THINK THERE IS NOT JOY IN THE  
01:03:57:09 MOMENT WHEN A LOT OF ASSESSMENTS  
01:03:59:29 TO BE GIVEN.  
01:04:00:28 AND GO ONLINE AND FIND RESOURCES  
01:04:02:19 AND DO THIS AND CLICK THROUGH  
01:04:06:15 LINKS AND LINKS TO DEVELOP A  
01:04:08:05 LESSON AND YOUR WHOLE PLANNING  
01:04:09:27 TIME IS GONE.  
01:04:10:17 I DON'T THINK THERE IS JOY WHEN  
01:04:12:00 WE HAVE STUDENTS THAT TEACHERS  
01:04:13:17 ARE TRYING TO SUPPORT AND DON'T  
01:04:14:28 KNOW HOW TO AND FRUSTRATED.  
01:04:17:08 AND I THINK THERE IS JOY WHEN  
01:04:19:06 Ms. MURPHY'S TEAM AND Dr. BROWN  
01:04:21:26 AND PROVIDE SUPPORT AND  
01:04:23:17 STRATEGIES.  
01:04:23:29 YES, THERE IS JOY IN THOSE  
01:04:26:04 MOMENTS BUT WE HAVE TO BE  
01:04:27:19 FOCUSED IN THAT WAY IN TRYING TO  
01:04:29:21 FIND A WAY TO TAKE OFF THE  
01:04:32:26 PLATES OF TEACHERS THIS LARGE  
01:04:34:18 AMOUNT OF ASSESSMENT.  
01:04:36:13 WE CAN ASSESS TO ASSESS TO WHAT  
01:04:39:05 PURPOSE AT THE END OF THE DAY.  
01:04:41:06 AND HAVE THIS WONDERFUL DATA  
01:04:42:12 THAT YOU CAN'T DO ANYTHING WITH.  
01:04:44:00 OR FIND WAYS TO BE INTENTIONAL  
01:04:46:10 WHEN YOU ASSESS AND HOW YOU  
01:04:48:01 ASSESS AND HAVE THE PROPER TOOLS  
01:04:50:03 AND TIME AND RESOURCES TO APPLY  
01:04:51:17 THEM TO THE STUDENTS IN FRONT OF  
01:04:53:02 YOU.

01:04:53:13 AND I THINK WHEN YOU HAVE THAT,  
01:04:54:20 YOU HAVE JOY.  
01:04:55:15 AND I HAVE SEEN THAT JOY.  
01:04:58:20 TODAY, ACTUALLY A COUPLE OF  
01:05:00:28 SCHOOLS I HAVE SEEN AND CLT'S  
01:05:03:27 AND A LOT OF JOY.  
01:05:06:29 AND SAT IN A LOT AND  
01:05:09:03 FRUSTRATIONS AND MY GOSH, HERE'S  
01:05:13:24 ANOTHER THING.  
01:05:16:23 >> ONE MIGHT HAVE RECOLLECTIONS  
01:05:18:29 IS UNDER THE FORMER SYSTEM THAT  
01:05:20:15 THE STATE HAD.  
01:05:21:10 WHETHER A SCHOOL FELL INTO SORT  
01:05:23:21 OF LOWEST CATEGORY, IT WAS LIKE  
01:05:25:23 THE LOWEST 15%.  
01:05:30:27 WHAT IT MEANT WAS ALL SORTS OF  
01:05:35:11 GUIDELINES FOR WHAT THAT SCHOOL  
01:05:36:29 HAD TO DO.  
01:05:37:27 AND A WHOLE LOT OF PAPERWORK.  
01:05:41:29 AND REPORTING.  
01:05:43:12 THAT THE SCHOOL HAD TO DO.  
01:05:46:03 TO LIKE REPORT TO THE STATE ON  
01:05:48:09 THIS AND THAT AND THIS AND THAT.  
01:05:52:24 SO WHEN I SEE THAT THE SYSTEM  
01:05:56:24 THAT SEEMS TO BE PROPOSED AND  
01:05:59:16 COMING DOWN THE ROAD.  
01:06:01:21 MAY HAVE MORE SCHOOLS THAT FALL  
01:06:04:19 ACROSS THE STATE, THAT FALL INTO  
01:06:07:03 THAT LOWEST CATEGORY.  
01:06:09:12 YOU KNOW, I WORRY THAT WE'RE  
01:06:11:23 GOING TO LOSE SOME OF THAT JOY.  
01:06:14:13 BECAUSE ITS REALLY --  
01:06:18:12 >> I COULDN'T AGREE WITH YOU  
01:06:20:15 MORE.  
01:06:21:16 AND YOU SAW THOSE LABELS OF ON  
01:06:25:07 TRACK AND OFF TRACK.  
01:06:26:11 NO ONE HAS JOY OF BEING A SCHOOL  
01:06:28:19 OF OFF TRACK AND THE SUPPORT  
01:06:31:00 THAT YOU ARE PROVIDING IS NOT  
01:06:33:24 PROPERLY DOCUMENTED AND  
01:06:35:04 RECOGNIZED.  
01:06:35:17 AND THE RULES IN THE GAME ARE  
01:06:37:21 CHANGED TO MAKE IT LOOK LIKE YOU  
01:06:39:21 ARE NOT SUPPORTING STUDENTS,  
01:06:41:14 WHEN YOU ARE.  
01:06:42:12 THERE IS NO JOY IN THAT AND NO  
01:06:44:04 JOY WHEN YOU ARE LABELED THAT  
01:06:45:14 WAY.  
01:06:45:29 AND YOU KNOW THAT YOU ARE

01:06:47:28 WORKING HARD TO MOVE STUDENTS  
01:06:51:21 FORWARD.  
01:06:52:20 THAT WORRIES ME AND WORRIED  
01:06:55:05 ABOUT THE GROWTH CATEGORY.  
01:06:57:10 THAT'S WHAT WE TRY TO DO EVERY  
01:06:58:26 DAY.  
01:06:59:13 AND AT THE END OF THE DAY I AM  
01:07:00:26 THANKFUL AND PROUD OF ANY  
01:07:02:23 TEACHER THAT HAS STUDENTS GROW  
01:07:04:13 IN THEIR CLASS IN ACCELERATED  
01:07:06:13 WAY.  
01:07:07:07 AND DOING EVERYTHING THEY CAN  
01:07:09:06 AND WITH RESOURCES AND I AM  
01:07:12:07 JOYFUL WHEN I SEE THAT.  
01:07:13:16 AND FIND WAYS OPPORTUNITIES  
01:07:16:00 POTENTIALLY TO SAY YOU ARE OFF  
01:07:17:14 TRACK, WHEN YOU ARE DOING THAT  
01:07:18:18 WORK.  
01:07:19:05 THAT DOESN'T GIVE ME JOY AND  
01:07:22:26 DOESN'T GIVE ANYONE JOY THINKING  
01:07:24:27 OF A SYSTEM THAT DOESN'T  
01:07:26:18 RECOGNIZE AND SUPPORT AND THINK  
01:07:28:14 AND FIND A WAY TO CELEBRATE.  
01:07:30:06 AND ALSO BEING VERY THOUGHTFUL  
01:07:32:03 THAT MASTERY IS CRITICAL AND WE  
01:07:33:26 DON'T WANT TO LOSE SIGHT OF  
01:07:35:12 THAT.  
01:07:35:24 WE WANT ALL CHILDREN  
01:07:37:01 TORPROFICIENT AND ON GRADE LEVEL  
01:07:41:03 AND WHERE WE FIND THAT HAPPY  
01:07:43:03 MEDIUM.  
01:07:43:16 AND SAYING WITH THE INTERVENTION  
01:07:46:02 AND SUPPORT AND CLASSES AND  
01:07:47:19 RESOURCES AND TIME AND MATERIAL  
01:07:50:22 TO HELP OUR STAFF GET TO THAT  
01:07:53:12 PLACE OF PROFICIENCY FOR ALL  
01:07:55:19 STUDENTS.  
01:07:56:05 AND DON'T FORGET THE GROWTH AND  
01:07:57:21 THOSE STUDENTS WHO ARE  
01:07:59:01 PROFICIENT AND SCORING.  
01:08:00:06 THERE ARE SOME STUDENTS  
01:08:02:05 PROFICIENT RIGHT AWAY WHEN THEY  
01:08:04:21 WALK IN AND HOW TO GROW AND  
01:08:07:09 ADVANCE AND DONE IN PARTNERSHIP  
01:08:09:05 WITH THE OFFICE OF ADVANCED  
01:08:11:25 ACADEMICS.  
01:08:12:07 AND TO SAY THAT, THAT IS NOT  
01:08:14:10 IMPORTANT AND THE MESSAGING THAT  
01:08:16:14 IS COMING OUT.

01:08:18:00 AS LONG AS YOU ARE PROFICIENT.  
01:08:20:27 OF COURSE WE WANT THAT.  
01:08:22:03 BUT NOT ALL WE WANT, WE WANT  
01:08:24:08 CHILDREN TO GROW AND ACCELERATE  
01:08:25:23 AND ACHIEVE.  
01:08:26:17 THAT'S SOMETHING THAT WE HAVE TO  
01:08:28:06 BE MINDFUL AS A COMMUNITY AND  
01:08:30:28 CERTAINLY TO ALL BOARD MEMBERS  
01:08:32:08 TO THINK ABOUT NEW QUOTE UNQUOTE  
01:08:35:04 LABELS COME OUT.  
01:08:36:21 AND WHAT THEY MEAN AND DON'T  
01:08:39:05 MEAN.  
01:08:39:15 THERE ARE WAYS IN MY OPINION  
01:08:41:02 USED WHAT I AM HEARING, WE DON'T  
01:08:44:16 KNOW THE FINAL RESULT.  
01:08:45:28 BUT HEARING THAT IT'S USED IN AN  
01:08:48:01 INTENDED WAY THAT WE DON'T  
01:08:49:08 BELIEVE IN APS ABOUT EVERY  
01:08:51:20 STUDENT COUNTS.  
01:08:52:21 EVERY STUDENT SHOULD BE  
01:08:54:21 SUCCEEDING AND EVERY STUDENT  
01:08:55:23 SHOULD REACH GRADE LEVEL AND OUR  
01:08:58:12 TEACHERS SHOULD HAVE WHAT THEY  
01:08:59:21 NEED IT SUPPORT THEM.  
01:09:00:26 THAT'S WHAT WE NEED TO FOCUS ON  
01:09:04:10 AND I APPRECIATE THE QUESTION OF  
01:09:06:27 JOY, THERE IS NO JOY WHEN IT  
01:09:08:27 COMES TO THAT AND NO JOY WHEN IT  
01:09:13:07 COMES TO BE MISLABELED FOR THE  
01:09:14:23 WORK YOU ARE DOING HARD.  
01:09:16:18 I TRULY BELIEVE THAT OUR  
01:09:19:04 TEACHERS COME TO WORK AND WANT  
01:09:21:10 TO HELP THEIR STUDENTS.  
01:09:22:14 AND FOR SOMEONE TO SAY THEY ARE  
01:09:24:27 NOT AND NOT WORKING ON  
01:09:28:21 PROFICIENT I HEARD THOSE  
01:09:30:06 COMMENTS AS RECENTLY AS LAST  
01:09:32:02 WEEK.  
01:09:32:12 THAT TEACHERS DON'T CARE ABOUT  
01:09:33:26 THAT.  
01:09:34:07 THAT'S NOT TRUE.  
01:09:35:16 >> I WILL PICK UP THE QUESTIONS,  
01:09:39:21 I HAD A COUPLE.  
01:09:40:17 THIS WAS ABOUT CURRICULUM.  
01:09:42:02 AND SO THERE WAS A QUESTION THAT  
01:09:43:27 Ms. TURNER ASKED ABOUT WHEN WE  
01:09:46:27 WOULD EXPECT THAT AND THE  
01:09:48:08 PROGRESS OF CURRICULUM WRITING.  
01:09:50:08 MY QUESTION IS ABOUT WHEN WE ARE



01:09:54:10 DEVELOPING CURRICULUM THAT  
01:09:57:25 ALIGNS TO NEW STANDARDS, IS THAT  
01:10:01:17 ROLLED OUT TO ALL STUDENTS AT  
01:10:03:07 ONCE?  
01:10:03:22 OR A WAY TO PILOT THAT WITH  
01:10:05:18 CERTAIN TEACHERS THAT DETERMINE  
01:10:07:09 THAT IT'S EFFECTIVE BEFORE WE  
01:10:09:10 MAKE THE INVESTMENT ACROSS THE  
01:10:13:04 SYSTEM INTRODUCING TO EVERYONE?  
01:10:15:03 >> IN A PERFECT WORLD WHAT YOU  
01:10:17:21 DESCRIBED WOULD BE GREAT.  
01:10:18:29 WHEN WE GET NEW STANDARDS, I AM  
01:10:20:28 TRYING TO REMEMBER AND GOT EAL  
01:10:25:06 STANDARDS IN APRIL, IT WAS GREAT  
01:10:27:05 WE GOT THEM AND NOW WE HAVE TO  
01:10:32:25 PIVOT AND NO CROSSWALK YEAR AND  
01:10:35:14 SAME WITH MATH.  
01:10:37:07 GENERALLY WE ARE NOT AFFORDED  
01:10:38:20 THE TIME TO SAY, HEY, Ms. TURNER  
01:10:41:21 AND Ms. DIAZ-TORRES CAN YOU TRY  
01:10:43:25 THIS OUT AND WHAT DO YOU THINK.  
01:10:45:22 AND WE ARE SAYING HERE IT IS AND  
01:10:48:19 GETTING FEEDBACK ONCE THEY  
01:10:50:04 TAUGHT IT AND DO THE ASSESSMENTS  
01:10:53:06 ALIGN.  
01:10:53:17 DID IT WORK.  
01:10:54:19 PACING CALENDAR.  
01:10:55:25 WAS IT TOO FAST?  
01:10:56:29 TOO SLOW.  
01:10:57:24 BUT GENERALLY WE DON'T HAVE THE  
01:10:59:24 ABILITY TO HAVE PEOPLE TRY IT  
01:11:01:16 OUT.  
01:11:01:26 I WISH WE DID.  
01:11:04:09 >> YEAH, THANK YOU, THAT'S  
01:11:05:20 HELPFUL.  
01:11:06:13 AND THE OTHER QUESTION ABOUT  
01:11:07:29 CURRICULUM WAS ABOUT PACING  
01:11:09:13 GUIDES.  
01:11:09:25 IT'S RELATED TO THE ACADEMIC  
01:11:11:22 DATA AND RELATED TO THE JOY  
01:11:13:27 QUESTION.  
01:11:14:09 WHICH IS, I WOULD LIKE TO HEAR  
01:11:16:08 YOU AND YOU TALK A LITTLE ABOUT  
01:11:18:12 YOUR SORT OF INTENTION BEHIND  
01:11:21:15 PROVIDING PACING GUIDES AND  
01:11:26:10 WHETHER YOU THINK OF THOSE AS  
01:11:28:08 SUGGESTIONS OR RESOURCES TO  
01:11:30:11 TEACHERS THAT I CAN REFER TO.  
01:11:31:23 OR WHETHER YOU PUT THOSE OUT

01:11:33:08 WITH THE EXPECTATION THAT  
01:11:34:15 EVERYONE IS DOING THINGS  
01:11:36:03 ACCORDING TO THE PACING GUIDE.  
01:11:37:22 AND WILL REVEAL MY OWN BIAS TO  
01:11:40:00 SAY AS A FORMER TEACHER, A  
01:11:43:12 PACING GUIDE TO ME AS A  
01:11:45:03 FIRST-YEAR TEACHER WOULD HAVE  
01:11:47:21 BEEN INCREDIBLY HELPFUL TO ME.  
01:11:49:25 AS I GAINED CONFIDENCE AND  
01:11:52:09 EXPERIENCE I WOULD HAVE CHAFFED  
01:11:54:03 THAT I HAD TO WALK IN MARCH STEP  
01:11:57:00 WITH EVERYONE ELSE THAN TO USE  
01:11:58:28 MY OWN PROFESSIONAL JUDGMENT OF  
01:12:00:24 WHAT MY CLASS NEEDED OR SPEND  
01:12:04:05 MORE TIME OR MOVE FASTER.  
01:12:06:14 I AM SORT OF TIPPING MY HAND AND  
01:12:10:04 WONDER HOW YOU AND TEAM THINK  
01:12:12:21 ABOUT PACING GUIDES?  
01:12:13:27 >> ONE THING WHEN WE THINK ABOUT  
01:12:17:08 PACING GUIDE, AND THAT CALENDAR  
01:12:19:14 OR WHATEVER THE FORMAT MAY BE.  
01:12:22:05 WHEN WE THINK WHY PACING GUIDES  
01:12:24:17 CAME IN EXISTENCE.  
01:12:25:24 WE HAD PEOPLE THAT MAY NOT HAVE  
01:12:27:22 COVERED ALL CURRICULUM.  
01:12:29:10 WHEN YOU HAD TESTS AND PEOPLE  
01:12:31:19 HADN'T GOTTEN THROUGH EFFORT.  
01:12:33:07 IT IS A GUIDE.  
01:12:34:03 WE ARE NOT SAYING THAT YOU  
01:12:35:12 BETTER BE ON PAGE 7 ON DAY 7.  
01:12:38:03 BUT WE WANT TO BE SURE THAT  
01:12:39:25 PEOPLE HAVE PACED OUT AND THEY  
01:12:41:12 CAN COVER ALL THE STANDARDS THAT  
01:12:42:29 NEED TO BE TAUGHT.  
01:12:43:27 SO WHERE WE WANT THAT TO BE A  
01:12:46:09 GUIDE.  
01:12:47:07 I HOPE NONE OF THE TEAM MEMBERS  
01:12:50:13 HAVE SAID, Ms. SMITH YOU ARE IN  
01:12:52:24 TROUBLE BECAUSE YOU ARE NOT ON  
01:12:54:10 THIS PAGE.  
01:12:55:02 THAT'S NOT WHAT OUR PACING  
01:12:56:17 GUIDES ARE.  
01:12:57:04 BUT WE WANT TO GIVE A TIME  
01:12:59:01 FRAME, UNIT 1 -- USING EXAMPLE  
01:13:01:24 TWO TO THREE WEEKS INSTEAD OF  
01:13:04:20 SIX MONTHS.  
01:13:05:18 THAT'S AN EXTREME EXAMPLE BUT WE  
01:13:07:15 WANT TO CAN ENSURE AND WHAT I  
01:13:10:29 HAVE SAID ALL NIGHT THAT PEOPLE

01:13:12:07 HAVE ACCESS TO GRADE LEVEL  
01:13:14:27 CONTENT AND THAT STUDENTS GET  
01:13:17:14 THROUGH ALL THE CONTENT THAT THE  
01:13:19:13 STATE AND THE TEAM.  
01:13:20:18 HEY FOR FOURTH GRADE MATH AND  
01:13:25:28 SOCIAL STUDIES HOW WE GET  
01:13:28:05 THROUGH IT.  
01:13:28:27 YES, WE WOULD LIKE EVERYONE TO  
01:13:30:16 GET THROUGH EVERYTHING.  
01:13:31:17 BUT NOT THAT YOU ARE IN TROUBLE  
01:13:33:00 IF NOT ON PAGE 7.  
01:13:34:18 AND IT DOESN'T SAY YOU HAVE TO  
01:13:36:16 BE ON PAGE 7 AT THIS POINT BUT  
01:13:39:05 JUST AS AN EXAMPLE.  
01:13:40:08 >> THANK YOU, THAT'S VERY  
01:13:41:22 HELPFUL.  
01:13:42:03 ONE OTHER QUESTION THAT I HAVE  
01:13:43:12 AND MIGHT BE FOR Dr. DURAN AND  
01:13:45:16 COME BACK AROUND AND SEE IF MY  
01:13:48:09 COLLEAGUES HAVE ANY MORE.  
01:13:49:22 I MENTIONED EARLIER TONIGHT THAT  
01:13:52:00 GEORGE MASON PROVIDES HELPFUL  
01:13:54:04 RESOURCE FOR ELECTED OFFICIALS.  
01:13:56:03 AND ONE OF THEM IS THIS REGIONAL  
01:13:59:08 ELECTED LEADERS FORUM.  
01:14:00:22 I ATTENDED ONE OF THOSE MEETINGS  
01:14:03:16 A COUPLE OF WEEKS AGO AND SOME  
01:14:06:21 COLLEAGUES IN PRINCE WILLIAM  
01:14:12:10 COUNTY AND Ms. DADE WAS  
01:14:16:18 COMMENTING ABOUT HER OBSERVATION  
01:14:18:21 AS VETERAN SUPERINTENDENT THAT  
01:14:20:04 WE ARE IN UNPRECEDENTED YEAR IN  
01:14:22:27 VIRGINIA.  
01:14:23:07 I'M GOING TO ASK Dr. DURAN FOR  
01:14:26:12 HIS PERSPECTIVE ON THIS.  
01:14:28:12 AND IN WHAT SHE SHARED, SHE FELT  
01:14:30:24 LIKE SCHOOL DIVISIONS IN  
01:14:33:24 VIRGINIA THIS YEAR WERE REALLY  
01:14:38:09 HAVING TO DEAL WITH A LOT COMING  
01:14:39:27 FROM THE STATE.  
01:14:40:21 AND A LOT AT ONCE.  
01:14:42:05 SO KNOW WHEN WE TALKED HERE IN  
01:14:44:11 APS WE TALKED WITHIN OUR OWN  
01:14:46:01 CONTROL AND OUR DIVISION THE  
01:14:47:15 NUMBER OF THINGS THAT WE WOULD  
01:14:50:20 HAND DOWN FROM CENTRAL OFFICE TO  
01:14:52:26 SCHOOLS.  
01:14:53:24 AND TRY TO BE MINDFUL NOT TO  
01:14:56:09 LAYER TOO MANY THINGS AT ONCE.

01:14:58:03 SO AT THE STATE LEVEL Dr.  
01:15:00:04 McDADE'S OBSERVATION THIS YEAR  
01:15:02:02 THAT WE HAD NEW MATH STANDARDS  
01:15:04:08 AND SIMULTANEOUSLY NEW MATH  
01:15:08:15 ASSESSMENTS.  
01:15:09:03 THAT SHE SAID ARE VERY RARE IN  
01:15:12:09 HER STANDARDS AND YOU GET THE  
01:15:14:00 CROSS WALK AND DEVELOPMENT  
01:15:16:18 CURRICULUM AND GET TEACHERS TO  
01:15:19:19 THEM BEFORE ROLLING OUT THE NEW  
01:15:21:24 ASSESSMENT.  
01:15:22:14 NOT WHAT IS HAPPENING THIS YEAR.  
01:15:23:27 AND MENTIONED HAVING THOSE NEW  
01:15:26:01 MATH STANDARDS AND DEALING WITH  
01:15:28:14 NEW ENGLISH LANGUAGE ART  
01:15:32:01 STANDARDS LAST YEAR AND THE NEW  
01:15:34:19 ACCOUNTABILITY AND ACCREDITATION  
01:15:36:04 SYSTEM THAT WE TALKED ABOUT.  
01:15:37:15 AND WHAT SHE SHARED THERE IN HER  
01:15:39:12 EXPERIENCE AND OTHER STATES,  
01:15:40:10 WHEN THEY CHANGED THEIR  
01:15:42:12 ACCOUNTABILITY OR ACCREDITATION  
01:15:44:13 SYSTEM IT'S USUALLY A THREE-YEAR  
01:15:46:18 PROCESS.  
01:15:47:00 WHERE FIRST YOU WOULD TEST YOUR  
01:15:49:08 NEW FRAMEWORK WITH A LIMITED  
01:15:51:02 GROUP OF SCHOOLS.  
01:15:53:02 THAT SECOND AFTER YOU DID A TEST  
01:15:55:00 WITH LIMITED GROUP, THAT YOU  
01:15:56:15 WOULD DO A TEST YEAR WITH YOUR  
01:15:59:04 FULL SUITE OF SCHOOL DISTRICTS.  
01:16:01:26 IN A NONSORT OF NONBINDING,  
01:16:06:16 NONHIGH STAKES WAY TO SEE HOW  
01:16:11:05 YOUR DISTRICTS PERFORM AND HOW  
01:16:13:01 TO FINE TUNE.  
01:16:15:23 AND THIRD YEAR YOU INSTITUTE IN  
01:16:17:11 A BINDING THIS REALLY COUNTS.  
01:16:19:15 IN HER EXPERIENCE IT'S VERY  
01:16:23:12 UNUSUAL VIRGINIA WE ARE DOING IT  
01:16:25:23 IN A COMPRESSED TIME FRAME AND  
01:16:28:00 WHAT SHE SHARED WITH ME TO THINK  
01:16:30:10 ABOUT THE DEMANDS ON SCHOOL  
01:16:32:17 DIVISIONS INCLUDING OUR OWN.  
01:16:33:28 IN THAT WE ARE IN HER WORDS THAT  
01:16:37:04 WE'RE EXPERIENCING SOME LAYERS  
01:16:41:02 OF RATHER UNUSUAL TIMING IN SOME  
01:16:44:03 OF THESE REQUIREMENTS THAT ARE  
01:16:46:01 COMING DOWN.  
01:16:46:24 AND I GUESS BECAUSE YOU HAVE

01:16:49:06 WORKED OTHER PLACES BESIDES  
01:16:51:25 ARLINGTON PUBLIC SCHOOLS AND IN  
01:16:53:14 FACT OTHER STATES.  
01:16:54:21 WHETHER THIS COMPORTS WITH YOUR  
01:16:57:22 EXPERIENCE AND YOUR PERSPECTIVE.  
01:16:59:29 >> ABSOLUTELY, AND Dr. McDADE I  
01:17:03:03 AGREE WITH EVERYTHING SHE SAID  
01:17:04:09 AND WAS ON STATE MEMBER AND  
01:17:09:20 ROLLED OUT ASSESSMENTS AND DID  
01:17:13:27 NOT DO THIS WAY AND WE HAD TIME  
01:17:15:17 FOR FEEDBACK AND STANDARDS FOR  
01:17:18:21 CROSSWALK.  
01:17:19:03 AND THROUGH THAT PROCESS WE GOT  
01:17:21:14 FEEDBACK DURING THAT CROSSWALK  
01:17:23:03 TIME.  
01:17:24:11 AND INVITED DIVISIONS AND  
01:17:26:14 TEACHERS AND PRINCIPALS AND  
01:17:28:12 SUPERINTENDENTS TO GIVE US  
01:17:29:16 FEEDBACK BEFORE FINAL DECISIONS.  
01:17:31:24 AND GO WAY BACK ON THE  
01:17:34:04 SOL-INTERVENTION COMMITTEE UNDER  
01:17:37:10 GOVERNOR McCALLA AND SPENT A  
01:17:41:01 YEAR THINKING ABOUT CHANGES.  
01:17:42:29 AND THAT INCLUDED  
01:17:44:13 SUPERINTENDENTS AND CHIEF  
01:17:45:29 ACADEMIC OFFICERS AND PARENTS  
01:17:47:29 AND TEACHERS AND ELECTED  
01:17:49:26 OFFICIALS AND DELEGATES AND  
01:17:51:20 SENATORS.  
01:17:52:19 YES IT IS VERY DIFFERENT TO DO  
01:17:56:26 THREE OR FOUR DIFFERENT THINGS  
01:17:58:22 ALL AT ONCE.  
01:17:59:15 WE KNOW THERE IS A SENSE OF  
01:18:01:18 URGENCY IN EDUCATION AND A WAY  
01:18:02:27 TO DO IT WITHOUT OVERWHELMING  
01:18:04:13 AND MAKING BAD DISCUSSIONS OR  
01:18:07:00 UNINTENDED CONSEQUENCES.  
01:18:09:01 AROUND THINGS THAT MAY ULTIMATE  
01:18:11:06 IMPACT STUDENTS IN A NEGATIVE  
01:18:14:19 WAY.  
01:18:15:01 AND THE GOAL IS INTENTION AND  
01:18:17:05 OUR STATE BOARD OF EDUCATION I  
01:18:19:06 BELIEVE THEIR INTENTION IS TO  
01:18:20:18 IMPROVE EDUCATION.  
01:18:21:16 I DO THAT.  
01:18:22:12 I DON'T THINK THEY ARE IN ANY  
01:18:24:22 WAY TRYING NOT TO.  
01:18:25:24 HOWEVER, I THINK THAT THE WAY  
01:18:27:27 IT'S GOING IS UNUSUAL AND IN

01:18:34:18 FAST PACE AND IN OTHER STATES  
01:18:36:29 NOT HAPPENING THIS WAY OR WHEN I  
01:18:38:24 WAS ON STATE BOARD.  
01:18:40:06 >> I HAVE ONE QUESTION BUT USED  
01:18:41:28 UP MY TWO, YOU HAVE MORE Ms.  
01:18:44:10 TURNER?  
01:18:44:27 ANYONE ELSE HAVE MORE?  
01:18:46:08 I HAVE ONE MORE AND RELATES TO  
01:18:48:03 WHAT WE TALKED ABOUT BEFORE WHEN  
01:18:50:06 YOU TALKED ABOUT KEY TAKEAWAYS  
01:18:53:03 BEING INCLUDED IN GRADE LEVEL  
01:18:54:28 CONTENT.  
01:18:55:08 WHAT I WANTED TO COME BACK TO,  
01:18:57:21 AND IT MAY BE A QUESTION OR MAY  
01:18:59:18 JUST BE A SUGGESTION.  
01:19:02:05 WE'VE TALKED BEFORE ABOUT WAYS  
01:19:04:05 THAT IN CORE CONTENT AREAS FOR  
01:19:09:05 STUDENTS WITH DISABILITIES, FOR  
01:19:11:11 ENGLISH LEARNERS AND FOR  
01:19:13:11 STUDENTS WHO FOR OTHER REASONS  
01:19:15:10 MAY BE STRUGGLING READERS.  
01:19:17:12 I'M THINKING AT THE HIGH SCHOOL  
01:19:19:00 LEVEL AT THIS POINT.  
01:19:19:27 THAT THERE ARE WAYS THAT WE CAN  
01:19:22:21 USE TECHNOLOGY.  
01:19:24:04 TO ENABLE STUDENTS TO ACCESS  
01:19:27:01 GRADE-LEVEL CONTENT FOR EXAMPLE,  
01:19:31:07 TEXT SPEECH SOFTWARE.  
01:19:33:13 OR WITH AI THERE ARE PROGRAMS  
01:19:35:14 NOW THAT WILL TAKE TEXT AND  
01:19:38:25 ACTUALLY ALSO TEACHERS VERBAL  
01:19:42:11 COMMENTS AND CREATE SUMMARIES OF  
01:19:44:03 THOSE THAT YOU CAN ADJUST FOR  
01:19:47:06 WEEDA LEVELS FOR EXAMPLE.  
01:19:50:22 I GUESS A QUESTION WOULD BE, IS  
01:19:52:21 THERE ANYTHING NEW OR DIFFERENT  
01:19:54:06 THAT WE LOOK AT APS ALONG THOSE  
01:19:57:17 LINES THAT ENABLE SOME STUDENTS  
01:20:00:24 IN SOME SUBGROUPS TO ENGAGE MORE  
01:20:03:04 EASILY WITH GRADE-LEVEL CONTENT?  
01:20:05:16 >> SO YES, WE DO -- SORRY, LOST  
01:20:13:03 MY TRAIN OF THOUGHT.  
01:20:14:17 THE TEXT-TO-SPEECH AND I WILL  
01:20:17:01 GET IT WRONG AND Ms. CRUZ IF I  
01:20:19:07 GET IT WRONG, CAN YOU SAVE ME IF  
01:20:21:15 I MISSPEAK.  
01:20:23:12 WHEN YOU MENTIONED A YEAR AGO  
01:20:25:07 AND TEXT-TO-SPEECH AND SHE AND  
01:20:28:18 THE TEAM STARTED WORKING ON

01:20:30:05 THAT.  
01:20:30:15 WE ARE EXPLORING AI AND NOT  
01:20:32:29 ROLLING THAT OUT TO STUDENTS.  
01:20:34:09 WE ARE TRYING TO GO SLOW TO GO  
01:20:38:19 FAST.  
01:20:39:25 LIKE YOU SAID WE WANT STUDENTS  
01:20:41:21 TO ACCESS AND WHAT ARE THE WAYS  
01:20:42:29 TO DO IT.  
01:20:43:19 WE ARE EXPLORING THOSE AND I'M  
01:20:47:00 GONNA BE REMISS IF I TRY TO CALL  
01:20:49:29 OUT A PROGRAM.  
01:20:51:09 BUT I KNOW Ms. CRUZ AND I WERE  
01:20:54:00 TALKING ABOUT THE TEXT-TO-SPEECH  
01:20:57:01 PIECE AND TRYING TO REMEMBER FOR  
01:20:59:25 EL.  
01:21:00:24 AND WE WANT TO LEVERAGE  
01:21:02:16 TECHNOLOGY BUT AT THE SAME TIME  
01:21:03:29 HOW TO HELP OUR TEACHERS TO USE  
01:21:06:02 IT AND ALSO TEACHER OUR  
01:21:07:25 STUDENTS.  
01:21:08:08 THAT'S THE ONE THING THAT WE  
01:21:12:24 INTRODUCE NEXT WEEK AND HOW TO  
01:21:14:12 INTRODUCE THESE THINGS AND AGE  
01:21:16:24 APPROPRIATE.  
01:21:17:05 YOU ARE TALKING ABOUT HIGH  
01:21:19:12 SCHOOL BUT AS WE THINK OF  
01:21:20:25 ROLLING OUT WHAT IS THE MOST  
01:21:22:18 EFFECTIVE WAY AND THE  
01:21:24:08 PROFESSIONAL LEARNING FOR OUR  
01:21:29:18 TEACHERS.  
01:21:29:29 >> GREAT, THANK YOU, LAST CALL  
01:21:31:07 FOR QUESTIONS FROM COLLEAGUES.  
01:21:32:23 WANT TO THANK Ms. TURNER OUR  
01:21:35:22 LIAISON FOR THIS AND Dr. MANN  
01:21:37:14 AND HIS WHOLE TEAM FOR A GOOD  
01:21:40:18 AND ROBUST DISCUSSION THIS  
01:21:42:15 EVENING ABOUT OUR ACADEMIC DATA.  
01:21:45:00 >> THANK YOU.  
01:21:48:25 WE'RE NOW AT ACTION ITEMS.  
01:21:52:02 TONIGHT WE HAVE TWO ACTION ITEMS  
01:21:53:29 AND FIRST IS FY2024-25 INTERNAL  
01:21:57:27 AUDIT PLAN.  
01:21:59:16 I AM WELCOME Ms. BLOUNT-FENNEY  
01:22:02:17 AS DIRECTOR TO PROVIDE NOT WHOLE  
01:22:05:04 RECAP OF WHAT SHE SHARED LAST  
01:22:07:07 TIME BUT UPDATES TO THE AUDIT  
01:22:09:05 PLAN BASED ON FEEDBACK FROM  
01:22:10:22 SCHOOL BOARD MEMBERS.  
01:22:12:25 Ms. BLOUNT-FENNEY.

01:22:14:12 >> THANK YOU Ms. KADERA.  
01:22:16:13 THIS EVENING I WILL BE  
01:22:18:04 PRESENTING THE SUMMARY OF OUR  
01:22:20:11 AMENDMENT TO THE 24-25 PLAN.  
01:22:23:17 SO I DON'T KNOW HOW MANY OF YOU  
01:22:25:09 REMEMBER THIS, BUT TWO WEEKS AGO  
01:22:27:02 WE APPROVED TO SCHEDULE FOUR  
01:22:31:00 AUDITS.  
01:22:31:14 ONE IS THE PAYROLL ASSESSMENT.  
01:22:34:06 A FOLLOW UP.  
01:22:37:08 THE SECOND IS HUMAN RESOURCES  
01:22:39:05 AND THE THIRD IS INFORMATION  
01:22:40:27 SERVICES AND FOURTH ONE WAS  
01:22:42:14 OVERTIME.  
01:22:44:11 NEXT SLIDE PLEASE.  
01:22:47:24 I'M NOT GOING THROUGH ALL THE  
01:22:49:09 BACKGROUND INFORMATION BUT AGAIN  
01:22:51:21 ACCORDING TO RISK AND AUDIT  
01:22:55:05 PRACTICES AND STANDARDS.  
01:22:58:03 HUMAN RESOURCES CONSIDERS A HIGH  
01:23:00:10 RISK AREA DUE TO SEVERAL REASON.  
01:23:03:00 ONE BEING REGULATORY  
01:23:04:24 REQUIREMENTS.  
01:23:05:07 AND AT APS ITSELF HR IS  
01:23:08:22 CONSIDERED A HIGH-RISK AREA  
01:23:10:11 BECAUSE OF HIGH-TURNOVER RATE  
01:23:13:05 AND ALONG WITH THIS YOU HAVE A  
01:23:16:04 LOSS OF BUSINESS CONTINUITY.  
01:23:18:10 BECAUSE THE KNOWLEDGE BASE GOES  
01:23:21:19 OUT THE DOOR WHEN SOMEONE  
01:23:23:04 LEAVES.  
01:23:23:15 NEXT SLIDE.  
01:23:25:04 SO WHAT I DID, I MET WITH THE  
01:23:27:11 AUDIT CHAIR AND OTHER MEMBERS OF  
01:23:29:20 THE SCHOOL BOARD.  
01:23:30:03 AND THE REQUEST WAS FOR MORE  
01:23:32:08 NARROW-DOWNED SCOPE FOR HUMAN  
01:23:37:22 RESOURCES AND WHAT IT WAS  
01:23:40:08 DECIDED TO FOCUS ON STANDARD  
01:23:42:07 OPERATING PROCEDURES AND LOOK AT  
01:23:45:00 ASSESSMENT OF INTERNAL CONTROLS  
01:23:47:04 OVER CERTAIN BUSINESS PROCESSES.  
01:23:49:14 WON'T GO THROUGH THE ENTIRE LIST  
01:23:51:02 BUT ONE OF THE BUSINESS  
01:23:52:14 PROCESSES TO LOOK AT IS HIRING  
01:23:54:23 PRACTICES HERE AT APS.  
01:23:56:06 WE WILL BE LOOKING AT ON  
01:23:58:06 BOARDING AND OFF-BOARDING.  
01:23:59:26 WHICH AGAIN ARE TWO HIGH-RISK



01:24:02:06 AREAS IF NOT DONE PROPERLY.  
01:24:04:09 LOOKING AT THE PROCESS OF  
01:24:06:18 DEVELOPING AND UPDATING JOB  
01:24:08:13 DESCRIPTIONS.  
01:24:08:29 I WILL ALSO BE LOOKING AT  
01:24:10:25 COMPENSATION CHANGES.  
01:24:12:05 NOT ONLY THE STANDARD OPERATING  
01:24:14:08 PROCEDURES BUT I ALSO WANT TO  
01:24:16:18 LOOK IN THE SYSTEM AND LOOK AT  
01:24:20:25 COMPENSATION CHANGES AND  
01:24:22:19 MODIFICATION THAT ARE  
01:24:23:19 APPROPRIATE WITH APS STANDARDS.  
01:24:25:06 I WILL ALSO BE LOOKING AT  
01:24:27:27 CONTRACT ADMINISTRATION AND THE  
01:24:29:06 WAY IT'S PERFORMED IN OUR HR  
01:24:31:13 DEPARTMENT.  
01:24:31:27 AND ALSO ANOTHER AREA THAT WAS  
01:24:33:19 OF GREAT INTEREST WAS PROTOCOLS  
01:24:36:18 TO RESPOND TO CUSTOMER SERVICE.  
01:24:38:24 REQUESTS MADE OF MEMBERS OF HR  
01:24:41:16 COMMUNITY.  
01:24:43:03 AND ONE OF THE OTHER AREAS, LIKE  
01:24:45:03 I SAID THERE WERE SEVERAL BUT WE  
01:24:46:27 HAD TO NARROW DOWN THE SCOPE.  
01:24:49:12 DEALING WITH BENEFITS ANOTHER  
01:24:51:08 HOT TOPIC ESPECIALLY ONCE WE  
01:24:53:24 WENT THROUGH THE HEALTH CARE  
01:24:56:11 REVIEW.  
01:24:56:24 AND LOOK AT THE PROCESS THAT HR  
01:24:59:07 ADMINISTERS INTERNAL  
01:25:00:23 INVESTIGATIONS AND LEAVE TIME.  
01:25:02:04 AGAIN THAT IS ANOTHER HOT TOPIC  
01:25:06:00 THAT WE HAVE LETTERS INFORMATION  
01:25:08:06 ABOUT LEAVE TIME AND ACCURATE OF  
01:25:11:06 CALCULATIONS OF PAY OUTS.  
01:25:14:04 AGAIN I WON'T GO INTO THE ENTIRE  
01:25:16:18 LIST -- EXCUSE ME, SLIDE 5  
01:25:19:16 PLEASE.  
01:25:19:26 WE WILL ALSO LOOK AT RETIREMENT,  
01:25:22:25 ADMINISTRATION AND THE  
01:25:23:29 MANAGEMENT OF THOSE PROCESSES  
01:25:25:10 INCLUDING BENEFITS AND ANY PAY  
01:25:27:04 OUTS.  
01:25:28:13 WE'LL ALSO LOOK IN THE AREA OF  
01:25:32:01 -- WHICH IS ONE OF MY FAVORITE  
01:25:33:26 AREAS TO LOOK AT AS FAR AS CODE  
01:25:36:23 OF CONDUCT.  
01:25:37:24 HOW DO THE EMPLOYEES KNOW WHAT  
01:25:39:19 IS EXPECTED FROM THEM FROM THE

01:25:42:01 MOMENT THEY WALK THROUGH THE  
01:25:43:13 DOOR.  
01:25:43:29 AND ALSO AGAIN SPEND MORE TIME  
01:25:45:17 ON HANDLING INTERNAL  
01:25:47:12 INVESTIGATIONS TO ENSURE THAT WE  
01:25:48:24 ARE DOING THINGS APPROPRIATELY.  
01:25:50:27 AND ALSO I'M SURE IF NOT  
01:25:54:05 HANDLING APPROPRIATELY, THERE IS  
01:25:55:20 SOME LEGAL RAMIFICATIONS FOR  
01:25:57:15 THAT AS WELL.  
01:25:59:09 NEXT SLIDE PLEASE.  
01:26:04:03 OUR NEXT AUDIT THAT WE DISCUSSED  
01:26:06:16 THAT WE NEEDED MODIFICATION FOR  
01:26:11:11 WITH THE SCOPE IS INFORMATION  
01:26:12:25 SERVICES.  
01:26:13:16 THAT AGAIN IS A VERY BROAD AREA  
01:26:15:09 AND ONE THAT IS VERY POPULAR  
01:26:17:13 ESPECIALLY WITH EVERYTHING GOING  
01:26:20:02 IN THE INDUSTRY WITH DATA  
01:26:22:15 BREACHES AND DATA SECURITY  
01:26:24:16 ISSUES.  
01:26:25:02 AND ALSO LOOK AT THINGS LIKE  
01:26:26:20 PERFORMANCE ISSUES.  
01:26:27:21 AND AGAIN KEEP THINKING BACK IN  
01:26:29:29 YOUR MIND OF STANDARD BUSINESS  
01:26:33:04 OPERATING PROTOCOLS AND  
01:26:35:15 PROCEDURES WITH THESE BUSINESS  
01:26:37:07 PROCESSES.  
01:26:40:16 ALSO ANOTHER AREA BECAUSE WHEN  
01:26:43:13 WE LOOKED AT BUDGETING A LOT OF  
01:26:46:09 MONEY INVESTED IN HARDWARE AND  
01:26:48:17 SOFTWARE FOR APS AND LOOKING AT  
01:26:50:14 BUSINESS PROTOCOLS FOR THAT AS  
01:26:52:13 WELL.  
01:26:57:09 THIS IS CONTINUATION OF AUDIT  
01:27:03:22 AND SCOPE AND ONE ITEM THAT WAS  
01:27:06:14 POPULAR AND GOT INQUIRES FROM  
01:27:10:18 EMPLOYEES AND SCHOOL BOARD AND  
01:27:13:01 WHAT HAPPENS WHEN ONE GOES FROM  
01:27:17:05 ONE GRADE TO ANOTHER.  
01:27:18:21 AND TALKED ABOUT LOANERS AND HOW  
01:27:20:14 WE CONTROL LOANERS AND DO WE GET  
01:27:22:21 THE LOANERS BACK.  
01:27:24:14 ANOTHER AREA OF NOT CONCERN BUT  
01:27:26:18 WE SHOULD LOOK AT THE TIME TO  
01:27:29:04 ASSESS INTERNAL CONTROLS.  
01:27:30:16 NEXT SLIDE PLEASE.  
01:27:35:04 WE'RE GOING TO BE LOOKING AT A  
01:27:36:23 BIT OF LEASING PROCESSES AND

01:27:42:16 PROTOCOLS FOR SOFTWARE.  
01:27:44:10 I UNDERSTAND A RECENT REVIEW OF  
01:27:47:17 LICENSING AND MEET WITH RAJ FOR  
01:27:50:24 FOLLOW-UP ISSUES FOR THAT AS  
01:27:52:27 WELL.  
01:27:53:02 AND BASICALLY THAT'S IT.  
01:27:54:20 THAT'S WHERE WE MODIFIED A FEW  
01:27:56:11 THINGS.  
01:27:57:02 SO NOW READY FOR A FEW QUESTIONS  
01:27:59:07 AND HOPEFULLY I HAVE A FEW  
01:28:00:27 ANSWERS.  
01:28:01:24 >> THANK YOU Ms. BLOUNT-FENNEY.  
01:28:05:09 COLLEAGUES, DO YOU HAVE  
01:28:07:00 CLARIFYING QUESTIONS FOR Ms.  
01:28:11:17 BLOUNT-FENNEY ABOUT WHAT SHE  
01:28:13:15 PRESENTED?  
01:28:13:27 NO, ALL RIGHT.  
01:28:15:06 THAT SAID, I BELIEVE THAT WE ARE  
01:28:17:21 READY FOR A MOTION.  
01:28:27:10 >> I MOVE THAT THE SCHOOL BOARD  
01:28:33:29 ADOPT THE FY2024-25 INTERNAL  
01:28:38:15 AUDIT WORK PLAN AS IN BOARD DOCS  
01:28:46:01 AND MADE PART OF THE OFFICIAL  
01:28:47:15 RECORD.  
01:28:48:00 >> SECOND.  
01:28:48:19 >> BOARD MEMBERS, ANY WOULD LIKE  
01:28:50:18 TO COMMENT ON THIS MOTION?  
01:28:53:24 I WOULD MAKE ONE COMMENT WHEN WE  
01:28:55:27 LOOKED AT AUDIT REPORTS FROM  
01:28:57:28 LAST YEAR.  
01:28:58:15 A THEME THAT EMERGED THAT I  
01:29:00:18 COMMENTED ON WAS THE FACT THAT  
01:29:02:07 WE ARE A LITTLE LOOSER IN SOME  
01:29:04:14 AREAS IN TERMS OF OUR  
01:29:05:26 DOCUMENTATION OF THINGS.  
01:29:07:09 AND THAT WAS A SORT OF THREAD  
01:29:09:17 THAT RAN THROUGH SOME AUDITS  
01:29:12:19 LAST YEAR IN SOME CASES  
01:29:14:27 INDIVIDUALS WERE CARRYING AROUND  
01:29:16:16 INSTITUTIONAL KNOWLEDGE IN THEIR  
01:29:17:22 HEADS OR PRACTICES AND PROTOCOLS  
01:29:20:20 IN THEIR HEADS BUT NOT CAREFULLY  
01:29:23:03 DOCUMENTED FOR THAT DURABLE,  
01:29:24:29 KNOWLEDGE TRANSFER.  
01:29:25:25 SO I THINK WHEN YOU SEE THESE  
01:29:27:17 REVISIONS AND INFORMATION  
01:29:28:27 SERVICES IN HR, THE INTENTION IS  
01:29:33:04 TO APPLY THAT LEARNING FROM LAST  
01:29:34:22 YEAR'S AUDIT CYCLE TO HERE TO

01:29:37:24 FOCUS ON IN THIS IDEA THAT WE  
01:29:40:18 WOULD LIKE TO HAVE TIGHTER  
01:29:42:10 OPERATING PROCEDURES.  
01:29:43:09 AND TO HAVE THOSE TRANSPARENT  
01:29:47:03 AND SHARED ACROSS OUR SCHOOL  
01:29:49:07 COMMUNITIES.  
01:29:49:15 WITH THAT SAID, I BELIEVE WE ARE  
01:29:51:03 READY FOR A VOTE.  
01:29:52:03 ALL IN FAVOR, PLEASE SAY YES.  
01:29:57:24 >> YES.  
01:29:58:22 ANY OPPOSED, MOTION PASSES 4-0.  
01:30:02:15 THANK YOU Ms. BLOUNT-FENNEY FOR  
01:30:04:09 YOUR WORK.  
01:30:05:01 SECOND ACTION ITEM IS WAKEFIELD  
01:30:07:19 HIGH SCHOOL NINTH GRADE  
01:30:15:00 IMMERSION TEXTBOOK RESOURCE  
01:30:17:13 ADOPTION.  
01:30:20:25 >> THIS WAS PRESENTED AT LAST  
01:30:22:06 SCHOOL BOARD MEETING.  
01:30:25:12 AVAILABLE FOR QUESTIONS.  
01:30:27:08 >> COLLEAGUES ANY QUESTIONS.  
01:30:29:16 READY FOR A MOTION.  
01:30:30:25 >> I MOVE THAT THE SCHOOL BOARD  
01:30:33:03 ADOPT THE TEXTBOOK RESOURCE  
01:30:37:15 ADOPTION AS PRESENTED ON BOARD  
01:30:42:19 DOCS THAT IS MADE PART OF  
01:30:44:05 OFFICIAL RECORD.  
01:30:45:01 >> BOARD MEMBERS.  
01:30:46:18 COMMENT.  
01:30:48:08 >> I'LL SECOND IT.  
01:30:50:23 >> SORRY, JUMPED THE GUN.  
01:30:52:23 HAD A RACE TO THE SECOND.  
01:30:54:06 HOPE YOU CAUGHT THAT FOR THE  
01:30:56:16 MINUTES.  
01:30:57:09 NOW BOARD MEMBERS ANYONE WANT TO  
01:30:59:20 COMMENT ON THIS MOTION?  
01:31:00:24 ALL RIGHT, READY FOR A VOTE.  
01:31:03:00 ALL IN FAVOR SAY YES.  
01:31:05:28 >> YES.  
01:31:07:19 >> ANY OPPOSE SAY NO.  
01:31:09:14 MOTION PASSES 4-0.  
01:31:12:09 THANK YOU FOR YOUR TEAM AND HARD  
01:31:14:06 WORK.  
01:31:14:20 >> THANK YOU.  
01:31:16:10 >> NOW AT NEW BUSINESS, ANY NEW  
01:31:18:24 BUSINESS?  
01:31:19:21 HEARING NONE.  
01:31:20:12 THIS MEETING IS ADJOURNED.  
01:31:22:27 [GAVEL]

